



**Reach Cyber Charter School
ANNUAL 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, June 16, 2021 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://us02web.zoom.us/j/88369378105>

+1 646 558 8656 US

Meeting ID: 883 6937 8105

Passcode: 181592

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 Jane Swan at (717) 704-8437.

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 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 the 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.

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

- IV. Oral Reports
 - a. CEO's Report (MSR attached) – J. Swan
 - i. Annual Act 44 Director of Safety Report on Safety and Security at the School – G. McCurdy
 - ii. Graduation Update
 - iii. Planning for the 2021-2022 School Year
 - b. Financial Report (attached) – K. Yeselavage
 - i. Budget Adjustments

- V. Consent Items
 - a. Approval of Minutes from the May 19, 2021 Board Meeting (to follow)
 - b. Approval of Staffing Report (attached)
 - c. Approval of Pearson Invoice(s) for May (attached)
 - d. Approval of Federal Title Funding Plan Documentation: Homeless Students Policy Updates (attached)
 - e. Approval of Board Meetings Schedule for the 2021- 2022 School Year (attached)

- VI. Action Items
 - a. Approval of Budget for the 2021-2022 School Year (to follow) – K. Yeselavage/ D. Biondo
 - b. Approval of CSI School Improvement Plan (attached) – J. Swan
 - c. Approval of Short Term & Long Term Disability Proposals (attached) – L. Blickley
 - d. Approval of Directors – M. Arthur

e. Approval of Officers for the 2021-2022 School Year – M. Arthur

VII. Information Items

- a. Results of the Parent Satisfaction Survey (attached) – J. Swan
- b. State Account Relations (STAR) Update – L. Johnson
- c. Partner School Leadership Team (PSLT) Update – M. Brown

VIII. Strategic Planning

- a. Career Pathways (attached) – J. Swan
- b. In-Person Retreat Planning – M. Arthur

IX. EXECUTIVE SESSION – Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee – D. Taylor/ P. Hennessey

X. Approval of School CEO Compensation for the 2021-2022 School Year – D. Taylor

XI. Adjournment and Confirmation of Next Meeting – Wednesday, August 18, 2021 at 9:00 a.m.



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, April 21, 2021 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

-And via teleconference-

1(800) 747-5150; Code 703-4511#

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 Jane Swan at (717) 704-8437.

AGENDA

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

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

- IV. Oral Reports
 - a. School Leader's Report (MSR attached) – J. Swan
 - i. Senate Education Hearing Update (attached)
 - ii. Enrollment and Staffing Update
 - iii. State Testing Update
 - iv. CSI Update
 - b. Financial Report (attached) – K. Yeselavage
 - i. RFP Process for Large Expenditures (attached)

- V. Consent Items
 - a. Approval of Minutes from the January 27, 2021 Special Board Meeting (attached)
 - b. Approval of Minutes from the February 17, 2021 Board Meeting (attached)
 - c. Approval of Minutes from the March 24, 2021 Special Board Meeting (attached)
 - d. Approval of Staffing Report (attached)
 - e. Approval of OBL Invoice(s) for February and March (attached)
 - f. Approval of CLA Intacct Agreement for Accounting Software (attached)

- VI. Action Items
 - a. Approval of Outreach Recruitment Target for the 2021-2022 School Year – J. Swan

- VII. Information Items
 - a. Outreach Plan for the 2021-2022 School Year (attached) – S. Stuccio
 - b. State Account Relations (STAR) Update – L. Johnson
 - i. Policy Maker Outreach Project – S. Stuccio
 - c. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. School Operations Metrics (attached)
 - ii. Services Spotlight: PSLT – What We Do (attached)
 - d. Board Relations Update: Board Planning for the 2021-2022 School Year
 - i. Proposed Meeting Schedule
 - ii. Board Composition
 - iii. In-Person Meetings/ Dinner/ Retreat Options

- VIII. Strategic Planning
 - a. Approval of MOUs with Local Universities – J. Swan
 - i. Lycoming College (attached)
 - ii. Temple University (attached)
 - b. Approval of Agreements for Career Partnerships – J.D. Smith
 - i. KML Carpenters Apprenticeship and Training Fund (attached)
 - c. Approval of Mobile Lab Proposal (attached) – A. Gribbin

- IX. EXECUTIVE SESSION – Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee – D. Taylor/ P. Hennessey

- X. Adjournment and Confirmation of Next Meeting – Wednesday, May 19, 2021 at 9:00 a.m.



Reach Cyber Charter School
SPECIAL 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, March 24, 2021 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

-And via teleconference-

1(800) 747-5150; Code 703-4511#

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.

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AGENDA

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

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

- IV. Oral Reports
 - a. School Leader's Report – J. Swan
 - i. Update on State Testing
 - ii. Update on Use of Zoom

- V. Action Items
 - a. Approval of Attestation Form to Allow School Staff to Return to In-Person Evaluations, State Testing and In-Person Meetings with Social Workers and Family Mentors (attached) – J. Swan

- VI. Adjournment and Confirmation of Next Meeting – Wednesday, April 21, 2021 at 9:00 a.m.



Reach Cyber Charter School
SPECIAL 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 27, 2021 at 12:00 p.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

-And via teleconference-

1(800) 747-5150; Code 703-4511#

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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 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 the 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.

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- III. Routine Business – D. Taylor
 - a. Approval of Agenda
- IV. Financial Report (attached) – K. Yeselavage
- V. Strategic Planning
 - a. Strategic Plan Report – J. Swan
 - b. Approval of STEM Gaming Microgrant Agreement (attached) – J.D. Smith
 - c. Approval of MOU with Penn State University (attached) – J. Swan
- VI. EXECUTIVE SESSION – Mid Year School Leader Review - Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee – D. Taylor
- VII. Adjournment and Confirmation of Next Meeting – Wednesday, February 17, 2021 at 9:00 a.m.



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 20, 2021 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

-And via teleconference-

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AGENDA

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

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

- IV. Oral Reports
 - a. School Leader's Report (MSR attached) – J. Swan
 - i. Enrollment and Staffing Update – K. Hovorka
 - ii. Student Intern and Teacher Program – L. Richey
 - b. Financial Report (to follow) – K. Yeselavage
 - i. Audit Update
 - ii. Budget Development Process Update

- V. Consent Items
 - a. Approval of Minutes from the November 18, 2020 Board Meeting (attached)
 - b. Approval of Staffing Report (to follow)
 - c. Approval of OBL Invoice(s) for November and December (attached)
 - d. Approval of the 2021-2022 School Year General School Handbook (attached)
 - e. Approval of the 2021-2022 School Year State Specific School Handbook (attached)

- VI. Action Items

- VII. Information Items
 - a. State Account Relations (STAR) Update – L. Johnson
 - i. Brand Refresh Update
 - ii. Marketing Services Overview (attached) – L. Sittler
 - iii. Policy Maker Outreach Project – S. Stuccio
 - b. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. School Operations Metrics (attached)

- VIII. Strategic Planning
 - a. Strategic Plan Report – J. Swan
 - b. Review and Consideration of STEM Gaming Microgrant Agreement (attached) – J.D. Smith

- IX. EXECUTIVE SESSION – Mid Year School Leader Review - Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee – D. Taylor

- X. Adjournment and Confirmation of Next Meeting – Wednesday, February 17, 2021 at 9:00 a.m.



Reach Cyber Charter School
BOARD MEETING

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Date and Time:

Wednesday, November 18, 2020 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

-And via teleconference-

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

- IV. Oral Reports
 - a. School Leader's Report (MSR attached) – J. Swan
 - i. Enrollment and Staffing Update – K. Hovorka
 - ii. Legislative Meetings Update
 - iii. Update on Student Intervention Efforts – Tier 1 and Tier 2
 - b. Financial Report (to follow) – K. Yeselavage
 - i. Audit Update

- V. Consent Items
 - a. Approval of Minutes from the October 21, 2020 Board Meeting (attached)
 - b. Approval of Staffing Report (to follow)
 - c. Approval of OBL Invoice(s) for October (to follow)
 - d. Approval of Enrollment Opening Date window from February 1 to March 15, to Occur in Perpetuity, and Authorization for the School Leader to Work with OBL Regarding Opening Enrollment
 - e. Approval of 2020-2021 School Year General School Handbook: FERPA Update (attached)
 - f. Approval of 2020-2021 School Year State Specific School Handbook: Dress Code Update(s) (attached)

- VI. Action Items

- VII. Information Items
 - a. State Account Relations (STAR) Update – L. Johnson
 - i. PCx Path Forward (attached)
 - ii. Legislative Priorities for Upcoming Session
 - b. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. School Leader Review Process

- VIII. Strategic Planning
 - a. Approval of MOU with Drexel University (attached) – J. Swan

- IX. Adjournment and Confirmation of Next Meeting – Wednesday, January 20, 2021 at 9:00 a.m.



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, October 21, 2020 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

-And via teleconference-

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

- IV. Oral Reports
 - a. School Leader's Report (MSR attached) – J. Swan
 - i. Enrollment and Staffing Update – K. Hovorka
 - ii. State of the School Report, including Final Results on 2019-2020 SY Goals (attached)
 - b. Financial Report (to follow) – K. Yeselavage
 - i. Audit Update

- V. Consent Items
 - a. Approval of Minutes from the September 23, 2020 Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of OBL Invoice(s) for September (attached)
 - d. Approval of 2020-2021 School Year General School Handbook: Quick Check Assessment and External Web and Video Conferencing Services Updates (to follow)
 - e. Approval of 2020-2021 School Year State Specific School Handbook: External Web and Video Conferencing Services Update (to follow)

- VI. Action Items
 - a. Approval of School Focus Goals for the 2020-2021 School Year (to follow) – J. Swan

- VII. Information Items
 - a. State Account Relations (STAR) Update – L. Johnson
 - i. Service Spotlight: STAR and Board Relations: What we do (attached)
 - ii. Policy Maker Outreach Project – S. Stuccio
 - b. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. School Operations Metrics (attached)

- VIII. Strategic Planning
 - a. Approval of MOU with Messiah University (attached) – J. Swan

- IX. Adjournment and Confirmation of Next Meeting – Wednesday, November 18, 2020 at 9:00 a.m.



Reach Cyber Charter School
BOARD MEETING

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Date and Time:

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Meeting Location:

Via Teleconference due to State Precautions regarding Public Health and Safety
During COVID-19 Pandemic

1(800) 747-5150; Code 703-4511#

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- III. Routine Business – D. Taylor
 - a. Approval of Agenda
- IV. Oral Reports
 - a. School Leader's Report (MSR attached) – J. Swan
 - i. Enrollment and Staffing Update
 - ii. Introduction of New Administrators
 - b. Financial Report (attached) – K. Yeselavage
- V. Consent Items
 - a. Approval of Minutes from the August 19, 2020 Board Meeting (to follow)
 - b. Approval of Staffing Report (to follow)
 - c. Approval of OBL Invoice(s) for July and August (attached)
 - d. Approval of Federal Title Funding Documentation for the 2020- 2021 School Year: Parent and Family Engagement Policy and School-Parent Compact (attached)
 - e. Approval of Revision(s) to the 2020-2021 School Year State Specific School Handbook: Attendance and Truancy Policies, and Title IX Updates (attached)
 - f. Approval of Employee Handbook (attached)
- VI. Action Items
 - a. Approval of Cell Phone Reimbursement Policy (attached) – R. Graver
 - b. Approval of Employee Benefits Plan Options (attached) – J. Swan/ K. Hovorka
- VII. Information Items
 - a. State Account Relations (STAR) Update – L. Johnson
 - i. Back to School Update
 - ii. Policy Maker Outreach Project – S. Stuccio
 - b. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. Teacher Professional Development Products and Services for the 2020-2021 School Year (attached)
- VIII. Strategic Planning
 - a. Approval of Expenditure for STEM Kits (attached) – A. Gribbin
 - b. Review and Consideration of MOU with California University of Pennsylvania for 2020-2021 School Year (attached) – S. Stuccio
 - c. Approval of Teacher Mentor Stipend Proposal (attached) – J. Swan
- IX. Adjournment and Confirmation of Next Meeting – Wednesday, October 21, 2020 at 9:00 a.m.



Reach Cyber Charter School
BOARD MEETING

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Date and Time:

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Meeting Location:

Via Teleconference due to State Precautions regarding Public Health and Safety
During COVID-19 Pandemic

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

- IV. Oral Reports
 - a. School Leader's Report – J. Swan
 - i. Student Progress Benchmark Assessments
 - ii. Back to School Activities, Staffing and Training Update
 - iii. Enrollment and Staffing Update / COVID-19 Related Changes
 - iv. Connections Academy Summer Leadership Conference
 - v. Reports and Grants Update
 - vi. Student Teacher Program Update
 - b. Financial Report (attached) – K. Yeselavage
 - i. Unaudited 2019-2020 SY Financial Results

- V. Consent Items
 - a. Approval of Minutes from the June 17, 2020 Annual Board Meeting (to follow)
 - b. Approval of Staffing Report (to follow)
 - c. Approval of OBL Invoice(s) for June (attached)
 - d. Ratification of Renewal Statement of Agreement (SOA) with OBL (to follow)
 - e. Ratification of CSI Improvement Plan (attached)

- VI. Action Items
 - a. Approval of Board Training and Conference Attendance for the 2020-2021 School Year – M. Arthur

- VII. Information Items
 - a. State Account Relations (STAR) Update – L. Johnson
 - i. Policy Maker Outreach Project – S. Stuccio
 - b. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. School Operations Metrics (attached)

- VIII. Strategic Planning
 - a. Strategic Planning Progress Report (attached) – J. Swan
 - b. Review and Consideration of Diversity and Inclusion Proposal (to follow) – J. D. Smith
 - c. Review and Consideration of MOUs for 2020-2021 School Year – S. Stuccio
 - i. Carnegie Science Center (attached)
 - ii. Reach and ABC 27 Weather Education Campaign (attached)
 - iii. Univision (attached)

- IX. EXECUTIVE SESSION – D. Taylor/ J. Swan
 - a. Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee

b. Pursuant to 65 Pa. C.S. §§ 708(a)(5) – to review and conduct agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law, including matters related to the initiation and conduct of investigations of possible or certain violations of the law and quasi-judicial deliberations

X. Adjournment and Confirmation of Next Meeting – Wednesday, September 16, 2020 at 9:00 a.m.

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Abels, Stacey L.	Elementary (K-6) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
2	Adams, Julia	Elementary(PK-4) Level I; Special Education (PK-8) Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
3	Ainsworth, Simon	Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8); Mathematics 7-12 Level I	6-8	Mathematics	1560	100%	0%
4	Ake, Tonya M.	Elementary (K-6) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
5	Aliberto, Kimberly	Special Ed (PK-12), Math (6-9), ELA (6-9)-- Level II	6-8	Special Education--Math, ELA	1560	100%	0%
6	Allegretti, Stefani	Elementary (K-6), ELA (6-9), Art (PK-12)-- Level II	K-6	ELA, Art	1560	100%	0%
7	Anderson, Kaelin K.	Special Education (PK-8); All Subjects (4-8); Science (7-8) - Level I; STEM (PK-12)	6-8	STEM	1560	100%	0%
8	Anderson, Megan	All subjects (4-6), Social Studies (7-12)--Level I	6-8	Math, ELA, Science, Social Studies	1560	100%	0%
9	Angelopoulos, Maureen	ELA (7-12) Level II	9-12	ELA	1560	100%	0%
10	Anthony, Morgan	Math (7-12) Level I	6-8	Math	1560	100%	0%
11	Arehart, Lisa	Reading Specialist (PK-12), Elementary (K-6)--Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
12	Armour, Lindsey	Special Education (PK-8), Elementary (PK-4)--Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
13	Bac, Kara	Instructional II Elementary (K-6), Instructional II Special Education PK-12	9-12	Special Education	1560	100%	0%
14	Bailey, Jessica	ESL (PK-12), Elementary (K-6) Level II, Tech Specialist I (PK-12)	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
15	Baker, Jennifer	Elementary (PK-4) Level I, Substitute all areas (PK-12)	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
16	Baker, Jessica J.	Elementary (PK-4) - Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
17	Bannister, Judith F.	Elementary (K-6); Reading Specialist (PK-12) - Level II	6-8	Reading Specialist	1560	100%	0%
18	Barge, Sonya	Elementary (K-6) Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
19	Barker, Amber	Elementary (PK-6), Science (6-9), Family Consumer Sci (PK-12), Biology (7-12) -- Level I	6-8	Science	1560	100%	0%
20	Barlow, Erika	Social Studies (7-12)-- Level II	6-8	Social Studies	1560	100%	0%

21	Barna, Jacquelyn F.	Social Studies (7-12); Business-Computer-Info Tech (PK-12) - Level I	6-8	ELA	1560	100%	0%
22	Barton, Melissa	Instructional I (Grades PK-4, 5-6)	6-8	Math, ELA, Science, Social Studies	1560	100%	0%
24	Barton, Sally	Mathematics (7-12) -- Level I	9-12	Math	1560	100%	0%
25	Beates, Jameson	Instructional II Social Studies 7-12	9-12	Social Studies	1560	100%	0%
26	Bechtel, Margaret J.	Elementary (K-6, 4-8); All Subjects (4-6); Math (7-8); Science (7-8); English Language Arts and Reading (7-8) - Level II	6-8	Science	1560	100%	0%
27	Becker, Jenna	Social Studies (7-12) -- Level I	9-12	Social Studies	1560	100%	0%
28	Beckwith, Tiffany	Business-Computer Tech (PK-12), Family Consumer Science (PK-12), Math (6-9), Special Education (PK-8, 7-12), Elementary (PK-4) -- Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
29	Beegle, Kelly	Instructional I Mathematics 7-12	9-12	Mathematics	1560	100%	0%
30	Beegle, Nicholas	Social and Emotionally Dist. (K-12), Instructional I Health and Phys Ed (PK-12)	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
31	Bender, Emily E.	Elementary (PK-4) - Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
32	Bender, Johanna	Elementary (PK-4) Level I; Substitute (PK-12)	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
33	Benfield, Aislinn	Biology (7-12), General Sci (7-12), Chemistry (7-12) -- Level II	9-12	Science	1560	100%	0%
34	Bennett, Shameka	Social Worker License	K-12	Social Worker	1560	100%	0%
35	Berger, Heather L.	Principal (PK-12) - Level I Special Education (PK-12); Elementary (K-6) - Level II	K-6	Elementary Assistant Principal	1560	100%	0%
36	Bernstein, Emily A.	Math (7-12) - Level II	6-8	Mathematics	2000	100%	0%
37	Beyer, Michelle	Art (PK-12), Elem (PK-4, K-6), Special Education (PK-8), Special Education Expansion (7-12), ESL (PK-12) -- Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
38	Billman, Sara	Instructional I (Grades PK-4, 5-6); Special Education (PK-8) -- Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
39	Bixler, Caitlyn W.	Elementary (K-6); Business-Computer-Info Tech (K-12) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
40	Blair, Carissa R.	Instructional I Special Education PK-8, Instructional I Grades PK-4	6-8	Special Education	1560	100%	0%
41	Blickenstaff, K D.	Instructional I Biology 7-12	6-8	Biology	1560	100%	0%
42	Boandl, Shannon	Elementary (PK-4), Special Ed (PK-8) -- Level I	6-8	Special Education	1560	100%	0%
43	Bogdan, Mark E.	Social Studies (7-12); English (7-12) - Level I	9-12	ELA	1560	100%	0%
44	Bongivengo, Kellie	Elementary (PK-4), Special Ed (PK-8) -- Level I	K-6	Special Education	1560	100%	0%

45	Bonser, Afton	Elementary (K-6), Early Childhood (N-3) -- Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
46	Bost, Stephanie A.	ESL (PK-12) - Level II Mid-Level Math (6-9); Business-Computer-Info Tech (PK-	9-12	Assistant Principal	2000	100%	0%
47	Bouldin, Jolie R.	Art (PK-12) - Level I	K-6	Art	1560	100%	0%
48	Boxer, Holly	Elementary (PK-4) -- Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
49	Brady, Cara	Elementary (K-6), Special Education (PK-12) -- Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
50	Brez, Cynthia	Elementary (K-6) -- Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
51	Bridge, Nicholas	Math (7-12) -- Level I	9-12	Mathematics	1560	100%	0%
52	Brooks, Leah	Elementary (K-6), Special Education (PK-12) -- Level II	9-12	Special Education	1560	100%	0%
53	Brown, Amanda R.	Elementary (K-6) - Level I Elementary (4-8); All Subjects (4-6); English Language Arts and Reading (7-8) - Level I	6-8	ELA	1560	100%	0%
54	Brown, Ashley M.	Instructional II Special Education PK-12, Program Specialist English as a Second Language (ESL) PK-12	9-12	Special Education	1560	100%	0%
55	Brubaker, Sarah E.	Instructional II Social Studies 7-12, Instructional II Technology Education PK-12	K-6	Technology	1560	100%	0%
56	Brudowsky, Amanda S.	Family-Consumer Science (PK-12) - Level I	K-6	FCS	1560	100%	0%
57	Bubb, Kathryn	Elementary (K-6), Special Education (PK-12) -- Level II	K-6	Special Education	1560	100%	0%
58	Bulat, Rachel	Elementary (PK-4) -- Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
59	Burt, Judith L.	Special Education (PK-8); Elementary (PK-4) - Level I	K-6	Special Education - Math, ELA	1560	100%	0%
60	Busch, Lauren	Elementary (PK-4), Special Education (PK-8) -- Level I	K-6	Special Education	1560	N/A	N/A
61	Byers, Megan E.	Special Education (PK-12) - Level I	9-12	Special Education - Math, ELA	1560	100%	0%
62	Cabrera, Paula A.	Spanish (PK-12) Issued 4/1/2016 - Level I	K-6	Spanish	1560	100%	0%
63	Carmack, Laurie	Art (PK-12); English (7-12); Special Education (PK-12) - Level II Instructional Technology Specialist (PK-12) - Level I Business-Computer-Info Tech (PK-12) - Level II	K-12	STEM	1560	100%	0%
64	Carroll, Erica W.	English (7-12) - Level II	K-12	Assistant Principal	2000	100%	0%
65	Carulli, Kaycee R.	Special Education (PK-8); Elementary (PK-4, 5-6) - Level I	K-6	Special Education - Math, ELA	1560	100%	0%
66	Casteel, Amanda E.	Elementary (K-6); General Science (7-12); Math (7-12); Mid-Level Math (6-9); Mid-Level Science (6-9) - Level II English (7-12) - Level II Biology (7-12) - Level II	K-12	STEM, Biology, Science	1560	100%	0%
67	Caswell, Beth	Early Childhood (N-3), Elementary (K-6), Reading Specialist (PK-12) -- Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
68	Celinscak, Lynden	Elementary (K-6) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%

69	Chacon, Andy W.	Instructional II Special Education PK-12, Educational Specialist I Inst Technology Specialist PK-12	K-6	Special Education	1560	100%	0%
70	Chapman, Jenna	Elementary (K-6) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
71	Chicchi, Kimberly	Business-Computer-Info Tech (PK-12); English (7-12); Social Studies (7-12); Special Education (7-12) - Level II Instructional Technology Specialist (PK-12) - Level I	9-12	Social Studies	1560	100%	0%
72	Cibello, Katlyn	Instructional I Grades PK-4, Program Specialist English as a Second Language (ESL) PK-12	K-12	EL Specialist	1560	100%	0%
73	Clarke, Caitlin	Elementary and Secondary School Counselor (PK-12) Level I	K-12	School Counselor	1560	100%	0%
74	Closson, William	Business-Computer Tech (PK-12), Social Studies (7-12), Visually Impaired (PK-12) -- Level II	K-12	Special Education	1560	100%	0%
75	Coates Jr., John A.	Business-Computer-Info Tech (K-12); Social Studies (7-12) - Level I	9-12	Educational Technology	1560	100%	0%
76	Coates, Cristin A.	Biology (7-12); General Science (7-12) - Level II	9-12	Science	1560	100%	0%
77	Cole, Jennifer T.	Elementary (4-8); All Subjects (4-6); English Language Arts and Reading (7-8) - Level I	6-8	ELA	1560	100%	0%
78	Cole, Michael V.	Environmental Education (PK-12); Biology (7-12) - Level II Art (PK-12) - Level II	9-12	Biology, Science	1560		
79	Cornacchia, Michelle	ESL (PK-12) - Level II Special Education (PK-12); Math (6-9); Elementary (K-6) - Level I	6-8	Special Education - Math, ELA	1560	100%	0%
80	Craig, Lauren	Instructional II Elementary K-6, Instructional II Reading Specialist PK-12, Instructional II Special Education PK-12, Instructional II Mid-Level English 6-9	9-12	Special Education	1560	100%	0%
81	Crater, Stephanie	Elementary (K-6), Reading Specialist (PK-12) -- Level I	K-12	Reading Specialist	1560	100%	0%
82	Cressman, Britney	Elementary (K-6) -- Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
83	Creveling, Nicole	Elementary (K-6) -- Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
84	Cronce, Christopher D.	Educational Specialist I Elementary & Secondary School Counselor PK-12	K-12	School Counselor	1560	100%	0%
85	Cronrath, Holly A.	Instructional II Biology 7-12	9-12	Science	1560	100%	0%
86	Cruz, Marisol	Elementary & Secondary School Counselor (PK-12) - Level I	K-12	School Counselor	1560	100%	0%
87	D'Antonio, Caroline	Instructional I Elementary K-6	K-12	Math Specialist	1560	100%	0%
88	D'Onofrio, Corinne	Art (PK-12) -- Level I	K-6	Art	1560	100%	0%
89	Dando, Rebecca	Special Education (PK-12), Elementary (K-6) - Level I	6-8	Special Education	1560	100%	0%
90	Davis, Kelsey N.	Educational Specialist I Elementary & Secondary School Counselor PK-12	K-12	School Counselor	1560	100%	0%
91	Degilio, Kristen	Elementary & Secondary School Counselor (PK-12) - Level II	K-12	School Counselor	1560	100%	0%

92	Deiningner, Stephanie T.	Art (K-12) - Level I	K-6	Art	1560	100%	0%
93	Dellert, Julie A.	Instructional I Art PK-12	K-6	Art	1560	100%	0%
94	DeLuca, Holly	Elementary (K-6), Special Education (PK-12), -- Level II; Admin I Principal (PK-12)	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
95	DeMarco, Jennifer K.	Biology (7-12) - Level I	9-12	STEM, Biology	1560	100%	0%
96	DeMarte, Nicole	Elementary (K-6) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
97	Derr, Cody L.	Biology (7-12) - Level I	6-8	Science	1560	100%	0%
98	Desmond, Diane	Instructional I Grades 4-8 (All subjects 4-6, ELAs and Reading 7-8), English (7-12), Special Education (7-12, PK-8) - Level I	9-12	Special Education	1560	100%	0%
99	Desmond, Sarajane	English (7-12) - Level II	9-12	ELA	1560	100%	0%
100	Dewing, Clayton C.	Instructional I Health & Physical Educ PK-12, Instructional I Biology 7-12, Instructional I Safety Ed/Driver Ed 7-12, Instructional I General Science 7-12	K-6	Health & PE	1560	100%	0%
101	Dewing, Katherine G.	Health & Physical Education (PK-12); Family-Consumer Science (PK-12) - Level I	K-6	Health & PE	1560	100%	0%
102	Diegel, Cristen M.	Special Education (PK-12); Elementary (K-6) - Level I	9-12	Special Education - Math, ELA	1560	100%	0%
103	DiMauro, Samantha	English (7-12) - Level I Reading Specialist (PK-12) - Level I	6-8	ELA	1560	100%	0%
104	DiNardo Shaffert, Melissa J.	Communications (7-12); English (7-12) - Level II	9-12	ELA	1560	100%	0%
105	Dischinger, Wendy M.	Instructional I English 7-12, Instructional I Elementary K-6	9-12	ELA	1560	100%	0%
106	Duncan, Zachary	Admin I Principal PK-12, ESL (PK-12), Instructional II Social Studies (7-12)	9-12	Social Studies	1560	100%	0%
107	Dunning, Cody J.	Instructional I General Science 7-12, Instructional I Earth and Space Science 7-12	9-12	Science	1560	100%	0%
108	Dusovic, Melissa	Early Childhood (N-3), Elementary (K-6) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
109	Eccleston, Katherine	Elementary (K-6) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
110	Eddinger, Caitlin	Elementary (PK-4) - Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
111	Efinger, Jennifer	Instructional I (Grades PK-4, 5-6)	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
112	Ehrhart, Adam	Elementary (K-6) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
113	Ehrman, Audrey L.	Elementary & Secondary School Counselor (PK-12) - Level I	K-12	School Counselor	1560	100%	0%
114	Eichelberger, Milvana	Elementary (K-6); Reading Specialist (PK-12) - Level II	K-6	Reading Specialist	1560	100%	0%
115	Eichensehr, Shannon	Early Childhood (N-3)-Level I	K-3	Math, ELA, Science, Social Studies	1560	100%	0%
116	Eisenhower, Kathryn	Instructional I Grades PK-4	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
117	Fairman, Chelsea	Art (PK-12) - Level I	K-6	Art	1560	100%	0%
118	Finnegan, Jessica A.	School Nurse (PK-12) - Level I RN license from the PA Department of State Bureau of Professional and Occupational Affairs	K-12	School Nurse	1560	100%	0%

119	Fix, Lauren	Elementary (K-6), Special Education PK-12, Instructional I Grades 4-8 (All subjects 4-6, Science 7-8), ESL (PK-12) - Level I	9-12	Special Education	1560	100%	0%
120	Flaherty, Stephanie L.	Elementary (K-6) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
121	Flail, Gianna	Instructional I Grades PK-4	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
122	Flamino, Alexandria	Special Education (PK-8), Elementary (PK-4)- Level I	6-8	Special Education	1560	100%	0%
123	Flannery, Alyssa A.	Instructional II Elementary K-6, Instructional II Mid-Level English 6-9, Instructional II Library Science PK-12	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
124	Flederbach, Richard	Elementary (K-6)- Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
125	Ford, Latasha	Chemistry 7-12 - level II	9-12	Science	1560	100%	0%
126	Ford, Whitney E.	Elementary (K-6); Special Education (PK-12) - Level II	6-8	Special Education - Math, ELA	1560	100%	0%
127	Foster, Erin	English (7-12) - level I	6-8	ELA	1560	100%	0%
128	Fratzola, Amanda	Elementary (K-6) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
129	Frederickson, Melissa L.	Art (K-12) - Level I	K-6	Art	1560	100%	0%
130	Fritzges, Jessica A.	Elementary (K-6); Mid-Level Science (6-9); Earth and Space Science (7-12); Physics (7-12) - Level II	9-12	Science	1560	100%	0%
131	Gable, Adam	Mathematics (7-12)-level II	9-12	Math	1560	100%	0%
132	Gallagher, Catherine	Bus-Computer-Info Tech (PK-12) - level II	K-6	Business Computer Information Technology	1560	100%	0%
133	Gamoneda, Denise E.	Elementary (K-6); Special Education (PK-12) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
134	Garner, Krista D.	Instructional II Elementary K-6, Instructional II Special Education PK-12, Instructional II Mid-Level Mathematics 6-9	9-12	Special Education	1560	100%	0%
135	Gaughan, Amanda	Elementary (PK-4) - Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
136	Gegar, Cynthia	Private Sch Elementary (K-8); Elementary (K-6)- level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
137	Geiger, Sarah	Instructional I (Grades PK-4)	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
138	Gentile, Kristen	Elementary K-6 -level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
139	Gentzyl, Kaetha L.	Instructional I Grades PK-4, service Instructional I Special Education PK-8	6-8	Special Education	1560	100%	0%
140	Gerhard, Jessica	Elementary K-6 -level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
141	German, Kirsten	Instructional I (Grades PK-4)	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
142	Germello, Claire	Instructional I Grades (PK-4)	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
143	Gibb, Heather C.	Instructional II Elementary K-6, Instructional II Mid-Level Mathematics 6-9	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
144	Gilga, Amy E.	Instructional II Mid-Level Mathematics 6-9, Instructional II Special Education PK-12	9-12	Special Education	1560	100%	0%
145	Giovannangelo, Rachael	Elementary (K-6); Special Education (PK-12) - Level II	9-12	Special Education - Math, ELA	1560	100%	0%
146	Glasser, Sheryl A.	Special Education (PK-8); Elementary (PK-4, 4-8); Math (7-8); English Language Arts and Reading (7-8) - Level I	6-8	Supervisor of Special Education	2000	100%	0%
147	Glunk, Joshua	Social Studies (7-12)-level I	9-12	Social Studies	1560	100%	0%
148	Godboldt, Latonta	Instructional I Grades (PK-4)	K-4	Math, ELA, Science, Social Studies	1560	100%	0%

149	Goehring, Sarah	Early Childhood (N-3), Reading Specialist (PK-12)- level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
150	Goodman, Elyse	Art (PK-12) -level I	K-6	Art	1560	100%	0%
151	Gornic, Amanda E.	Elementary (K-6); English (7-12); Mid-Level Math (6-9); Reading Specialist (PK-12) - Level II	K-12	Reading Specialist	1560	100%	0%
152	Graver, Rachel B	Elementary (K-6); Mid-Level Math (6-9) - Level II	K-12	Director of MTSS	2000	100%	0%
153	Graw, Ryan	Instructional I Social Studies 7-12	9-12	Social Studies	1560	100%	0%
154	Graw, Sarah L.	English (7-12); Special Education (7-12) - Level I	9-12	Special Education - Math, ELA	1560	100%	0%
155	Gribbin, Andrew	Principal (PK-12) - Level I		Director of STEM	2000		
		Elementary (K-6); Mid-Level Science (6-9) - Level II	K-12			100%	0%
156	Gries, Joanne	Elementary (K-6), Family Consumer Sci (PK-12) -level I	K-6	Family Consumer Science	1560	100%	0%
157	Groff, Corey R.	Instructional II Social Studies 7-12, Administrative II Principal PK-12, Letter of Eligibility Superintendent PK-12	9-12	High School Principal	2000	100%	0%
158	Grullon, Christine E.	Social Worker License	K-12	Social Worker	1560	100%	0%
159	Guadagnino, Elizabeth	Elementary (K-6) -level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
160	Guerra, Rachel	Elementary (K-6) Special Education (PK-8) -level I	9-12	Special Education	1560	100%	0%
161	Haberern, Holly	Occupational Therapy License	K-12	Occupational Therapist	1560	100%	0%
162	Haines, Kimberly	Elementary (K-6), Special Education (PK-12) -level II	K-6	Special Education	1560	100%	0%
163	Hamrick, Emma M.	Instructional I Biology 7-12, Instructional I General Science 7-12, Instructional I Chemistry 7-12	6-8	Biology, Chemistry	1560	100%	0%
164	Harold, Sadie	Instructional II Grades 4-8 (All subjects 4-6, Math 7-8)	7-8	Math Specialist	1560	100%	0%
165	Harris, Meesha	Secondary School Counselor (7-12)- level II	7-12	School Counselor	1560	100%	0%
166	Hartos, Leslie A.	Educational Specialist I School Psychologist PK-12	K-12	School Psychologist	1560	100%	0%
167	Havrilla, Shauna	Secondary School Counselor (7-12), Elementary & Secondary School Counselor (PK-12) -level II	K-12	School Counselor	1560	100%	0%
168	Hawke, Casey L.	Math (7-12) - Level I	9-12	Mathematics	1560	100%	0%
169	Heater, Brooke	Special Education (PK-8) level I, Instructional I Grades (PK-4)	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
170	Heilner, Melissa	Art (PK-12) - level I, Instructional I Grades (PK-4, 4-8) (All subjects 4-6, Mathematics 7-8)	K-6	Art	1560	100%	0%
171	Heinrich, John R.	Instructional I Social Studies 7-12	6-8	Social Studies	1560	100%	0%
172	Helfrich, Maureen	Educational Specialist I Inst Technology Specialist (PK-12), Elementary (K-6) -level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
173	Hembree, Toni M.	Social Studies (7-12) - Level I	9-12	Social Studies	1560	100%	0%
174	Hill, Carly	Instructional I Grades (PK-4)	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
175	Hill, Jessica	Educational Specialist I School Nurse PK-12	K-12	School Nurse	1560	100%	0%
176	Hilliard, Kristen	Elementary (K-6), Early Childhood (N-3) -level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
177	Hinshaw, Michael V.	Principal (PK-12) - Valid for 5 years of service	9-12	High School Assistant Principal	2000	100%	0%
178	Hitz, Cynthia E.		K-6	STEM Coach, Math, ELA, Science, Social Studies	1560	100%	0%
		Early Childhood (PK-3); Elementary (K-6) - Level II					
179	Horn, Connie F.	Math (7-12) - Level I, Endorsement STEM PK-12	K-6	Mathematics, STEM	1560	100%	0%
180	Howell, Marcella M.	Instructional II Mathematics 7-12	9-12	Math	1560	100%	0%

181	Hoy, Shelby J.	Instructional I Special Education PK-8, Instructional I Grades PK-4	6-8	Special Education	1560	100%	0%
182	Hromyak, Janelle	Communications (7-12), English (7-12) - level II; ESL (PK-12)	7-12	EL Specialist	1560	100%	0%
183	Huck, Lea	Instructional I Grades (PK-4)	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
184	Hughes, Brittany L.	Instructional II Mathematics 7-12	9-12	Math	1560	100%	0%
185	Hughes, Tyler D.	Instructional II Mathematics 7-12, Administrative I Principal PK-12	6-8	Math	1560	100%	0%
186	Hull Jr., James G.	School Psychologist (PK-12) - Level II	K-12	School Psychologist	2000	100%	0%
187	Husarik, Lori	Math (6-9), Reading Specialist (PK-12), Elementary (K-6) - level II	6-8	Mathematics	1560	100%	0%
188	Hutchings, Jamie	Biology (7-12), Environmental Educ (PK-12) -level II	6-8	Science	1560	100%	0%
189	Huttel, Carolyn	Educational Specialist I School Nurse PK-12	K-12	School Nurse			
190	Jaskelewicz, Susan M.	Elementary & Secondary School Counselor (PK-12) - Level I	K-12	School Counselor	1560	100%	0%
191	Jecker, Laura	Elementary (K-6), Bus-Computer-Info Tech (PK-12), Marketing (Distributive) Ed (PK-12) - level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
192	Jefferson, Sherese	Elementary & Secondary School Counselor (PK-12) - level I	K-12	School Counselor	1560	100%	0%
193	Jenkins, Kelli M.	Math (7-12) - Level I	9-12	Mathematics	1560	100%	0%
194	Johnson, Jessica M.	Elementary & Secondary School Counselor (PK-12) - Level I	K-12	School Counselor	1560	100%	0%
195	Johnson, Kate	Elementary (K-6) - level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
196	Johnson, Katie	Instructional II English 7-12, Instructional II Mid-Level Citiz. Ed 6-9	9-12	ELA	1560	100%	0%
197	Joseph, Margret	Instructional II Elementary K-6, Instructional II English 7-12, Instructional II Special Education PK-12	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
198	Juka, Jill A.	Math (7-12) - Level I	9-12	Mathematics	1560	100%	0%
199	Karpen, Heather	Elementary (K-6), Special Education (PK-12) - level II	6-8	Special Education	1560	100%	0%
200	Kasales, Camilla J.	Principal (K-12) - Level I ESL (PK-12) - Level II Math (7-12) - Level II	9-12	Mathematics	1560	100%	0%
201	Keim, Amber L.	Biology (7-12); Math (7-12) - Level II	9-12	Mathematics	1560	100%	0%
202	Keith, Caitlin E.	General Science (7-12); Social Studies (7-12) - Level I Elementary (4-8); All Subjects (4-6); Math (7-8); Social Studies (7-8) - Level I	9-12	Social Studies	1560	100%	0%
203	Keith, Karen L.	English (7-12) - Level II Elementary (K-6); Mentally and/or Physically Handicapped (K-12) - Level II	9-12	Assistant Director of Special Education	2000	100%	0%
204	Kelly, Colleen A.	Math (7-12) - Level II	9-12	Mathematics	1560	100%	0%
205	Kelly, Marcus	Math (7-12) - level II; Admin I Principal (PK-12)	6-8	Assistant Principal of Middle School	2000	100%	0%

206	Kennedy, Christine	Business-Computer-Info Tech (K-12); English (7-12); Marketing Distributive (K-12) - Level II	K-6	Educational Technology	1560	100%	0%
207	Kerle, Ashlee	Math (6-9), ELA (6-9), Elementary (K-6) - level I; Endorsement Online Instruction Program (PK-12)	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
208	Kerr, Traci	Instructional I Grades (PK-4)	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
209	Kessel, Erin O.	Elementary (K-6) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
210	Kioalicas, Krista M.	Instructional II Elementary K-6, Instructional II Special Education PK-12, Instructional II English 7-12	9-12	Special Education	1560	100%	0%
211	Kirchner, Carly	Elementary (K-6), Special Education (PK-12) - level II	K-6	Special Education	1560	100%	0%
212	Klinger, Francesca L.	Special Education (PK-8); Elementary (PK-4) - Level I	K-6	Special Education - Math, ELA	1560	100%	0%
213	Knapp, Melissa	Elementary & Secondary School Counselor (PK-12) - level I	K-12	School Counselor	1560	100%	0%
214	Knorr, Sheree-Lee S.	Principal (K-12); Superintendent (PK-12); Supervisor Special Education (PK-12) - Level II Elementary Principal (K-6) - Level I Elementary (K-6); Mentally and/or Physically Handicapped (K-12) - Level II	9-12	Special Education - Math, ELA	1560	100%	0%
215	Kochkodin, Gregory	Reading Specialist (PK-12), Elementary (K-6) - level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
216	Kominsky, Alyssa M.	English (7-12) - Level I	9-12	ELA	1560	100%	0%
217	Koschoff, KateLyn	Elementary (PK-4); Special Education (PK-8) - Level I	K-4	Special Education - Math, ELA	1560	100%	0%
218	Kovacs, Emilie	Instructional I Grades (PK-4)	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
219	Kraft, Samantha L.	Elementary (K-6) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
220	Kronander, Lisa	Math (6-9), Science (6-9), Chemistry (7-12) - level II	6-8	Math & Science	1560	100%	0%
221	Krzyzkowski, Tiffany	Health & Physical Education (PK-12) - Level I	K-6	Health & PE	1560	100%	0%
222	Kukuk, Victoria	Elementary (K-6), Bus-Computer-Info Tech (PK-12), Marketing (Distributive) Ed (PK-12) - level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
223	Kwame Ntiamoah	Instructional II Social Studies 7-12, Instructional II Special	K-6	Assistant Principal	2000	100%	0%
224	LaBuda, Kristen	Elementary (K-6), Early Childhood (N-3) - level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
225	Ladislaw, Daniel	Citizenship (7-12), English (6-9) - level II	6-8	Middle School Assistant Principal	2000	100%	0%
226	LaGasse, Timothy	Science (7-12) - level I	6-8	Science	1560	100%	0%
227	Lamison, Corynne L.	ESL (PK-12) - Level II Art (PK-12); Family-Consumer Science (PK-12) - Level II	K-12	ELL	1560	100%	0%
228	Lane, Stephanie	Elementary (K-6) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
229	Lavelle, Rachel M.	Secondary School Counselor (7-12) - Level I	K-12	School Counselor	1560	100%	0%
230	Lavin, Angela C.	Elementary (K-6); Mid-Level Math (6-9) - Level II	K-12	State Testing Coordinator	1560	100%	0%
231	Lebow, Martin	Biology (7-12) - level II	6-8	Science	1560	100%	0%
232	LeCause, Nicole L.	Mentally and/or Physically Handicapped (K-12) - Level I	9-12	Special Education - Math, ELA	1560	100%	0%
233	Leibig, Christine	Elementary (K-6) - level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
234	Leibig, Danielle M.	Elementary (K-6) - Level I	K-12	Math, ELA, Science, Social Studies	1560	100%	0%
235	Leibowitz, Benjamin P.	Instructional I Grades PK-4, Instructional I English 7-12	9-12	ELA	1560	100%	0%

236	Lent, Brittany	Instructional I Grades (PK-4), Special Education (PK-8) - level I	6-8	Special Education	1560	100%	0%
237	Lester, Lindsay	Instructional II Art PK-12, Administrative I Principal PK-12	K-6	Assistant Principal	2000	100%	0%
238	Liken, Daniel	English (7-12), Social Studies (7-12) - level I	6-8	ELA, Social Studies	1560	100%	0%
239	Lindenbaum, Ashley	School Nurse (PK-12) - level I	K-12	School Nurse	1560	100%	0%
240	Lingle, Kayla B.	Social Worker License	K-12	School Social Worker	1560	100%	0%
241	Lisica, Rachael B.	Elementary & Secondary School Counselor (PK-12) - Level I	K-12	School Counselor	1560	100%	0%
242	Lorson, Kendra	Special Education (PK-8) level I, Instructional I Grades (PK-4)	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
243	Lowery, Jenine J.	Principal (PK-12) - Level I English (7-12) - Level I Elementary School Counselor (K-6); Secondary School Counselor (7-12) - Level II	K-12	School Counselor	1560	100%	0%
244	Lutz, Sara	Bus-Computer-Info Tech (PK-12), Social Studies (7-12), Family-Consumer (Sci PK-12) - level II	K-6	Business, computer, information, technology	1560	100%	0%
245	Malis, Sarah M.	Health & Physical Education (PK-12) - Level I Special Education (PK-12) - Level I Agriculture (PK-12) - Level I	9-12	Special Education - Math, ELA	1560	100%	0%
246	Mangiacarne, Katie L.	Elementary (K-6); Reading Specialist (PK-12) - Level II	K-12	Reading Specialist	1560	100%	0%
247	Marley, Lauren	Secondary School Counselor (7-12) - level I	7-12	School Counselor	1560	100%	0%
248	Martaney, Tina A.	English (7-12) - Level I, Instructional I Bus-Computer-Info Tech PK-12	K-12	Business, Computer, Information, Technology, ELA	1560	100%	0%
249	Martin, Jessica M.	English (7-12) - Level I	9-12	ELA	1560	100%	0%
250	Martin, Nicole	Secondary School Counselor (7-12), Elementary School Counselor (K-6) - level II	K-12	School Counselor	1560	100%	0%
251	Martinez, Adrienne	Elementary (K-6), Special Education (PK-12) - level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
252	Matejka, Kelly	Grades PK-4 Level I, Special Education PK-8 Level I	K-6	Special Education	1560	100%	0%
253	Mazanowski, Kelsie	Health & Physical Educ PK-12 Level II	6-8	Health & PE	1560	100%	0%
254	McConnell, Kelley J.	English (7-12); General Science (7-12); Mid-Level Science (6-9) - Level II	K-12	Director of Data/Student Assessment	2000	100%	0%
255	McCracken, Greta	Social Studies 7-12 Level I	6-8	Social Studies	1560	100%	0%
256	McCray, June E.	Elementary (K-6); Special Education (PK-12) - Level II	K-12	504 Coordinator	1560	100%	0%
257	McCurdy, Gregory C.	Elementary (K-6); Mentally and/or Physically Handicapped (K-12) - Level II Reading Specialist (PK-12) - Level II Supervisor Special Education (PK-12) - Level II	K-12	Director of Special Education	2000	100%	0%
258	McDevitt, Shanae	Biology 7-12 Level I	6-8	Science	1560	100%	0%

259	McDonald, Bridget M.	Social Worker License	K-12	School Social Worker	1560	100%	0%
260	McGahee, Karen	General Science (7-12) - Level I	7-12	STEM	1560	100%	0%
261	McGee, Joseph A.	Social Studies (7-12) - Level I	9-12	Social Studies	1560	100%	0%
262	Melton, Chloe A.	Elementary (PK-4) - Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
263	Mentzer, Elece M.	Instructional II Elementary K-6	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
264	Meza-Rushanan, Devin G.	Instructional II Citizenship 7-12, Instructional II Social Studies 7-12, Administrative I Principal PK-12	K-6	Elementary School Principal	2000	100%	0%
265	Miedel, Jamie L.	Elementary (K-6) - Level II	K-6	Assistant Principal	2000	100%	0%
266	Miller, Kayla M.	Elementary (PK-4); Special Education (PK-8) - Level I	6-8	Special Education - Math, ELA	1560	100%	0%
267	Miller, Mary	Elementary K-6 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
268	Mills, Christine	Grades PK-4 Level II, Grades 5-6 Level II, Grades 4-8 (All subjects 4-6, Social Studies 7-8) Level II, Mid-Level English 6-9 Level II, Mid-Level Mathematics 6-9 Level II, Special Education PK-8 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
269	Minnick, Sarah A.	Social Studies (7-12) - Level I	9-12	Social Studies	1560	100%	0%
270	Morgan Drake, Lisa	Special Education PK-12 Level II, Early Childhood N-3 Level II	K-3	Math, ELA, Science, Social Studies	1560	100%	0%
271	Morgan, Elyse	Grades PK-4 Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
272	Morganheira, Jennifer	Elementary K-6 Level II, Special Education PK-12 Level II	6-8	Special Education	1560	100%	0%
273	Morrison, Lindsay M.	Instructional II English 7-12	9-12	ELA	1560	100%	0%
274	Mort, Ashley L.	Instructional I Elementary K-6, Instructional I Special Education PK-12	9-12	Special Education	1560	100%	0%
275	Moyer, Travis A.	Math (7-12) - Level I, Endorsement Science, Technology, Engineering & Math (STEM) Ed PK-12	K-12	STEM	1560	100%	0%
276	Murhon, Raymond	Health & Physical Educ PK-12 Level II, Administrative I Principal PK-12	K-6	Health & physical education	1560	100%	0%
277	Murray, Jennifer N.	Elementary (K-6); Special Education (PK-12) - Level I	9-12	Special Education - Math, ELA	1560	100%	0%
278	Murray, Rebecca	Elementary K-6 Level II, Special Education PK-8 Level II	K-6	Special Education	1560	100%	0%
279	Murray, Tyler	Special Education PK-8 Level I, Grades PK-4 Level I, Special Education Expansion 7-12 Level I	9-12	Special Education	1560	100%	0%
280	Nat, Ashley	Elementary K-6 Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
281	Naulty, Nicole M.	Social Studies (7-12) - Level I	6-8	Social Studies	1560	100%	0%
282	Neary, Kaitlyn	Elementary (4-8); Social Studies (7-8) - Level I Special Education (PK-8) - Level I	6-8	Social Studies	1560	100%	0%
283	Neill, Sarah L.	Instructional II Mathematics 7-12	K-12	Math Specialist	1560	100%	0%
284	Nelson, Caitlin J.	Instructional I Elementary K-6	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
285	Newcomer, Ashley	Emergency Certification: completing program to obtain certification - expected completion date June 2020	9-12	Special Education - Math, ELA	1560	100%	0%
286	Newell, Maura C.	Special Education (PK-12); Elementary (K-6) - Level I	6-8	Special Education - Math, ELA	1560	100%	0%
287	Nolan, Lauren	Mid-Level Mathematics 6-9 Level II, Elementary K-6 Level II, Endorsement Mathematics Coach PK-12	6-8	Mathematics	1560	100%	0%

288	Nottingham, Margret	Elementary (K-6); English (7-12); Special Education (PK-12) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
289	ONeal, Heather	Art (PK-12); Mid-Level Math (6-9); Elementary (K-6) - Level II	6-8	Mathematics	1560	100%	0%
290	Oprean, Alaina C.	Elementary (PK-4) - Level I Special Education (PK-8) - Level I Elementary (5-6) - Level I	6-8	Social Studies	1560	100%	0%
291	Owen, Amy	Mathematics 7-12 Level II	7-12	Math Specialist	1560	100%	0%
292	Palm, Kimberly A.	English (7-12) - Level II	9-12	ELA	1560	100%	0%
293	Park, Brooke	Elementary K-6 Level II, Library Science PK-12 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
294	Parker, Rachel R.	Secondary School Counselor (7-12) - Level II	K-12	Director of Counseling Services	2000	100%	0%
295	Pearson, Maria Elena	Elementary (K-6) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
296	Pearson, Michael P.	Instructional II Elementary K-6	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
297	Pepper, Dawn C.	Instructional II Health & Physical Educ PK-12	K-6	Health & PE	1560	100%	0%
298	Perez, Sheila E.	Early Childhood (PK-3); Special Education (PK-12) - Level II	K-6	Assistant Director of Special Education	2000	100%	0%
299	Perkins, Alyssa	Instructional I Grades PK-4, Instructional I Special Education PK-8	9-12	Special Education	1560	100%	0%
300	Perri, Emily S.	Elementary (K-6) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
301	Peterson, Kristin	Grades PK-4 Level I, Special Education PK-8 Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
302	Petrasic, Megan E.	Special Education (PK-8); Elementary (PK-4) - Level I	9-12	Special Education - Math, ELA	1560	100%	0%
303	Petta, Stephanie A.	English (7-12) - Level I	9-12	ELA	1560	100%	0%
304	Petti, Kelsey	Grades PK-4 Level I	K-4	Math, ELA, Science, Social Studies	1560	N/A	N/A
305	Phillips, Jill	Elementary K-6 Level II, Social Studies 7-12 Level II	9-12	Social Studies	1560	100%	0%
306	Piaskowski, Jenna L.	Citizenship (7-12); Mid-Level Math (7-9); Social Studies (7-12); Mid-Level Science (7-9); Mid-Level English (7-9) - Level I	9-12	Social Studies	1560	100%	0%
307	Piekara, Kimberly	Elementary (K-6); Special Education (PK-12) - Level II Business-Computer-Info Tech (PK-12) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
308	Pierce, James M.	Elementary (K-6) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
309	Pizzani, Jennifer L.	Elementary (K-6) - Level II	K-6	ELA	1560	100%	0%
310	Poor, Cassandra	Elementary (K-6); Early Childhood (PK-3) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
311	Popovski, Laura M.	Secondary School Counselor (7-12); Elementary School Counselor (K-6) - Level II	K-12	School Counselor	1560	100%	0%
312	Porterfield, Rachel	English 7-12 Level I, Communications 7-12 Level I	6-8	ELA	1560	100%	0%
313	Pratte, Jollene K.	Instructional II Mathematics 7-12	9-12	Math	1560	100%	0%
314	Pronio, Mary F.	Elementary (K-6); Mentally and/or Physically Handicapped (K-12) - Level II	K-12	Gifted	1560	100%	0%

315	Pulizzi, Christine	Elementary (K-6); Mid-Level English (6-9); Mid-Level Citizenship (6-9) - Level II	6-8	Social Studies	1560	100%	0%
316	Purnell, Christina K.	Elementary (K-6) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
317	Purvis, Kelly	Elementary K-6 Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
318	Puscian, Nicole	Health & Physical Educ PK-12 Level II, Mid-Level Science 6-9 Level II	K-6	Health & Physical Education	1560	100%	0%
319	Rabel, Bernadette	Instructional II Biology 7-12	9-12	Science	1560	100%	0%
320	Radu, Kristi	Elementary K-6 Level I, Mid-Level English 6-9 Level I	6-8	ELA	1560	100%	0%
321	Raeder, Daniel	Grades PK-4 Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
322	Rafferty, Elizabeth A.	Elementary (K-6) - Level II	K-6	Math, ELA, Science, Social Studies	1560	N/A	N/A
323	Rankin, Racquel	Elementary & Secondary School Counselor (PK-12) - Level I	K-12	School Counselor	1560	100%	0%
324	Ream, Noah C.	Instructional I Grades PK-4, Instructional I Grades 4-8 (All subjects 4-6, Social Studies 7-8)	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
325	Reid, Jennifer	Educational Specialist I Elementary School Counselor K-6, Educational Specialist I Secondary School Counselor 7-12	K-12	School Counselor	1560	100%	0%
326	Reider, Steve	Social Studies (7-12) - Level I	9-12	Social Studies	1560	100%	0%
327	Remaley, Catherine J.	Special Education (PK-8); Elementary (PK-4) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
328	Rhody, Rachel	Elementary K-6 Level II, Special Education PK-12 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
329	Rice, Kristine	Elementary K-6 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
330	Richards, Stacey	Elementary K-6 Level II, Health & Physical Educ PK-12 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
331	Rigby, Paige L.	Instructional I Grades PK-4, Instructional I Special Education PK-8	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
332	Riggs, Toni	Grades 4-8 (All subjects 4-6, Science 7-8) Level I, Biology 7-12 Level I	6-8	Science	1560	100%	0%
333	Ringling, Micale	Grades PK-4 Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
334	Ritchie, LeeAnn B.	Principal (PK-12); Supervisory Curriculum and Instruction (PK-12) - Level II English (7-12) - Level II	K-12	Lead Principal	2000	100%	0%
335	Ritter, Kimberly	Grades PK-4 Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
336	Robey, Elizabeth	Grades 4-8 (All subjects 4-6, Science 7-8) Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
337	Rodgers, Meghan	Educational Specialist I Elementary & Secondary School Counselor PK-12	K-12	School Counselor	1560	100%	0%
338	Rogers, Nicole	Grades PK-4 Level I, Special Education PK-8 Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
339	Roman, Stacey L.	School Counselor (PK-12) - Level I	K-12	School Counselor	1560	100%	0%
340	Romanchick Jr., Thomas J.	Elementary (4-8); Math (7-8) - Level I	9-12	Mathematics	1560	100%	0%
341	Ross, Denise	Elementary K-6 Level II, Reading Specialist PK-12 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
342	Rourke, Monica R.	Early Childhood (PK-3); Special Education (PK-12) - Level I	K-6	Special Education - Math, ELA	1560	100%	0%

343	Rubino, Tiffany M.	Instructional I Communications 7-12, Instructional I English 7-12	6-8	ELA	1560	100%	0%
344	Russell Isaula, Sarah M.	Special Education (PK-12) - Level I	K-12	Related Services Coordinator	1560	100%	0%
345	Rutkowski, Katherine	Elementary K-6 Level II, Special Education PK-12 Level II	K-6	Elementary Assistant Principal	2000	100%	0%
346	Rychtarsky, Pamela L.	Math (7-12); Library Science (PK-12); Physics (7-12) - Level II	9-12	Mathematics	1560	100%	0%
347	Ryder, Jeannette	English 7-12 Level II	9-12	ELA	1560	100%	0%
348	Sargent, Lydia R.	Instructional I Grades 5-6, Instructional I Grades PK-4	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
349	Sayers, Jennifer L.	English (7-12) - Level I	9-12	ELA	1560	100%	0%
350	Scavicchio, Grace	Grades PK-4 Level I, Special Education PK-8 Level I	6-8	Special Education	1560	100%	0%
351	Schaeffer, Deborah J.	Elementary (K-6); Mentally and/or Physically Handicapped (K-12) - Level II	K-12	Special Education - Math, ELA	1560	100%	0%
352	Scheitrum, Rachel	General Science 7-12 Level II, Physics 7-12 Level II	9-12	Science	1560	100%	0%
353	Schuster, Andrea A.	Elementary (K-6) - Level I	6-8	Mathematics	1560	100%	0%
354	Schwarz, Julie J.	Elementary (4-8); Science (7-8); English Language Arts and Reading (7-8) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
355	Seamon, Stacy E.	Instructional I General Science 7-12	9-12	Science	1560	100%	0%
356	Selby, Natalie J.	Educational Specialist II Elementary & Secondary School Counselor PK-12	K-12	School Counselor	1560	100%	0%
357	Severn, Brittany	Elementary K-6 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
358	Shaffer, Kari R.	Early Childhood (PK-3); Elementary (K-6) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
359	Sheeran, Wendy	English 7-12 Level II, Reading Specialist PK-12 Level II	6-8	ELA	1560	100%	0%
360	Sheets, Jamie	Educational Specialist I Elementary & Secondary School Counselor PK-12, Instructional II English 7-12, Instructional II Social Studies 7-12	K-12	School Counselor	1560	100%	0%
361	Sherman, Kaitlin	Grades PK-4 Level I, Grades 5-6 Level I, Biology 7-12 Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
362	Shields, Rebecca A.	Health & Physical Education (PK-12) - Level I Elementary & Secondary School Counselor (PK-12) - Level I	9-12	Health & PE	1560	100%	0%
363	Shollenberger, Heather	Elementary K-6 Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
364	Shumbres, Steven A.	Instructional II Social Studies 7-12	9-12	Social Studies	1560	100%	0%
365	Sibbett, Rebecca A.	Instructional I Elementary K-6, Instructional I Special Education PK-12	9-12	Special Education	1560	100%	0%
366	Sifford, Justin D.	English (7-12) - Level I	9-12	ELA	1560	100%	0%
367	Sigado, Megan	Grades PK-4 Level I, Grades 5-6 Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
368	Silvestri, Colette	Music PK-12 Level II	K-6	Special Education	1560	100%	0%
369	Sim, Michael	Mathematics 7-12 Level II, Administrative II Principal PK-12	7-12	Math Specialist	1560	100%	0%
370	Simko, Kelly M.	Business-Computer-Info Tech (PK-12) - Level II	K-6	Educational Technology	1560	100%	0%

371	Skaugen, Kristen	Health & Physical Educ PK-12 Level II, Safety Ed/Driver Ed 7-12 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
372	Slezak, Kristen	Elementary K-6 Level I, Reading Specialist PK-12 Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
373	Slother, Tania A.	Elementary (K-6, PK-4); Special Education (PK-8) - Level II	6-8	Special Education - Math, ELA	1560	100%	0%
374	Smith, Amy	Educational Specialist I Elementary & Secondary School Counselor PK-12	K-12	School Counselor	1560	100%	0%
375	Smith, Andrea M.	Instructional II Mathematics 7-12	9-12	Intervention Specialist	1560	100%	0%
376	Smith, Brenda J.	Math (7-12) - Level I English (7-12); Business-Computer-Info Tech (PK-12) - Level I	K-6	Educational Technology	1560	100%	0%
377	Smith, Cody J.	Social Studies (7-12) - Level I	6-8	Middle School Assistant Principal	2000	100%	0%
378	Smith, Ellen	Elementary K-6 Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
379	Smith, Grace	English (7-12) - Level II	N/A	Professional Development Coordinator	1560	100%	0%
380	Smith, Jessica	Elementary K-6 Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
381	Smith, Jordann L.	Instructional II Bus-Computer-Info Tech PK-12, Administrative I Principal PK-12	N/A	Director of Career Pathways	2000	100%	0%
382	Smith, Kathleen	Biology 7-12 Level I	9-12	Science	1560	100%	0%
383	Smith, Kelly A.	General Science (7-12); Biology (7-12) - Level I	9-12	Science	1560	100%	0%
384	Smith, Krista	Health & Physical Educ PK-12 Level II, Program Specialist English as a Second Language (ESL) PK-12, Administrative II Principal PK-12	K-6	Elementary Assistant Principal	2000	100%	0%
385	Smith, Mary E.	Social Worker License	K-12	Social Worker	1560	100%	0%
386	Snead, Toshia K.	Elementary (K-6); Early Childhood (PK-3); Special Education (PK-12) - Level I	9-12	Transition Coordinator	1560	100%	0%
387	Snover, Eileen	ESL (PK-12) - Level II English (7-12) - Level II	K-12	ELL	1560	100%	0%
388	Spindler, Amber L.	Elementary (K-6); Reading Specialist (K-12); Special Education (K-12) - Level I	6-8	Special Education - Math, ELA	1560	100%	0%
389	Stack, David	Reading Specialist PK-12 Level II, Elementary K-6 Level II, Administrative I Principal PK-12	K-12	Reading Specialist	1560	100%	0%
390	Starr, Julia	Biology (7-12); Special Education (PK-12); Mid-Level Science (6-9) - Level II	9-12	Science	1560	100%	0%
391	Steager, Eileen	Elementary K-6 Level II, Program Specialist English as a Second Language (ESL) PK-12	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
392	Steinberg, Natalie	Elementary K-6 Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
393	Steirer, Jessica	Instructional I Elementary K-6	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
394	Stephano, MaryGrace	Elementary (K-6) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
395	Stern, Nicole	Health & Physical Educ PK-12 Level II	K-6	Health & PE	1560	100%	0%
396	Stine, Amber	Social Worker License	K-12	Social Worker	1560	100%	0%
397	Stoll, Courtney A.	English (7-12); Social Studies (7-12); Library Science (PK-12) - Level II	9-12	ELA	1560	100%	0%

398	Stone, Leah M.	Instructional II Family-Consumer Sci PK-12, Instructional II Mathematics 7-12	9-12	Math	1560	100%	0%
399	Stonebraker, Erin	General Science 7-12 Level I, Earth and Space Science 7-12 Level I, Special Education 7-12 Level I	9-12	Science	1560	100%	0%
400	Strickler, Billie	Grades PK-4 Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
401	Strishock, Kristy	Elementary K-6 Level II, Reading Specialist PK-12 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
402	Stroup, Amy	Elementary K-6 Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
403	Stroup, Lauren	Special Education (PK-8); Elementary (PK-4) - Level I	9-12	Special Education - Math, ELA	1560	100%	0%
404	Sullivan, Alyssa	Art PK-12 Level II	K-6	Art	1560	100%	0%
405	Swan, Jane M.	Principal (K-12) - Level II English (7-12) - Level II	K-12	CEO	2000	100%	0%
406	Sweeney, Sarah E.	Instructional II Spanish PK-12	K-6	Spanish	1560	100%	0%
407	Sweigart, Raelee L.	Math (7-12) - Level I	9-12	Mathematics	1560	100%	0%
408	Swidorski, Sara L.	Chemistry (7-12) - Level I	9-12	Chemistry	1560	100%	0%
409	Switzer, Kayla	Program Specialist English as a Second Language (ESL) PK-12, Instructional I English 7-12	9-12	ELA	1560	100%	0%
410	Swope, Alicia D.	Principal (K-12) - Level I Elementary (K-6); Mid-Level Math (6-9) - Level II	9-12	High School Assistant Principal	2000	100%	0%
411	Swope, Ashley M.	School Nurse (PK-12) - Level I RN license from the PA Department of State Bureau of Professional and Occupational Affairs	K-12	School Nurse	1560	100%	0%
412	Tabin, Danielle	Grades PK-4 Level I, Special Education PK-8 Level I, Special Education Expansion 7-12 Level I	9-12	Special Education	1560	100%	0%
413	Talipan, Toni M.	Elementary (K-6); Early Childhood (PK-3) - Level I	K-6	Math, ELA, Science, Social Studies	1560	N/A	N/A
414	Taylor, Maria C.	Instructional II Mathematics 7-12	9-12	Math	1560	100%	0%
415	Thiel, Kathleen M.	Reading Specialist (PK-12); Social Studies (7-12); English (7-12) - Level II	9-12	ELA, Social Studies	1560	100%	0%
416	Thomas, Meaghan	English (7-12) - Level I	9-12	ELA	1560	100%	0%
417	Thompson, Angela C.	Instructional II Bus-Computer-Info Tech PK-12, Administrative I Principal PK-12	K-6	BCIT	1560	100%	0%
418	Thompson, Kimberly R.	Elementary (K-6); Mentally and/or Physically Handicapped (K-12); Reading Specialist (PK-12) - Level II	K-12	Reading Specialist	1560	100%	0%
419	Tinna, Kellie M.	Instructional II Biology 7-12	6-8	Science	1560	100%	0%
420	Titus, Christine M.	Instructional II English 7-12	9-12	ELA	1560	100%	0%
421	Tomassone, David A.	Elementary (4-8); Math (7-8) - Level I	6-8	Mathematics	1560	100%	0%
422	Trachtenberg, Michelle	Elementary K-6 Level II, Mathematics 7-12 Level II, Mid-Level Mathematics 6-9 Level II, Mid-Level English 6-9 Level II	K-12	Intervention Specialist	1560	100%	0%
423	Traut, Lauren	Elementary K-6 Level I, English 7-12 Level I, Reading Specialist PK-12 Level I	K-12	Reading Specialist	1560	100%	0%
424	Trimble, Christina	Elementary K-6 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
425	Turner, Amy L.	Instructional II Speech & Language Impaired PK-12	K-12	SLP	1560	100%	0%

426	Tworzydlo Jr., Andrew	Social Studies 7-12 Level I	6-8	Social Studies	1560	100%	0%
427	Uniacke, Brian C.	Social Studies (7-12) - Level I	9-12	Social Studies	1560	100%	0%
428	Vargas, Beth A.	Elementary (K-6) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
429	Vernouski, Jessica A.	Elementary (K-6); Special Education (K-12); English (7-12) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
430	Vinskie, Vicki	Elementary K-6 Level I, Special Education PK-8 Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
431	Vitorio, Lauren M.	Elementary (PK-4); Special Education (PK-8) - Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
432	Wagner, Abigail	Educational Specialist I Elementary & Secondary School Counselor PK-12	K-12	School Counselor	1560	100%	0%
433	Wallace, Denise B.	Instructional II English 7-12	9-12	ELA	1560	100%	0%
434	Walter, Kelly	Elementary K-6 Level II, Special Education PK-12 Level II	K-6	Special Education	1560	100%	0%
435	Waterhouse, Rachel	Instructional I English 7-12	6-8	ELA	1560	100%	0%
436	Watson, Suzzanne	Mathematics 7-12 Level II	9-12	Math	1560	100%	0%
437	Weaver, Ashley	Elementary K-6 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
438	Weintraub, Megan	Elementary K-6 Level II, Reading Specialist PK-12 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
439	Weirich, Stephanie E.	Principal (PK-12) - Level I Elementary (K-6); Mid-Level Math (6-9); Mid-Level Science (6-9); Mid-Level English (6-9) - Level II	6-8	Mathematics, Science	1560	100%	0%
440	Wentzel, Nicole M.	Special Education (PK-12); Mid-Level Math (6-9) - Level II	K-6	Special Education - Math, ELA	1560	100%	0%
441	Wertz, Morgan	Special Education PK-12 Level I, English 7-12 Level I	9-12	Special Education	1560	100%	0%
442	White, Jill	Educational Specialist II School Psychologist PK-12	K-12	School Psychologist	2000	100%	0%
443	White, Sandra A.	Mentally and/or Physically Handicapped (K-12); Elementary (K-6) - Level II Mid-Level Math (6-9) -Level II	6-8	Math, ELA, Science, Social Studies	1560	100%	0%
444	Wiedman, Erik A.	Elementary School Counselor (K-6); Secondary School Counselor (7-12) - Level I	K-12	School Counselor	2000	100%	0%
445	Williams, Andrew S.	Instructional II Music PK-12	K-6	Music	1560	100%	0%
446	Williams, Anita	Elementary (K-6); Early Childhood (PK-3) - Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
447	Williams, Brittni L.	Instructional II Early Childhood N-3, Instructional II Special Education PK-12	K-6	Special Education	1560	100%	0%
448	Wise, Amanda	Educational Specialist I School Speech & Language Pathologist PK-12	K-12	SLP	1560	100%	0%
449	Wissinger, Cassie L.	Elementary (K-6); English (7-12); Mid-Level Math (6-9) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
450	Wolf, Allison	Grades PK-4 Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
451	Woods, Amy	Elementary K-6 Level II, Mid-Level Science 6-9 Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
452	Wright, Michelle	Elementary K-6 Level II, English 7-12 Level II, Program Specialist English as a Second Language (ESL) PK-12	6-8	ELA	1560	100%	0%
453	Wydra, Amanda	Elementary K-6 Level I, Special Education PK-12 Level I	9-12	Special Education	1560	100%	0%

454	Yahner, Jaissa L.	Elementary (K-6) - Level II Special Education (PK-8) - Level II	K-6	Special Education - Math, ELA	1560	100%	0%
455	Yandrich, Cortney	Mathematics 7-12 Level I	7-8	Intervention Specialist	1560	100%	0%
456	Yannarella, Miki	Health & Physical Educ PK-12 Level II, Safety Ed/Driver Ed 7-12 Level II	K-6	Health & PE	1560	100%	0%
457	Yingst, Erin	Educational Specialist II Elementary & Secondary School Counselor PK-12	K-12	School Counselor	1560	100%	0%
458	Youells, Ashley	Grades PK-4 Level I, Special Education PK-8 Level I	K-6	Special Education	1560	100%	0%
459	Young, Staci	Speech & Language Impaired PK-12 Level II	K-12	SLP	1560	100%	0%
460	Zamonski, Lauren	Elementary K-6 Level I, Special Education PK-8 Level I, Reading Specialist PK-12 Level I	K-6	Math, ELA, Science, Social Studies	1560	100%	0%
461	Zangari-Killian, Katherine	Elementary(PK-4) Level I	K-4	Math, ELA, Science, Social Studies	1560	100%	0%
462	Zepka, Marybeth	Elementary K-6 Level I, Special Education PK-12 Level I	9-12	Special Education	1560	100%	0%
463	Ziegler, Cynthia	Mid-Level Mathematics 6-9 Level II, Social Studies 7-12 Level II	6-8	Math, Social Studies	1560	100%	0%
464	Ziegler, Gregory L.	Social Studies (7-12) - Level I	6-8	Social Studies	1560	100%	0%
465	Ziegler, Katie	Mathematics 7-12 Level II	9-12	Mathematics	1560	100%	0%
466	Zimmer, Ashley N.	Elementary (K-6) - Level II	K-6	Math, ELA, Science, Social Studies	1560	100%	0%

Total Number of Administrators (do not include CEO) : **22** - Elementary **(7)**, Middle **(3)**, High School **(5)**, Special Education **(3)**, Lead Principal **(1)**, Career Pathways **(1)**, Family Services/MTSS **(1)**, Counseling **(1)**

Total Number of Teachers: **(363)** ; Specialists: **(22)**; Counselors:**(25)**; School Nurses: **(5)**; School Psychologist: **(4)**; Speech Therapist: **(3)** Others: **(158)**

Total Number of Professional Staff : 466

Preliminary Statement of Revenues, Expenditures & Fund Balances Include ALL Funds			
June 30, 2021			
Name of School _Reach Cyber Charter School.			
6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	\$ 20,546.00
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals /Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity- Special Events	\$ 1,945.00
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES/ PASS	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource	
	6940	Tuition from Patrons	
	6941	Regular Dav School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	\$ 131,820,757.00
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program	
	6947	Receipts from Members of Intermediate Units for Education by	
	6948	Receipts from Members of Intermediate Units for Direct	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	\$ 3,150.00
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
Charter School Annual Report - Revenues			
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migrant Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	

8800			MEDICAL ASSISTANCE REIMBURSEMENTS	
9000			OTHER FINANCING SOURCES	
9100			SALE OF BONDS	
	9110		Bond Issue Proceeds (Gross)	
	9120		Proceeds from RefundinQ of Bonds	
9200			PROCEEDS FROM EXTENDED TERM FINANCING	
9300			INTERFUND TRANSFERS	
	9310		General Fund Transfers	
	9320		Special Revenue Fund Transfers	
	9330		Capital Projects Funds Transfers	
	9340		Debt Service Fund Transfers	
	9350		Enterprise Fund Transfers	
	9360		Internal Service Fund Transfers	
	9370		Trust and Agency Fund	
	9380		Activity Fund Transfers	
	9390		Permanent Fund Transfers	
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED	
9500			Unassigned	
9600			Unassigned	
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY	
	9710		Transfers from Component Units	
	9720		Transfers from Primary Governments	
9800			INTRAFUND TRANSFERS IN	
	9810		General Fund Intrafund Transfers	
	9820		Special Revenue Intrafund Transfers	
	9840		Debt Service Intrafund Transfers	
	9850		Enterprise Intrafund Transfers	
	9860		Internal Service Intrafund Transfers	
	9870		Trust and Agency Intrafund Transfers	
	9880		Activity Interfund Transfers	
TOTAL REVENUES				\$ 134,664,715.00
Charter School Annual Report - Revenues				3
Preliminary Statement of Revenues, Expenditures & Fund Balances as of June 30, 2020				
1100			REGULAR PROGRAMS - ELEMENTARY/ SECONDARY	\$ 57,734,045.00
1200			SPECIAL PROGRAMS - ELEMENTARY/ SECONDARY	\$ 17,006,405.00
1300			VOCATIONAL EDUCATION	
1400			OTHER INSTRUCTIONAL PROGRAMS -	\$ 170,429.00
1600			ADULT EDUCATION PROGRAMS	
1700			HIGHER EDUCATION PROGRAMS	
1800			PRE-KINDERGARTEN	
2000			SUPPORT SERVICES	
2100			SUPPORT SERVICES - PUPIL PERSONNEL	
	2110		Supervision of Pupil Personnel Services	\$ 909,353.00
	2120		Guidance Services	\$ 5,865,644.00
	2130		Attendance Services	\$ 569,275.00
	2140		Psychological Services	\$ 312,120.00
	2150		Speech Pathology and Audiology Services	\$ 217,656.00
	2160		Social Work Services	\$ 334,510.00
	2170		Student Accounting Services	
	2190		Other Pupil Personnel Services	\$ 61,868.00
2200			SUPPORT SERVICES- INSTRUCTIONAL STAFF	
	2210		Supervision of Educational Media Services	
	2220		Technology Support Services	\$ 72,569.00

	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	\$ 739,883.00
	2270	Instructional Staff Professional Development Services	\$ 680,340.00
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	\$ 1,205.00
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	\$ 12,737.00
	2350	Legal Services	\$ 536,532.00
	2360	Office of the Superintendent (Executive Director) Services	\$ 1,389,545.00
	2370	Community Relations Services	\$ 129,989.00
	2380	Office of the Principal Services	\$ 1,735,167.00
	2390	Other Administration Services	\$ 1,901,750.00
2400		SUPPORT SERVICES - PUPIL HEALTH	\$ 277,383.00
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	\$ 462,713.00
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services- Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	\$ 687,349.00
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	\$ 19,488.00
	2650	Vehicle Operations and Maintenance Services (Other than Student	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operations Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	\$ 1,852,621.00
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	\$ 42,763.00
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	\$ 957,657.00
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND	
4200		EXISTING SITE IMPROVEMENT SERVICES	

4300			ARCHITECTURE AND ENGINEERING SERVICES/ EDUCATIONAL	
4400			ARCHITECTURE AND ENGINEERING SERVICES/	
4500			BUILDING ACQUISITION AND CONSTRUCTION SERVICES -	
4600			EXISTING BUILDING IMPROVEMENT SERVICES	
5000			OTHER EXPENDITURES AND FINANCING USES	
5100			DEBT SERVICE / OTHER EXPENDITURES AND	
5200			FUND TRANSFERS	
5300			TRANSFERS INVOLVING COMPONENT UNITS	
5400			INTRAFUND TRANSFERS OUT	
5800			SUSPENSE ACCOUNT	
5900			BUDGETARY RESERVE	
TOTAL EXPENDITURES				\$ 94,680,996.00
TOTAL REVENUES MINUS TOTAL EXPENDITURES= CURRENT FUND BALANCE AS OF JUNE 30, 2021				\$ 39,983,719.00

Reach Cyber Charter School
Financial Statements
And
Independent Auditor's Report
Year Ended June 30, 2020

Reach Cyber Charter School
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Year Ended June 30, 2020

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Independent Auditor's Report

To the Board of Trustees
Reach Cyber Charter School
Harrisburg, Pennsylvania

We have audited the accompanying financial statements of the governmental activities and the major fund of Reach Cyber Charter School (the School), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

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 opinions 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 of 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 opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities the major fund of Reach Cyber Charter School as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Reach Cyber Charter School's basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis 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*, and is not a required part of the basic 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 basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated February 10, 2021, on our consideration of Reach Cyber Charter 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 the 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 Reach Cyber Charter School's internal control over financial reporting and compliance.



Certified Public Accountants
Elkins Park, Pennsylvania

February 10, 2021

Reach Cyber Charter School Management's Discussion and Analysis June 30, 2020

The Board of Trustees of Reach Cyber Charter School (the School) offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2020. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- Total revenues increased by approximately \$12,100,000 due primarily to increased enrollment.
- At the close of the current fiscal year, the School reports an ending fund balance of \$12,642,079. This balance was the result of a \$3,066,668 surplus for the year ended June 30, 2020.
- The School's cash balance at June 30, 2020 was \$15,842,838 representing an increase of \$4,220,514 from June 30, 2019.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: Management's Discussion and Analysis (this section), the basic financial statements, supplementary information, and single audit requirements.

Government-Wide Financial Statements

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

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

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

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

Reach Cyber Charter School Management's Discussion and Analysis June 30, 2020

Overview of the Financial Statements (Continued)

Fund Financial Statements

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

All of the School's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called *modified accrual* accounting, which measures cash and all other *financial* assets that can readily be converted to cash. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

Notes to the Financial Statements

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

Supplementary Information

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis. The schedule of expenditures of federal awards is presented for purposes of additional analysis 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*.

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods.

	2020	2019
Assets		
Current assets	\$20,746,702	\$16,505,435
Noncurrent assets	218,600	165,931
	20,965,302	16,671,366
 Current Liabilities	 8,113,540	 6,938,941
 Net Position	 \$12,851,762	 \$ 9,732,425

As noted earlier, net assets may serve over time as a useful indicator of a school's financial position. In the case of the School, assets exceeded liabilities by \$12,851,762 as of June 30, 2020.

**Reach Cyber Charter School
Management's Discussion and Analysis
June 30, 2020**

Government-Wide Financial Analysis (Continued)

The School's revenues are predominately local school district's funds based on the student enrollment. For the year ended June 30, 2020, the School's total revenues of \$55,253,136 exceeded expenditures of \$52,133,799 by \$3,119,337.

	<u>2020</u>	<u>2019</u>
Revenues		
Program revenues		
Local educational agency assistance	\$ 53,260,917	\$ 41,618,219
Federal sources	1,714,638	1,399,315
State sources	66,310	81,089
General revenues		
Other	211,271	58,651
Total revenues	<u>55,253,136</u>	<u>43,157,274</u>
Expenditures		
Instruction	38,184,003	28,522,547
Support services	13,737,431	10,048,774
Noninstructional services	153,141	82,042
Depreciation	59,224	47,998
Total expenditures	<u>52,133,799</u>	<u>38,701,361</u>
Change in net position	3,119,337	4,455,913
Net position, beginning	<u>9,732,425</u>	<u>5,276,512</u>
Net position, ending	<u>\$ 12,851,762</u>	<u>\$ 9,732,425</u>

Governmental Fund

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

The School's governmental fund (the General Fund) reported an ending fund balance of \$12,642,079.

Budget Variations

Actual revenues were \$1,302,019 lower than the budget due to increases as follows:

**Reach Cyber Charter School
Management's Discussion and Analysis
June 30, 2020**

Budget Variations (Continued)

Local educational agency assistance	\$ (1,520,811)
Federal sources	(37,789)
State sources	66,310
Other revenues	190,271
	<u>\$ (1,302,019)</u>

Actual expenditures were \$4,163,222 lower than the budget due to increases (decreases) as follows:

Instruction	\$ (5,013,545)
Support services	1,335,724
Noninstructional services	(215,174)
Capital outlay	(270,227)
	<u>\$ (4,163,222)</u>

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2020, the School's investment in capital assets for its governmental activities totaled \$209,683 (net of accumulated depreciation). This investment in capital assets includes leasehold improvements and equipment and furniture.

Major capital asset purchases during the year included the following:

- Capital expenditures of \$111,893 for furniture and equipment

Additional information on the School's capital assets can be found in Note 4 of this report.

Long-Term Debt

The School does not have any long-term debt at this time.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by the local school districts, will increase by approximately \$68,400,000 for fiscal year 2020-2021 due to increased enrollment. The growth in enrollment over the reporting year is due substantially to the effect of COVID-19.

Reach Cyber Charter School Management's Discussion and Analysis June 30, 2020

Future Events That Will Financially Impact the School

The fiscal and operational stability of our Commonwealth's charter schools is directly linked to the state of Pennsylvania's budget. As noted in the notes to the financial statements, the COVID-19 health crisis has had an expected adverse effect on the Commonwealth's financial condition. This issue manifests itself most clearly in the way that the Commonwealth determines each charter school's per-pupil allotment which is calculated by student's school district of residence budgeted expenditures. To the extent that Commonwealth funds are reduced at the district level, this reduction will result in a reduction to charter school funding.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the CEO, Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg, PA 17111.

Reach Cyber Charter School
Statement of Net Position
June 30, 2020

	Governmental Activities
Assets	
Cash and cash equivalents	\$ 15,842,838
Receivable from school districts, net of allowance	4,695,183
Federal subsidies receivable	90,858
State subsidies receivable	62,000
Prepaid expenses	55,823
Property and equipment, net	209,683
Security deposit	8,917
Total assets	20,965,302
Liabilities	
Accounts payable and accrued expenses	373,341
Accrued salaries and benefits	4,108,514
Due to Connections Education, LLC	3,028,931
Due to school districts	602,754
Total liabilities	8,113,540
Net Position	
Invested in capital assets, net	209,683
Unrestricted	12,642,079
Total net position	\$ 12,851,762

See accompanying notes to financial statements.

**Reach Cyber Charter School
Statement of Activities
Year Ended June 30, 2020**

<u>Functions</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net (Expense) Revenue and Changes in Net Position</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Governmental Activities</u>
Governmental Activities				
Instruction	\$ 38,184,003	\$ 39,169,084	\$ 1,714,638	2,699,719
Support services	13,737,431	14,091,833	66,310	420,712
Noninstructional services	153,141	13,564	-	(139,577)
Depreciation expense	59,224	-	-	(59,224)
Total governmental activities	<u>\$ 52,133,799</u>	<u>\$ 53,274,481</u>	<u>\$ 1,780,948</u>	2,921,630
				<u>197,707</u>
				3,119,337
				<u>9,732,425</u>
				<u>\$ 12,851,762</u>

See accompanying notes to financial statements.

Reach Cyber Charter School
Balance Sheet-Governmental Fund
June 30, 2020

	General Fund
Assets	
Cash and cash equivalents	\$ 15,842,838
Receivable from school districts, net of allowance	4,695,183
Federal subsidies receivable	90,858
State subsidies receivable	62,000
Prepaid expenses	55,823
Security deposit	8,917
Total assets	\$ 20,755,619
Liabilities	
Accounts payable and accrued expenses	\$ 373,341
Accrued salaries and benefits	4,108,514
Due to Connections Education, LLC	3,028,931
Due to school districts	602,754
Total liabilities	8,113,540
Fund Balances	
Nonspendable	64,740
Unassigned	12,577,339
Total fund balances	12,642,079
Total liabilities and fund balances	\$ 20,755,619

See accompanying notes to financial statements.

Reach Cyber Charter School
Reconciliation of the Balance Sheet of Governmental Funds
To the Statement of Net Position
June 30, 2020

Total Fund Balance for Governmental Funds	\$ 12,642,079
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Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:

Equipment and furniture	375,153	
Accumulated depreciation and amortization	<u>(165,470)</u>	
		<u>209,683</u>

Total Net Position of Governmental Activities	<u>\$ 12,851,762</u>
--	----------------------

See accompanying notes to financial statements.

Reach Cyber Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balance-
Governmental Fund
Year Ended June 30, 2020

	General Fund
Revenues	
Local educational agency assistance	\$ 53,260,917
Federal sources	1,714,638
State sources	66,310
Other revenues	211,271
Total revenues	55,253,136
Expenditures	
Instruction	38,184,003
Support services	13,737,431
Noninstructional services	153,141
Capital outlay	111,893
Total expenditures	52,186,468
Net Change In Fund Balance	3,066,668
Fund Balance - Beginning of Year	9,575,411
Fund Balance - End of Year	\$ 12,642,079

See accompanying notes to financial statements.

**Reach Cyber Charter School
Reconciliation of the Statement of Revenues, Expenditures, and
Changes in Fund Balances of Governmental Funds to the
Statement of Activities
Year Ended June 30, 2020**

Net Change in Fund Balances - Total Governmental Funds \$ 3,066,668

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which capital outlays exceeds depreciation in the current period.

Depreciation expense	(59,224)
Capital outlays	<u>111,893</u>
Change in Net Position of Governmental Activities	<u><u>\$ 3,119,337</u></u>

See accompanying notes to financial statements.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

Note 1 Background and Summary of Significant Accounting Policies

Reach Cyber Charter School (the School) is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997. The School was granted a charter which expired on June 30, 2019. The School is going through the charter renewal process and expects to receive a new charter agreement. The School will continue to operate through the process.

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

Government-Wide and Fund Financial Statements

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

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

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

Fund Financial Statements

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

The government reports the following major governmental fund:

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)

General Fund – The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School.

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

Method of Accounting

The School has adopted the provision of Statement No. 34 (“Statement 34”) of the Governmental Accounting Standards Board “*Basic Financial Statements – and Managements’ Discussion and Analysis – for State and Local Governments.*” Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net position and a statement of activities. It requires the classification of net position into three components – invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

- Invested in capital assets, net of related debt – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds.
- Restricted – This component of net position consists of constraints placed on asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- Unrestricted net position – This component of net position typically includes unrestricted liquid assets.

The School implemented GASB No. 54, *Fund Balance Reporting and Governmental Type Definition*. In the fund financial statements, governmental funds report the following classifications of fund balance:

- Nonspendable - includes amounts that cannot be spent because they are either not spendable in form or are legally or contractually required to be maintained intact. The School classified prepaid expenses and security deposit as being nonspendable as these items are not expected to be converted to cash.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Method of Accounting (Continued)

- Restricted - included amounts restricted by external sources, such as creditors or grantors, or by constitutional provision or enabling legislation.
- Committed - includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees.
- Assigned - includes amounts that the School intends to use for a specific purpose, but do not meet the definition of restricted or committed fund balance.
- Unassigned - includes all amounts that are not included in other spendable classifications.

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

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the General Fund.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a general fund budget; therefore, the original budget filed and accepted by the Pennsylvania Department of Education is the final budget as well.

Use of Estimates

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

Concentration of Credit Risk

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's limit of \$250,000 with financial institutions.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Cash and Cash Equivalents

The School's cash is considered to be cash on hand and demand deposits.

Capital Assets

Capital assets, which include property, plant and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; furniture and fixtures (6-7 years) and equipment (3-6 years).

Compensated Absences

It is the School's policy to permit employees to accumulate earned but unused vacation and sick pay benefits. There is no liability for unpaid accumulated sick leave since the School does not have a policy to pay any amounts when employees separate from service. Employees will be paid for prorated unused vacation for that fiscal year only based on the number of full calendar months worked that fiscal year.

Advertising Costs

All costs associated with advertising and promotions are recorded as expenditures in the year incurred.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. The School adopted the provisions of ASC 740-10, *Accounting for Uncertainty in Income Taxes*. Management evaluated the School's tax positions and concluded that the School had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The School files a Return of Organizations Exempt from Income Tax annually. The School's returns for 2019, 2018 and 2017 are subject to examination by the IRS, generally for three years after they were filed.

Note 2 Cash and Cash Equivalents

The School's cash and cash equivalents balance at June 30, 2020, was \$15,842,838. The actual amount of cash on deposit in the School's bank accounts at June 30, 2020 was \$15,847,816. As of June 30, 2020, the School's bank balance was exposed to custodial credit risk as follows:

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

Note 2 Cash and Cash Equivalents (Continued)

Uninsured and collateralized with securities held by the pledging bank's trust department, not in the School's name \$ 15,597,816

Insured amount \$ 250,000

Custodial Credit Risk-Deposits

Custodial credit risk is the risk than in the event of a bank failure, the School's uninsured deposits may not be returned. The School does not have a policy for custodial credit risk.

Note 3 Receivables

Receivables as of June 30, 2020 consist primarily of subsidies from federal, state, and local authorities. Receivables are shown net of an allowance for uncollectible accounts of \$507,378.

Note 4 Capital Assets

Capital asset activity for the year ended June 30, 2020 was as follows:

	Balance, 7/1/19	Additions	Deletions	Balance, 6/30/20
Equipment and furniture	263,260	111,893	-	375,153
Less: accumulated depreciation	106,246	59,224	-	165,470
	\$ 157,014	\$ 52,669	\$ -	\$ 209,683

Depreciation expense was \$59,224 for the year ended June 30, 2020.

Note 5 Funding

The School received funding from various local school districts on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis.

Note 6 Lease Commitment

The School entered into a lease agreement to lease a facility in Harrisburg, Pennsylvania under an operating lease agreement that expires August 31, 2022, plus two three-year renewal options. In addition to the basic rentals, the School is subject to additional costs including taxes, occupancy, and maintenance. Rent expense was \$411,400 for the year ended June 30, 2020.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

Note 6 Lease Commitment (Continued)

Future minimum lease payments are as follows as of June 30, 2020:

Year ended June 30,	
2021	\$ 467,857
2022	481,893
2023	80,707
	\$ 1,030,457

Note 7 Retirement Plan

The School provides pension benefits for all of its employees through the Reach Cyber Charter School 403(b) Plan. Employees are required to participate from the date of employment, with a mandatory minimum contribution of 5%. The School will match the employees' contributions dollar for dollar up to 5% of their compensation. School contributions to the plan for the year ended June 30, 2020 totaled \$934,896.

Note 8 Risk Management

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks.

Note 9 Grants

The School participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2020 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

Note 10 Professional Services Agreement

The School entered into an agreement with Connections Educations, LLC (CE) for curriculum, school management services, instruction, technology and other services. The agreement commenced on July 1, 2020 and expires on the earlier of five years or the expiration of the renewal charter.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

Note 10 Professional Services Agreement (Continued)

Under the contract, CE will provide direct materials/services or procurement and payment of services for the following:

1. Instructional materials as approved by the board
2. Administrative personnel, including health and other benefits, as approved by the Board where required
3. Educational support services for participating families
4. Training and other professional development as approved by the Board
5. Hardware and software as approved by the Board
6. Technical support for any hardware and software provided under the contract
7. Maintenance of student records
8. Services to special needs students as required by law
9. Administrative services including expenditures for a facility and capital, both of which require Board approval
10. Financial, treasury and other reporting as required by law
11. Student recruiting and community education
12. General school management

For all services, the School reimburses CE according to the terms of the contract based on documentation that is reviewed and approved by the Board. Total charges from CE amounted to \$21,537,566 for the year ended June 30, 2020.

Required Supplementary Information

**Reach Cyber Charter School
Governmental Fund Budgetary Comparison Schedule
Year Ended June 30, 2020**

	<u>Budgeted Amounts</u>		Actual	Variance With Budget
	Original	Final	Revenues/ Expenditures	
Revenues				
Local educational agency assistance	\$ 54,781,728	\$ 54,781,728	\$ 53,260,917	\$ (1,520,811)
Federal sources	1,752,427	1,752,427	1,714,638	(37,789)
State sources	-	-	66,310	66,310
Other revenues	21,000	21,000	211,271	190,271
Total revenues	<u>56,555,155</u>	<u>56,555,155</u>	<u>55,253,136</u>	<u>(1,302,019)</u>
Expenditures				
Instruction	43,197,548	43,197,548	38,184,003	5,013,545
Support services	12,401,707	12,401,707	13,737,431	(1,335,724)
Noninstructional services	368,315	368,315	153,141	215,174
Capital outlay	382,120	382,120	111,893	270,227
Total expenditures	<u>56,349,690</u>	<u>56,349,690</u>	<u>52,186,468</u>	<u>4,163,222</u>
Net Change in Fund Balance	205,465	205,465	3,066,668	2,861,203
Fund Balance, Beginning	<u>9,575,411</u>	<u>9,575,411</u>	<u>9,575,411</u>	<u>-</u>
Fund Balance, Ending	<u>\$ 9,780,876</u>	<u>\$ 9,780,876</u>	<u>\$ 12,642,079</u>	<u>\$ 2,861,203</u>

See accompanying notes to financial statements.

Other Reports Required By Government Auditing Standards

**Independent Auditor's Report on Internal Control
Over Financial Reporting and on Compliance and
Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards***

To the Board of Trustees
Reach Cyber Charter School
Harrisburg, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Reach Cyber Charter School (the School) as of and for the year ended June 30, 2020 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated February 10, 2021.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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



Certified Public Accountants
Elkins Park, Pennsylvania

February 10, 2021

Single Audit Requirements

**Reach Cyber Charter School
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2020**

Federal Grantor/ Pass-Through Grantor	Federal CFDA Number	Pass- Through Grantor's Number	Grant Period	Program or Award	Accrued (Deferred) Revenue 7/1/2019	Total Received for the Year	Revenue Recognized	Federal Expenditures	Accrued (Deferred) Revenue 6/30/2020
U.S. Department of Education									
Pass-Through P.A. Department of Education									
Title I - Improving Basic Programs	84.010	013-201150	7/1/19-9/30/20	\$ 887,058	\$ -	\$ 887,144	\$ 887,058	\$ 887,058	\$ (86)
Title I - Improving Basic Programs	84.010	013-191150	7/1/18-9/30/19	901,962	269,885	269,885	-	-	-
Title I - Program Improvement Set Aside	84.010	042-191150	8/12/19-9/30/20	77,665	-	77,665	77,665	77,665	-
					269,885	1,234,694	964,723	964,723	(86)
Title II - Improving Teacher Quality	84.367	020-201150	7/1/19-9/30/20	123,271	-	96,414	96,414	96,414	-
Title II - Improving Teacher Quality	84.367	020-191150	7/1/18-9/30/19	103,664	33,535	33,535	-	-	-
					33,535	129,949	96,414	96,414	-
Title IV - Student Support and Academic Enrichment	84.424	144-201150	7/1/19-9/30/20	67,506	-	63,005	67,506	67,506	4,501
Title IV - Student Support and Academic Enrichment	84.424	144-191150	7/1/18-9/30/19	44,925	2,990	5,990	3,000	3,000	-
					2,990	68,995	70,506	70,506	4,501
Pass-Through Capital Area Intermediate Unit									
Title III - Language Instruction	84.365	N/A	7/1/19-6/30/20	1,680	-	-	1,680	1,680	1,680
Individuals with Disabilities Education Act Part B	84.027	N/A	7/1/19-6/30/20	579,815	350,459	845,511	579,815	579,815	84,763
Individuals with Disabilities Education Act Preschool	84.173	N/A	7/1/18-6/30/19	1,500	260	1,760	1,500	1,500	-
Total Special Education Cluster					350,719	847,271	581,315	581,315	84,763
Total U.S. Department of Education					\$ 657,129	\$ 2,280,909	\$ 1,714,638	\$ 1,714,638	\$ 90,858

See notes to schedule of expenditures of federal awards.

Reach Cyber Charter School
Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2020

Note 1 Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Reach Cyber Charter School (the School) under programs of the federal government for the year ended June 30, 2020. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

Note 2 Summary of Significant Accounting Policies

(1) Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

(2) Pass-through entity identifying numbers are presented where available.

Note 3 Indirect Cost Rate

The School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

**Independent Auditor's Report on Compliance for
Each Major Program and on Internal Control Over
Compliance Required by the Uniform Guidance**

To the Board of Trustees
Reach Cyber Charter School
Harrisburg, Pennsylvania

Report on Compliance for Each Major Federal Program

We have audited Reach Cyber Charter School's (the School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2020. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

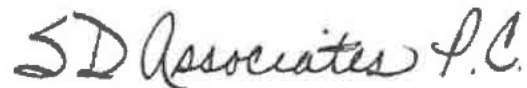
Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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



Certified Public Accountants
Elkins Park, Pennsylvania

February 10, 2021

**Reach Cyber Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2020**

A. Summary of Audit Results

1. The Independent Auditor's Report expresses an unmodified opinion on the basic financial statements of Reach Cyber Charter School.
2. No material weaknesses or significant deficiencies relating to the audit of the financial statements are reported in the Report on Compliance and on Internal Control over Financial Reporting.
3. No instances of noncompliance material to the financial statements of Reach Cyber Charter School which would be required to be reported in accordance with *Government Auditing Standards* were disclosed during the audit.
4. No material weaknesses or significant deficiencies relating to the audit of major federal award programs is reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance.
5. The independent auditor's report on compliance for the major federal award programs for Reach Cyber Charter School expresses an unqualified opinion.
6. There were no audit findings, which were required to be reported in accordance with 2 CFR section 200.516(a).
7. The program tested as a major program was Title I, CFDA #84.010.
8. The threshold for distinguishing Types A and B programs was \$750,000.
9. Reach Cyber Charter School did not qualify as a low-risk auditee.

B. Findings-Financial Statement Audit

None.

C. Findings and Questioned Costs-Major Federal Award Programs Audit

None.



750 East Park Drive
 Suite 204
 Harrisburg, PA 17111
 (717) 704-8437

Office of Special Education

2021-2022 Move-In Process Checklist and Critical Timelines

Assistant Director/Supervisor Responsibilities	Lead Responsibilities	Case Manager Responsibilities
<ul style="list-style-type: none"> ● Runs enrollment each day for new STs ● Grade bands split for review by Karen (secondary), Sheryl (middle) and Sheila (elementary) ● Reviews each students documents and completes enrollment dataview ● Leaves 'move in notes' in SED DV for lead and CM ● Requests any missing documents through AAs ● Meets with lead once a week to review any incoming students or unique cases ● Will review finalized IEPs within the PowerSchool system and ask case-managers to amend IEPs based upon Director or Supervisor feedback ● Pull reports weekly from the PowerSchools and Connexus system to 	<ul style="list-style-type: none"> ● Reviews accountability report daily or communicates with AD about new STs ● Grade bands split for review by Monica (EL), Kayla (MS), and Deb (HS) as well as Jennifer M (Life skills), Amy Turner (S/L) ● Reviews all special ed documentation and completes the following: <ul style="list-style-type: none"> ✓ "Entry Withdrawal Change" in PowerSchools ✓ Add to New Student Tracking sheet ✓ Send entry/withdrawal change sheet and docs to School Psych, Sarah RI (as needed) and Whitney/Sheryl (as needed for CF) ✓ If ST enrolls from Out of State, set up a school-based meeting within 2 days to review docs with CM, psych, Whitney/Sheryl (<i>Amy Turner and Sarah RI as needed</i>) before amending 	<ul style="list-style-type: none"> ● Reviews move in notes provided by AD or Supervisor and move-in cover sheet provided by lead ● Updates New Student Tracking sheet ● Make 3 attempts to contact parent (log each call) OR receive written consent to go forth with initial action ● ST Log for this call should be similar to that of an IEP meeting – <i>detailed</i> ● Sends documents out for signature(s) from CT(s) via DocuSign - IEP/NOREP ● SED DV – initial action is date of successful phone call (or written consent) and place this date with action performed ● Completes paperwork process, i.e. as you normally would – upload finalized document(s) to AA IA and SED with appropriate naming convention:

<p>capture data points and ensure IEPs are held within compliant timelines</p>	<p>the IEP - Entry/Withdrawal form can still be completed</p> <ul style="list-style-type: none"> • Uploads to SED DV for ST: completed entry/withdrawal page and IEP (if amended) with the naming convention as follows (one document): <i>Reach_Students First Name Last Name_Connexus Number_ProposedAmendment_Date of Lead Review of Document</i> • Email or phone call to CM to alert of new ST and answer any questions about action and/or move in notes 	<p><i>Reach_Students First Name Last Name_Connexus Number_Amendment/Adoption_Date of Phone Call/Initial Action</i></p> <ul style="list-style-type: none"> • (*If annual, you will follow through with annual procedures.) • Finalized IEPs must be sent to your direct supervisor via the PowerSchools messenger system.
--	--	--

Important Timelines:

-Move-In call should be completed **within 5 school days**

-Welcome call (school-wide) should be completed within 2 school days, so you may be able to get the Move-In meeting scheduled as well

Other Important Information:

-You will still schedule an annual to occur within 45 calendar days of enrollment **no matter what** the initial action is

-If the proposed initial action is an annual, schedule within 10 days or sooner

-If annual is initial action (ST is overdue or coming due soon, annual will be the action and you will NOT need to do another annual within 30-45 days)

March 26, 2018

Ms. Jane Swan
Chief Executive Officer
Reach Cyber CS
750 East Park Drive
Suite 204
Harrisburg, Pa 17111

Dear Ms. Swan:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Reach Cyber CS the week of February 12, 2018.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Jessica Keener-Haas, the Chairperson of the compliance monitoring team.

Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,



Ann Hinkson-Herrmann
Director

Attachments: Executive Summary
Appendix: Detailed Report of Findings, Including Corrective Actions Required

CC: Chairperson
Jill Deitrich
CS Monitoring File



Executive Summary BSE Compliance Monitoring Review of the Reach Cyber CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of February 12, 2018, the Reach Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, student file reviews, and interviews of parents and general and special education teachers).

B. General Findings

In reaching compliance determinations, the Bureau of Special Education (BSE) monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

This report focuses on compliance with regulatory requirements and also contains descriptive information (such as interview and survey results) intended to provide feedback to assist in program planning.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

The team reviewed the FSA submitted by the charter school and conducted onsite verification activities of the information submitted in the FSA. The onsite verification activities included review of policies, notices, procedures, and file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	1	1
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	0	1
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	0	1
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	0	0
SPP/APR Indicator 13 (Transition)	1	1
Disproportionate Representation that is the Result of Inappropriate Identification		

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective Use of Dispute Resolution	0	0
Graduation Rates (SPP)	0	0
Dropout Rates (SPP)	0	0
Suspensions (Rates)	0	0
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	0	0
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation that is the Result of Inappropriate Identification		

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2. FILE REVIEW (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Reach Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	71	14	75
Evaluation/Reevaluation: Process and Content	176	10	594
Individualized Education Program: Process and Content	482	50	268
Procedural Safeguards: Process and Content	107	13	0
TOTALS	836	87	937

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	238	13	84
Program Implementation: Special Ed Teacher Interviews	296	9	149
Program Implementation: Parent Interviews	123	7	57
TOTALS	657	29	290

4. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	0	0	0

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review		X

PART II CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. ***Criteria not met that require corrective action by the charter school are gray-shaded.***

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff are available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.



October 12, 2018

Ms. Jane Swan
Chief Executive Officer
Reach Cyber CS
750 East Park Drive
Suite 204
Harrisburg, Pa 17111

Dear Ms. Swan:

I have been informed that your agency has resolved the noncompliance with timelines for initial evaluation of students that had been identified as a result of the State Performance Plan follow up monitoring. This has been corrected as of September 25, 2018 by your agency.

As you know, federal regulations require states to monitor local education agency's compliance with federal and state requirements for special education. Your response to the monitoring and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

Ann Hinkson-Herrmann
Director

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

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

Charter School: Reach Cyber CS

Chief Executive Officer: Ms. Jane Swan

Special Education Director/Coordinator: Jennifer Berry-Probst

BSE Special Education Adviser: Jessica Keener-Haas

Date of Report: November 27, 2018

Date Final Report Sent to LEA: March 26, 2018

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

First Visit Date: April 04, 2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
	N					1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student’s IEP	The LEA will create a procedure to outline the process for the provision of Assistive Technology use for students with disabilities. Evidence of Change: The BSE adviser will review the procedure to ensure that it meets regulatory requirements.	03/26/2019 BSE staff	
Y						1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. FSA-EXTENDED SCHOOL YEAR SERVICES	The LEA will create a procedure that outlines the process for ESY eligibility, as well as, review for target and non-target students to meet regulatory requirements. Evidence of Change: The BSE adviser will review the procedure to ensure it meets regulatory requirements.	03/26/2019 IU staff, BSE Staff	
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 1 0 1 0 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 2 0 1 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
9	1	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
5	3	2				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
		X				21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff	
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.	The LEA will create a procedure to ensure the timely provision for FAPE for transfer students with disabilities. Evidence of Change: The BSE adviser will review the procedure to ensure that it meets the regulatory requirements.	03/26/2019 BSE Staff	
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23 FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	04/25/2018 BSE Staff	04/25/2018
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 2 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 1 0 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					0 2 3 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 2 1 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	1	0				GE 80. Is the student making progress within the general education curriculum?			
8	1	1				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	2				GE 80b. If yes, in what ways? Very actively participates; very articulate in class. Interaction with peers, live lesson participation. Social skills have really improved and has been able to really focus. Guidance Academic improvement and growth, completing assignments on a timely basis. Building rapport with teachers. Completing assignments successfully. Completing work successfully, demonstrates understanding.			
0	0	9				GE 80c. If no, what does this student need that he/she is not receiving in your class? Struggled with assignments.			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
9	0	1				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
3	1	6				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
3	1	6				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	7				SE 95c. If yes, what reasons were discussed for recommending removal? Low grades, related services. Modified assignments, small groups. Did not have prerequisite skills for some of the courses.			
0	0	7				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Parent request. Number of small group settings. About one hour/day.			
4	0	6				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
6	0	4				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
9	1	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X				7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
		X				16 FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
4	4	2			50%	FR 194. PTRE-Consent Form is present in the student file	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU staff, PaTTAN Staff, BSE Staff	
4	0	6				FR 195. Demographic data			
4	0	6				FR 196. Reason for reevaluation			
4	0	6				FR 197. Types of assessment tools, tests and procedures to be used			
4	0	6				FR 198. Contact person's name and contact information			
3	1	6			25%	FR 199. Parent has selected a consent option	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU staff, PaTTAN Staff, BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU staff, PaTTAN Staff, BSE Staff	
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
8	2	0			20%	FR 207. RR is present in the student file	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
6	2	2			25%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 210. Demographic data			
7	1	2			13%	FR 211. Date IEP team reviewed existing evaluation data	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
8	0	2				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 214. Aptitude and achievement tests	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
7	1	2			13%	FR 215. Current classroom based assessments and local and/or state assessments	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
8	0	2				FR 217. Teacher recommendations			
8	0	2				FR 218. Lack of appropriate instruction in reading			
8	0	2				FR 219. Lack of appropriate instruction in math			
8	0	2				FR 220. Limited English proficiency			
7	1	2			13%	FR 221. Conclusion regarding need for additional data is indicated	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	2	7			67%	FR 222. Reasons additional data are not needed are included	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 223. Determination whether the child has a disability and requires special education			
8	0	2				FR 224. Disability category(ies)			
8	0	2				FR 225. Summary of findings includes student's educational strengths and needs			
7	1	2			13%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
7	1	2			13%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
5	0	5				FR 228. Interpretation of additional data			
1	0	9				FR 229. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 230. Indication of process(es) used to determine eligibility			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
1	0	9				FR 233. Effects of the student's environment, culture, or economic background			
1	0	9				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
1	0	9				FR 238. Statement for all 6 items			
8	0	2				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
5	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
4	0	0	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
3	0	2	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	4	1	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	5	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	5	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
1	1	8				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
8	1	1			11%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance focusing on Indicator 13, to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
3	0	7				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance focusing on Indicator 13, to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
8	2	0			20%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance focusing on Indicator 13, to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019	
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
6	4	0			40%	FR 258. IEP was completed within timelines	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 259. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
3	0	7				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
7	2	1			22%	FR 264. Student	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
8	2	0			20%	FR 265. General Education Teacher	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 266. Special Education Teacher	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	3	0			30%	FR 267. Local Education Agency Representative	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	1	9			100%	FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
0	0	10				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	1	9			100%	FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN staff and/or BSE Staff	
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
6	3	1			33%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	The LEA will train all special education staff on the proper completion of paperwork, specifically focusing on Indicator 13 requirements. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN staff and/or BSE Staff	
9	1	0			10%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	4	1			44%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
5	4	1			44%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
3	2	5			40%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1			33%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
8	1	1			11%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	2	1			22%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 292c. Annual goals are related to the student's transition services	The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
1	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
2	0	8				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
9	1	0			10%	FR 304. Description of when periodic reports on progress will be provided to parents	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 305. Documentation of progress reporting on Annual Goals	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
1	0	9				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
9	0	1				FR 307. Program Modifications and Specially-Designed Instruction			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	0	1				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
5	1	4			17%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
6	0	4				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
9	0	1				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
8	2	0			20%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
1	1	8			50%	FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						EDUCATIONAL PLACEMENT (File Reviews)			
9	1	0			10%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
7	0	3				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
5	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
5	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
2	0	3	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
4	0	1	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	1	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	4	0			P 32b. If no, what training or support would assist you? Laws and regulations.			
5	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
5	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
5	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
5	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	5	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	5	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		4	1			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
8	2	0				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	3	4				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	7				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
5	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
4	0	0	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	1				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
7	2	1				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
4	2	4				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
7	0	3				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
9	1	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Grades are outstanding; participates in live lessons. Benefiting with same curriculum as peers, social interactions with peers, help from teachers.</p> <p>Small group interactions and appropriate curriculum levels.</p> <p>Grade level, common core, socialize with peers, help from teachers.</p> <p>Success at grade level, maintaining good grades.</p> <p>Co-taught classes - general and special education teachers.</p> <p>Would benefit if logged in and participated more.</p> <p>Socially</p> <p>Direct instruction and call for help.</p> <p>Participates independently and is joining in with the group.</p>			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
5	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
5	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					5 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
2	0	3	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
5	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
4	0	0	1			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
5	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	5	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	3	1			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
1	0	9				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
4	0	1	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
4	0	0	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
3	2	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	2	0			P 50c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Academic help. Needs assistance in reading & math, needs focus. Needs			
0	0	2	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Unsure Based on specific class needs. Team discussion.			
4	0	0	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? High functioning and needs to be with peers. Likes English. Varying instructional approaches. Gets socialization after class. Happier with school, improving, getting more services.			
0	0	5	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					3 1 0 0 0 1	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 2 0 0 0 1	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
10	0	0				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
9	1	0			10%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	3	0			30%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 336. Educational placement recommended (including amount and type)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	3	0			30%	FR 339. Parent has selected a consent option	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						INTERVIEW RESULTS (Parent)			
0	0	5	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 1 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					5 0 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		1 1 1 1 1 1	P 66. Tell me anything you really like about your child's special education program. a. modifications e. instructional materials f. less inclusion g. staff open to suggestions, good communication j. student ratios n. other Having fun but learning.			
		3	0		1 1	P 67. Tell me anything you would like to change about the program. a. modifications g. staff open to suggestions, good communication			
		0	0		2 2 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Doing better than in public school. Concern to get math credit - needs help &/or modifications. Accommodations were not being provided for the first semester. I asked for a meeting to discuss this and now they are provided.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			
						FSA 19A Teacher Survey Results	Based on the results of the teacher survey, the LEA will submit an improvement plan that focuses on regular education staff training for accommodations and modifications for students with disabilities The LEA will submit the improvement plan no later than 7/10/2018.	07/10/2018 IU staff, PaTTAN Staff and/or BSE Staff	06/18/2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						19A Personnel Training	<p>Implement an information sharing process for special education case managers to meet with general education staff serving students on their caseload to review and discuss individual student SDIs listed on IEPs at the beginning of the school year.</p> <p>Implement a formal sign-off page for each individual student in which the staff (including related service providers) working with that student acknowledges that they have reviewed and will implement the SDIs listed on the student's IEP. This will occur at the beginning of the year, after the annual IEP is held and after a revision to the IEP is made.</p> <p>Provide formal training to all general education staff employed at Reach Cyber Charter School in regard to disability awareness and strategies for implementing accommodations and modifications for students with disabilities as well as students channeled through the child find process.</p> <p>Evidence of Change: The BSE adviser will review all training information including powerpoints and any other training documents related to the above. The adviser will review sign off sheets to ensure that the staff was involved with the training.</p>	06/01/2019 IU Staff, BSE Staff	

March 26, 2018

Ms. Jane Swan
Chief Executive Officer
Reach Cyber CS
750 East Park Drive
Suite 204
Harrisburg, Pa 17111

Dear Ms. Swan:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Reach Cyber CS the week of February 12, 2018.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Jessica Keener-Haas, the Chairperson of the compliance monitoring team.

Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,



Ann Hinkson-Herrmann
Director

Attachments: Executive Summary
Appendix: Detailed Report of Findings, Including Corrective Actions Required

CC: Chairperson
Jill Deitrich
CS Monitoring File



Executive Summary BSE Compliance Monitoring Review of the Reach Cyber CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of February 12, 2018, the Reach Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, student file reviews, and interviews of parents and general and special education teachers).

B. General Findings

In reaching compliance determinations, the Bureau of Special Education (BSE) monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

This report focuses on compliance with regulatory requirements and also contains descriptive information (such as interview and survey results) intended to provide feedback to assist in program planning.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

The team reviewed the FSA submitted by the charter school and conducted onsite verification activities of the information submitted in the FSA. The onsite verification activities included review of policies, notices, procedures, and file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	1	1
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	0	1
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	0	1
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	0	0
SPP/APR Indicator 13 (Transition)	1	1
Disproportionate Representation that is the Result of Inappropriate Identification		

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective Use of Dispute Resolution	0	0
Graduation Rates (SPP)	0	0
Dropout Rates (SPP)	0	0
Suspensions (Rates)	0	0
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	0	0
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation that is the Result of Inappropriate Identification		

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2. **FILE REVIEW** (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Reach Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	71	14	75
Evaluation/Reevaluation: Process and Content	176	10	594
Individualized Education Program: Process and Content	482	50	268
Procedural Safeguards: Process and Content	107	13	0
TOTALS	836	87	937

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	238	13	84
Program Implementation: Special Ed Teacher Interviews	296	9	149
Program Implementation: Parent Interviews	123	7	57
TOTALS	657	29	290

4. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	0	0	0

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review		X

PART II CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. ***Criteria not met that require corrective action by the charter school are gray-shaded.***

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff are available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.

PaTTAN Autism Initiative
Agenda ABA-VB Intensive Training

Note: The times of this agenda may be modified based on group size and acquisition rates.

Agenda Day 1

- 8:30-9:15 Pretest, site review expectations, and overview of autism, applied behavior analysis, PaTTAN Autism Initiative and Site Review
- 9:15 -10:15 Operant Analysis
- 10:15 -10:30 Break
- 10:30 – 12:00 Verbal operants and fluency timing
- 12:00 – 1:00 Lunch (on your own)
- 1:00 -1:30 Shaping and Establishing Instructional Control Introduction to intensive teaching and instructional control, antecedents (motivation, discriminative stimuli, prompts) and consequences (reinforcement, punishment)
- 1:30 -2:30 Introduction to intensive teaching and instructional control, antecedents (motivation, discriminative stimuli, prompts) and consequences (reinforcement, punishment)
- 2:30 - 2:45 Break
- 2:45 - 4:00 Introduction to intensive teaching and instructional control, antecedents (motivation, discriminative stimuli, prompts) and consequences (reinforcement, punishment)-Continued

Agenda Day 2

- 8:30 - 9:15 Errorless teaching and error correction
- 9:15 - 10:15 Errorless teaching and error correction skill check
- 10:15-10:30 Break
- 10:30 – 12:00 Troubleshooting student errors, structuring IT (VR, run through, pace of instruction, instructional control)
- 12:00 – 1:00 Lunch (on your own)
- 1:00-2:30 Structuring IT (VR, run through, pace of instruction, instructional control) -continued
- 2:30-2:45 Break
- 2:45-4:00 Classroom organization, cold probe procedures, cold probe procedures skill check

Agenda Day 3

- 8:30-10:15 Assessment, programming and target selection, classroom schedule, Programming, target selection, classroom schedule
- 10:15-10:30 Break
- 10:30 – 12:00 Mand training, motivation, basic template, two types of transfer trials
- 12:00-1:00 Lunch (on your own)
- 1:30-2:30 Mand error correction, Mand data systems, mand skill checks (basic template, two types of transfer trials, error correction)
- 2:30-2:45 Break
- 2:45-3:00 Review
- 3:00-4:30 Written post-test, oral check-out Card sort competencies, Intensive teaching demonstrations



June 15 -17th, 2021

ATTENDANCE FOR PATTAN AUTISM INITIATIVE TRAINING:

Karen Keith

Amy Turner

Alyssa Perkins

DocuSigned by:

Hoy Shelby	<i>Hoy Shelby</i>	X	Yes	No
Hull James	<i>James Hull</i>	X	Yes	No
Karpen, Heather	<i>Heather Karpen</i>	X	Yes	No
Kauffman Holly	<i>Holly Kauffman</i>	X	Yes	No
Keith, Karen	<i>Karen Keith</i>	X	Yes	No
Kennell Lisa	<i>Lisa Kennell</i>		Yes	X No
Kirchner, Carly	<i>Carly Kirchner</i>	X	Yes	No
Klinger Francesca	<i>Francesca Klinger</i>	X	Yes	No
Knorr Sheree-Lee	<i>Sheree-Lee Knorr</i>	X	Yes	No
LeCause Nicole	<i>Nicole LeCause</i>	X	Yes	No
Lent, Brttany	<i>Brttany Lent</i>	X	Yes	No
Malis Sarah	<i>Sarah M. Malis</i>	X	Yes	No
Martlin, Daphne	<i>Daphne Martlin</i>	X	Yes	No
Matejka Kelly	<i>Kelly Matejka</i>	X	Yes	No
McCray June	<i>June McCray</i>		Yes	X No
McCurdy Gregory	<i>Gregory McCurdy</i>	X	Yes	No
Miller Kayla	<i>Kayla Miller</i>		Yes	X No
Mort Ashley	<i>Ashley Mort</i>	X	Yes	No
Murray Jennifer	<i>Jennifer Murray</i>		Yes	X No
Murray, Rebecca	<i>Rebecca Murray</i>	X	Yes	NO
Murray Tyler	<i>Tyler Murray</i>	X	Yes	No
Newell Maura	<i>Maura Newell</i>	X	Yes	No
Perez Sheila	<i>Sheila Perez</i>		Yes	X No
Perkins Alyssa	<i>Alyssa Perkins</i>	X	Yes	No
Petrasic Megan	<i>Megan Petrasic</i>	X	Yes	No
Pronio Mary Kay	<i>Mary Kay Pronio</i>	X	Yes	No
Rourke Monica	<i>Monica Rourke</i>		Yes	X No
Russell Isaula Sarah	<i>Sarah Russell Isaula</i>	X	Yes	No
Rux, Anna	<i>Anna Rux</i>	X	Yes	NO
Savage, Britt	<i>Britt Savage</i>	X	Yes	No
Scavicchio Grace	<i>Grace Scavicchio</i>	X	Yes	No
Schaeffer Debbie	<i>Debbie Schaeffer</i>	X	Yes	No
Sibbett Rebecca	<i>Rebecca Sibbett</i>	X	Yes	No
Silvestri, Colette	<i>Colette Silvestri</i>	X	Yes	No
Snead Toshia	<i>Toshia Snead</i>		Yes	X No
Spindler Amber	<i>Amber Spindler</i>	X	Yes	No
Stroup Lauren	<i>Lauren Stroup</i>	X	Yes	No
Tabin, Danielle	<i>Danielle Tabin</i>	X	Yes	No
Tracy, Jamie	<i>Jamie Tracy</i>	X	Yes	No
Turner Amy	<i>Amy Turner</i>		Yes	X No
Walter, Sarah	<i>Sarah Walter</i>	X	Yes	No
Webb Judy	<i>Judy Webb</i>		Yes	X No
Wentzel Nicole	<i>Nicole Wentzel</i>	X	Yes	No
Wertz, Morgan	<i>Morgan Wertz</i>	X	Yes	No
White, Jill	<i>Jill White</i>	X	Yes	No

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FBA/ PBSP PROCEDURES

AGENDA:

- **Behavior Plans**
- **Crisis**
- **Functional Behavior**



Office of Special Education Professional Development Attendance Sheet

Audience: Special Education Teachers (Elementary, Middle, High)

Topic: FBA/PBSP Procedures

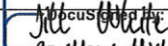
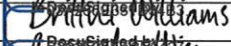
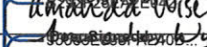


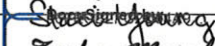
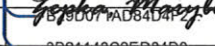
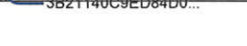
Date 4/23/2021 2:00 pm – 3:00 pm

Staff Name:	DocuSigned by: Signature	Attendance: YES or NO
Aliberto Kimberly	Kimberly Aliberto	X Yes No
Azar, Lori	Lori Azar	Yes X No
Bac Kara	Kara Bac	X Yes No
Bendis, Jessica	Jessica Bendis	X Yes No
Blair Carissa	Carissa Blair	X Yes No
Boandl, Shannon	Shannon Boandl	X Yes No
Bongivengo Kellie	Kellie Bongivengo	X Yes No
Brooks Leah	Leah Brooks	Yes X No
Brown Ashley	Ashley Brown	X Yes No
Bubb, Kathryn	Kathryn Bubb	X Yes No
Burt Judy	Judy Burt	X Yes No
Busch Lauren	Lauren Busch	X Yes No
Byers Megan	Megan Byers	Yes X No
Carulli Kaycee	Kaycee Carulli	X Yes No
Chacon Andy	Andy Chacon	X Yes No
Chase, Katerilynn	Katerilynn Chase	X Yes No
Cornacchia Michelle	Michelle Cornacchia	X Yes No
Craig Lauren	Lauren Craig	X Yes No
Dando, Rebecca	Rebecca Dando	X Yes No
DeMarco, Grace	Grace DeMarco	X Yes No
Desmond Diane	Diane Desmond	X Yes No
Diegel Cristen	Cristen Diegel	X Yes No
Fix Lauren	Lauren Fix	X Yes No
Flamino Alexandria	Alexandria Flamino	X Yes No
Ford Whitney	Whitney Ford	X Yes No
Fritz, Nicole	Nicole Fritz	X Yes No
Garner Krista	Krista Garner	X Yes No
Gentzyel Kaetha	Kaetha Gentzyel	X Yes No
Gilga Amy	Amy Gilga	X Yes No
Giovannangelo Rachael	Rachael Giovannangelo	X Yes No
Glasser Sheryl	Sheryl Glasser	X Yes No
Graw Sarah	Sarah Graw	X Yes No
Guerra. Rachel	Rachel Guerra	X Yes No
Haberern, Holly	Holly Haberern	X Yes No
Haines, Kimberley	Kimberley Haines	Yes X No
Hartos Leslie	Leslie Hartos	X Yes No

DocuSigned by:			
Hoy Shelby	<i>Hoy Shelby</i>	X	Yes No
Hull James	<i>James Hull</i>	X	Yes No
Karpen, Heather	<i>Heather Karpen</i>	X	Yes No
Kauffman Holly	<i>Holly Kauffman</i>	X	Yes No
Keith, Karen	<i>Karen Keith</i>	X	Yes No
Kennell Lisa	<i>Lisa Kennell</i>		Yes X No
Kirchner, Carly	<i>Carly Kirchner</i>	X	Yes No
Klinger Francesca	<i>Francesca Klinger</i>	X	Yes No
Knorr Sheree-Lee	<i>Sheree-Lee Knorr</i>	X	Yes No
LeCause Nicole	<i>Nicole LeCause</i>	X	Yes No
Lent, Brttany	<i>Brttany Lent</i>	X	Yes No
Malis Sarah	<i>Sarah M. Malis</i>	X	Yes No
Martlin, Daphne	<i>Daphne Martlin</i>	X	Yes No
Matejka Kelly	<i>Kelly Matejka</i>	X	Yes No
McCray June	<i>June McCray</i>	X	Yes No
McCurdy Gregory	<i>Gregory McCurdy</i>	X	Yes No
Miller Kayla	<i>Kayla Miller</i>		Yes X No
Mort Ashley	<i>Ashley Mort</i>	X	Yes No
Murray Jennifer	<i>Jennifer Murray</i>	X	Yes No
Murray, Rebecca	<i>Rebecca Murray</i>	X	Yes NO
Murray Tyler	<i>Tyler Murray</i>	X	Yes No
Newell Maura	<i>Maura Newell</i>	X	Yes No
Perez Sheila	<i>Sheila E. Perez</i>	X	Yes No
Perkins Alyssa	<i>Alyssa Perkins</i>	X	Yes No
Petrasic Megan	<i>Megan Petrasic</i>		Yes X No
Pronio Mary Kay	<i>Mary Kay Pronio</i>	X	Yes No
Rourke Monica	<i>Monica Rourke</i>	X	Yes No
Russell Isaula Sarah	<i>Sarah Russell Isaula</i>	X	Yes No
Rux, Anna	<i>Anna Rux</i>	X	Yes NO
Savage, Britt	<i>Britt Savage</i>	X	Yes No
Scavicchio Grace	<i>Grace Scavicchio</i>	X	Yes No
Schaeffer Debbie	<i>Debbie Schaeffer</i>	X	Yes No
Sibbett Rebecca	<i>Rebecca Sibbett</i>	X	Yes No
Silvestri, Colette	<i>Colette Silvestri</i>	X	Yes No
Snead Toshia	<i>Toshia K. Snead</i>	X	Yes No
Spindler Amber	<i>Amber Spindler</i>	X	Yes No
Stroup Lauren	<i>Lauren Stroup</i>	X	Yes No
Tabin, Danielle	<i>Danielle Tabin</i>		Yes X No
Tracy, Jamie	<i>Jamie Tracy</i>	X	Yes No
Turner Amy	<i>Amy Turner</i>	X	Yes No
Walter, Sarah	<i>Sarah Walter</i>	X	Yes No
Webb Judy	<i>Judy Webb</i>		Yes X No
Ward, Takiyah	<i>Takiyah Ward</i>		Yes X No
Wentzel Nicole	<i>Nicole Wentzel</i>	X	Yes No
Wertz, Morgan	<i>Morgan Wertz</i>	X	Yes No

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DocuSigned by:

White, Jill		<input checked="" type="checkbox"/>	Yes	No
Williams Brittni		<input checked="" type="checkbox"/>	Yes	No
Wise, Amanda		<input checked="" type="checkbox"/>	Yes	No
Wydra, Amanda		<input checked="" type="checkbox"/>	Yes	No
Yahner Jaissa		<input checked="" type="checkbox"/>	Yes	No
Youells, Ashley		<input checked="" type="checkbox"/>	Yes	No
Young, Staci		<input checked="" type="checkbox"/>	Yes	No
Zepka, Marybeth		<input checked="" type="checkbox"/>	Yes	No

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BASIC BEHAVIOURS by SHANNON WONDERS IU

AGENDA:

- **Identify Origins of Behavior**
- **Understand the ABC's of Behavior**
- **Reinforcing Positive Behavior**



**Office of Special Education
Professional Development Attendance Sheet**

Audience: Special Education Teachers (Elementary, Middle, High)

Topic: Basic Behaviors by Shannon Wonders IU

Date 4/16/2021 2:00 pm – 3:00 pm

Staff Name:	DocuSigned by: Signature	Attendance: YES or NO
Aliberto Kimberly	<i>Aliberto Kimberly</i>	X Yes No
Azar, Lori	<i>Lori Azar</i>	Yes X No
Bac Kara	<i>Kara Bac</i>	X Yes No
Bendis, Jessica	<i>Jessica Bendis</i>	X Yes No
Blair Carissa	<i>Carissa Blair</i>	X Yes No
Boandl, Shannon	<i>Shannon Boandl</i>	X Yes No
Bongivengo Kellie	<i>Bongivengo Kellie</i>	X Yes No
Brooks Leah	<i>Brooks Leah</i>	X Yes No
Brown Ashley	<i>Ashley Brown</i>	X Yes No
Bubb, Kathryn	<i>Kathryn Bubb</i>	X Yes No
Burt Judy	<i>Judy Burt</i>	X Yes No
Busch Lauren	<i>Lauren Busch</i>	X Yes No
Byers Megan	<i>Megan Byers</i>	X Yes No
Carulli Kaycee	<i>Kaycee Carulli</i>	X Yes No
Chacon Andy	<i>Andy Chacon</i>	X Yes No
Chase, Katerilynn	<i>Katerilynn Chase</i>	X Yes No
Cornacchia Michelle	<i>Michelle Cornacchia</i>	X Yes No
Craig Lauren	<i>Lauren Craig</i>	X Yes No
Dando, Rebecca	<i>Rebecca Dando</i>	X Yes No
DeMarco, Grace	<i>Grace DeMarco</i>	X Yes No
Desmond Diane	<i>Diane Desmond</i>	X Yes No
Diegel Cristen	<i>Cristen Diegel</i>	X Yes No
Fix Lauren	<i>Lauren Fix</i>	X Yes No
Flamino Alexandria	<i>Alexandria Flamino</i>	X Yes No
Ford Whitney	<i>Whitney Ford</i>	X Yes No
Fritz, Nicole	<i>Nicole Fritz</i>	X Yes No
Garner Krista	<i>Krista Garner</i>	X Yes No
Gentzyel Kaetha	<i>Kaetha Gentzyel</i>	X Yes No
Gilga Amy	<i>Amy Gilga</i>	X Yes No
Giovannangelo Rachael	<i>Rachael Giovannangelo</i>	X Yes No
Glasser Sheryl	<i>Sheryl Glasser</i>	Yes X No
Graw Sarah	<i>Sarah Graw</i>	X Yes No
Guerra. Rachel	<i>Rachel Guerra</i>	X Yes No
Haberern, Holly	<i>Holly Haberern</i>	X Yes No
Haines, Kimberley	<i>Kimberley Haines</i>	X Yes No
Hartos Leslie	<i>Leslie Hartos</i>	X Yes No

DocuSigned by:

Williams Brittni	<i>Brittni Williams</i>	X	Yes	No
Wise, Amanda	<i>Amanda Wise</i>	X	Yes	No
Wydra, Amanda	<i>Amanda Wydra</i>	X	Yes	No
Yahner Jaissa	<i>Jaissa Yahner</i>		Yes	X No
Youells, Ashley	<i>Ashley Youells</i>	X	Yes	No
Young, Staci	<i>Staci Young</i>	X	Yes	No
Zepka, Marybeth	<i>Marybeth Zepka</i>	X	Yes	No

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Office of Special Education Professional Development Attendance Sheet

Audience: Special Education Teachers (Elementary, Middle, High)

Topic: Accommodations and Modifications

Date 10/16/20 2:00 pm – 3:00 pm

Staff Name:	DocuSigned by: Signature	Attendance: YES or NO
Adams, Danielle	<i>Danielle Adams</i>	X Yes No
Aliberto Kimberly	<i>Kimberly Aliberto</i>	X Yes No
Azar, Lori	<i>Lori Azar</i>	Yes X No
Bac Kara	<i>Kara Bac</i>	X Yes No
Bendis, Jessica	<i>Jessica Bendis</i>	X Yes No
Blair Carissa	<i>Carissa Blair</i>	X Yes No
Boandl, Shannon	<i>Shannon Boandl</i>	X Yes No
Bongivengo Kellie	<i>Kellie Bongivengo</i>	X Yes No
Brooks Leah	<i>Leah Brooks</i>	X Yes No
Brown Ashley	<i>Ashley Brown</i>	X Yes No
Burt Judy	<i>Judy Burt</i>	X Yes No
Busch Lauren	<i>Lauren Busch</i>	X Yes No
Byers Megan	<i>Megan Byers</i>	X Yes No
Carulli Kaycee	<i>Kaycee Carulli</i>	X Yes No
Chacon Andy	<i>Andy Chacon</i>	X Yes No
Chase, Katerilynn	<i>Katerilynn Chase</i>	X Yes No
Cornacchia Michelle	<i>Michelle Cornacchia</i>	X Yes No
Craig Lauren	<i>Lauren Craig</i>	X Yes No
DeMarco, Grace	<i>Grace DeMarco</i>	X Yes No
Desmond Diane	<i>Diane Desmond</i>	X Yes No
Diegel Cristen	<i>Cristen Diegel</i>	X Yes No
Ehmsen, Anette	<i>Anette Ehmsen</i>	X Yes No
Flamino Alexandria	<i>Alexandria Flamino</i>	X Yes No
Fix Lauren	<i>Lauren Fix</i>	Yes X No
Ford Whitney	<i>Whitney Ford</i>	X Yes No
Garner Krista	<i>Krista Garner</i>	X Yes No
Gentzyel Kaetha	<i>Kaetha Gentzyel</i>	X Yes No
Gilga Amy	<i>Amy Gilga</i>	X Yes No
Giovannangelo Rachael	<i>Rachael Giovannangelo</i>	X Yes No
Glasser Sheryl	<i>Sheryl Glasser</i>	X Yes No
Graw Sarah	<i>Sarah Graw</i>	X Yes No
Hartos Leslie	<i>Leslie Hartos</i>	X Yes No
Hoy Shelby	<i>Shelby Hoy</i>	X Yes No
Hull James	<i>James Hull</i>	X Yes No
Kauffman Holly	<i>Holly Kauffman</i>	X Yes No
Keith, Karen	<i>Karen Keith</i>	X Yes No

DocuSigned by:

	DocuSigned by:	Yes	X	No
Kennell Lisa	Lisa Kennell			X
Kioalicas Krista	Krista Kioalicas	X	Yes	No
Klinger Francesca	Francesca Klinger	X	Yes	No
Knorr Sheree-Lee	Sheree S. Knorr	X	Yes	No
Koschoff KateLyn	KateLyn Koschoff	X	Yes	No
LeCause Nicole	Nicole LeCause	X	Yes	No
Lent, Brttany	Brttany Lent	X	Yes	No
Malis Sarah	Sarah Malis	X	Yes	No
Martlin, Daphne	Daphne Martlin	X	Yes	No
Matejka Kelly	Kelly Matejka	X	Yes	No
McCray June	June McCray	X	Yes	No
McCurdy Gregory	Gregory McCurdy	X	Yes	No
Miller Kayla	Kayla Miller	Yes		X
Morganheira, Jen	Jen Morganheira	X	Yes	No
Mort Ashley	Ashley Mort	X	Yes	No
Murray Jennifer	Jennifer Murray	X	Yes	No
Murray, Rebecca	Rebecca Murray	X	Yes	NO
Murray Tyler	Tyler Murray	X	Yes	No
Newell Maura	Maura Newell	X	Yes	No
Perez Sheila	Sheila Perez	X	Yes	No
Perkins Alyssa	Alyssa Perkins	X	Yes	No
Petrasic Megan	Megan Petrasic	X	Yes	No
Pronio Mary Kay	Mary Kay Pronio	X	Yes	No
Rourke Monica	Monica Rourke	X	Yes	No
Russell Isaula Sarah	Sarah Russell Isaula	X	Yes	No
Rux, Anna	Anna Rux	X	Yes	NO
Scavicchio Grace	Grace Scavicchio	X	Yes	No
Schaeffer Debbie	Debbie Schaeffer	X	Yes	No
Sibbett Rebecca	Rebecca Sibbett	X	Yes	No
Slother Tania	Tania Slother	X	Yes	No
Snead Toshia	Toshia Snead	Yes		X
Spindler Amber	Amber Spindler	X	Yes	No
Stroup Lauren	Lauren Stroup	X	Yes	No
Tabin, Danielle	Danielle Tabin	X	Yes	No
Tracy, Jamie	Jamie Tracy	X	Yes	No
Turner Amy	Amy Turner	X	Yes	No
Walter, Sarah	Sarah Walter	X	Yes	No
Webb Judy	Judy Webb	Yes		X
Wentzel Nicole	Nicole Wentzel	X	Yes	No
Williams Brittini	Brittini Williams	X	Yes	No
Yahner Jaissa	Jaissa Yahner	X	Yes	No
Zepka, Marybeth	Marybeth Zepka	X	Yes	No

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Rules and Responsibilities for PCA's

Agenda

- Directory
- Review Student's IEP
- Accommodations and Modifications
- Behavior Plans
- Related Services for Student



Instructional Aide	Connecting the Pieces	Carlisa Seth
Instructional Aide	Connecting the Pieces	Christine Caven
Instructional Aide	Connecting the Pieces	Elizabeth Blasik

Personal Care Aide	Connecting the Pieces	Jonathan Ratchford
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Instructional Aide	Connecting the Pieces	Marcia Bachman
Instructional Aide	Connecting the Pieces	Monica Everhart
Paraprofessional	Connecting the Pieces	Samia Amin
Instructional Aide	Connecting the Pieces	Shymeka Penn
Instructional Aide	Therapy Source	BethAnn Weinstein
Instructional Aide	Therapy Source	Bethany Nelson
Instructional Aide	Therapy Source	Corey Stever

Instructional Aide	Therapy Source	Janice Miller	
Instructional Aide	Therapy Source	Majjah Thomas	

Instructional Aide	Therapy Source	Marla Stone	
Instructional Aide	Therapy Source	Mary Resides	

Instructional Aide	Therapy Source	Sylvia Taylor
--------------------	----------------	---------------



750 East Park Drive
Suite 204
Harrisburg, PA 17111
(717) 704-8437

Mrs. Jane Swan, Chief Executive Officer

Gregory C. McCurdy, Director of Special Education

Sheila E. Perez, Assistant Director of Special Education

Karen L. Eppinger, Assistant Director of Special Education

Agenda PLC 12/04/2020 2:00 pm – 3:00 pm
High School Teachers

“Reaching New Heights- Compliance, Quality Instruction and Positive Student Relationships”

- Transition Planning



Office of Special Education Professional Development Attendance Sheet

Audience: Special Education Teachers, Middle Level

Topic: Transition Planning

Date 12/4/2020

Staff Name:	DocuSigned by: Signature	Attendance: YES or NO
Aliberto Kimberly	<i>Kimberly Aliberto</i>	X Yes No
Blair Carissa	<i>Carissa Blair</i>	X Yes No
Cornacchia Michelle	<i>Michelle Cornacchia</i>	X Yes No
Dando Rebecca	<i>Rebecca Dando</i>	X Yes No
Flamino Alexandria	<i>Alexandria Flamino</i>	X Yes No
Gentzyel Kaetha	<i>Kaetha Gentzyel</i>	X Yes No
Guerra, Rachel	<i>Rachel Guerra</i>	X Yes No
Haberern, Holly	<i>Holly Haberern</i>	X Yes No
Haines Kimberly	<i>Kimberly Haines</i>	Yes X No
Hoy Shelby	<i>Shelby Hoy</i>	X Yes No
Karpen, Heather	<i>Heather Karpen</i>	X Yes No
Lent Brittany	<i>Brittany Lent</i>	X Yes No
Miller Kayla	<i>Kayla Miller</i>	X Yes No
Newell Maura	<i>Maura Newell</i>	X Yes No
Scavicchio Grace	<i>Grace Scavicchio</i>	X Yes No
Silvestri, Colette	<i>Colette Silvestri</i>	X Yes No
Slother Tania	<i>Tania Slother</i>	X Yes No
Snead Toshia	<i>Toshia Snead</i>	X Yes No
Spindler Amber	<i>Amber Spindler</i>	X Yes No
DocuSigned by:		
Jen Morganheira	<i>Jen Morganheira</i>	X Yes No
McCurdy Gregory	<i>Gregory McCurdy</i>	X Yes No
Glasser Sheryl	<i>Sheryl Glasser</i>	X Yes No
DocuSigned by:		
Webb, Judy	<i>Judith Webb</i>	Yes X No



Mrs. Jane Swan, Chief Executive Officer

750 East Park Drive
Suite 204
Harrisburg, PA 17111
(717) 704-8437

Gregory C. McCurdy, Director of Special Education

Sheila E. Perez, Assistant Director of Special Education

Karen L. Eppinger, Assistant Director of Special Education

Agenda PLC 12/04/2020 2:00 pm – 3:00 pm
Middle School Teachers

“Reaching New Heights- Compliance, Quality Instruction and Positive Student Relationships”

- Transition Planning



Office of Special Education Professional Development Attendance Sheet

Audience: Special Education Teachers (High)

Topic: Transition Planning

Date 12/4/2020

Staff Name:	DocuSigned Signature	Attendance: YES or NO		
Bac Kara	<i>Kara Bac</i>	X	Yes	No
Brooks Leah	<i>Brooks Leah</i>	X	Yes	No
Brown Ashley	<i>Brown Ashley</i>	X	Yes	No
Byers Megan	<i>Byers Megan</i>	X	Yes	No
Clossen, Bill			Yes	No
Craig Lauren	<i>Lauren Craig</i>	X	Yes	No
Desmond, Diane	<i>Desmond Diane</i>	X	Yes	No
Diegel Cristen	<i>Diegel Cristen</i>		Yes	X No
Ehmsen, Anette	<i>Ehmsen Anette</i>		Yes	X No
Fix Lauren	<i>Fix Lauren</i>	X	Yes	No
Gamer Krista	<i>Gamer Krista</i>	X	Yes	No
Gilga Amy	<i>Gilga Amy</i>	X	Yes	No
Graw Sarah	<i>Graw Sarah</i>	X	Yes	No
Kioalicas Krista	<i>Kioalicas Krista</i>	X	Yes	No
Knorr Sheree-Lee	<i>Sheree Lee S. Knorr</i>	X	Yes	No
Malis Sarah	<i>Sarah M. Malis</i>	X	Yes	No
Martin, Daphnie	<i>Daphnie Martin</i>	X	Yes	No
McCray June	<i>McCray June</i>	X	Yes	No
Mort Ashley	<i>Ashley Mort</i>	X	Yes	No
Murray, Jennifer	<i>Jennifer Murray</i>	X	Yes	No
Murray Tyler	<i>Murray Tyler</i>	X	Yes	No
Russell Isaula Sarah	<i>Sarah Russell Isaula</i>		Yes	X No
Rux, Anna	<i>Rux Anna</i>	X	Yes	No
Savage, Britt	<i>Savage Britt</i>	X	Yes	No
Schaeffer Debbie	<i>Schaeffer Debbie</i>	X	Yes	No
Sibbett Rebecca	<i>Sibbett Rebecca</i>	X	Yes	No
Snead Toshia	<i>Snead Toshia</i>	X	Yes	No
Tobin, Danielle	<i>Tobin Danielle</i>	X	Yes	No
Wertz, Morgan	<i>Wertz Morgan</i>	X	Yes	No
Wydra, Amanda	<i>Wydra Amanda</i>	X	Yes	No
Zepka, Mary Beth	<i>Zepka Mary Beth</i>	X	Yes	No
Ford Whitney	<i>Whitney Ford</i>	X	Yes	No
Hull James	<i>James Hull</i>	X	Yes	No
Hartos, Leslie	<i>Leslie Hartos</i>		Yes	X No
Turner Amy	<i>Turner Amy</i>		Yes	X No

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TRANSITION TRAINING with IU 15 CONSULTANT (ongoing)

AGENDA:

- **ACT 26**
- **Indicator 13**
- **PACCT/CART updates**

DocuSigned by:		
Wise, Amanda	<i>Amanda Wise</i>	Yes X No
Young, Staci	<i>Staci Young</i>	Yes X No
White, Jill	<i>Jill White</i>	X Yes No
Chase, Katerilynn	<i>Katerilynn Chase</i>	X Yes No
McCurdy Gregory	<i>Gregory McCurdy</i>	X Yes No
Keith, Karen	<i>Karen E. Keith</i>	X Yes No
Kauffman. Holly	<i>Kauffman Holly</i>	X Yes No



Co teaching 9/1/2020

Agenda

- . Expectations
- . Conversation Checklist
- . Roles and Responsibility
- . Relationships



Office of Special Education Professional Development Attendance Sheet

Audience: Special Education Teachers (Elementary, Middle, High)

Topic: Co Teaching ELA and Mathmematics

Date 9/1/20 2:00 pm – 3:00 pm

Staff Name:	DocuSigned by: Signature	Attendance: YES or NO
Adams, Danielle	<i>Danielle Adams</i>	X Yes No
Aliberto Kimberly	<i>Aliberto Kimberly</i>	X Yes No
Azar, Lori	<i>Lori Azar</i>	Yes X No
Bac Kara	<i>Kara Bac</i>	X Yes No
Bendis, Jessica	<i>Jessica Bendis</i>	X Yes No
Blair Carissa	<i>Carissa Blair</i>	X Yes No
Boandl, Shannon	<i>Shannon Boandl</i>	X Yes No
Bongivengo Kellie	<i>Kellie Bongivengo</i>	X Yes No
Brooks Leah	<i>Leah Brooks</i>	X Yes No
Brown Ashley	<i>Ashley Brown</i>	X Yes No
Burt Judy	<i>Judy Burt</i>	X Yes No
Busch Lauren	<i>Lauren Busch</i>	X Yes No
Byers Megan	<i>Megan Byers</i>	X Yes No
Carulli Kaycee	<i>Kaycee Carulli</i>	X Yes No
Chacon Andy	<i>Andy Chacon</i>	X Yes No
Chase, Katerilynn	<i>Katerilynn Chase</i>	X Yes No
Cornacchia Michelle	<i>Michelle Cornacchia</i>	X Yes No
Craig Lauren	<i>Lauren Craig</i>	X Yes No
DeMarco, Grace	<i>Grace DeMarco</i>	X Yes No
Desmond Diane	<i>Diane Desmond</i>	X Yes No
Diegel Cristen	<i>Cristen Diegel</i>	X Yes No
Ehmsen, Anette	<i>Anette Ehmsen</i>	X Yes No
Flamino Alexandria	<i>Alexandria Flamino</i>	X Yes No
Fix Lauren	<i>Lauren Fix</i>	Yes X No
Ford Whitney	<i>Whitney Ford</i>	X Yes No
Garner Krista	<i>Krista Garner</i>	X Yes No
Gentzyel Kaetha	<i>Kaetha Gentzyel</i>	X Yes No
Gilga Amy	<i>Amy Gilga</i>	X Yes No
Giovannangelo Rachael	<i>Rachael Giovannangelo</i>	X Yes No
Glasser Sheryl	<i>Sheryl Glasser</i>	X Yes No
Graw Sarah	<i>Sarah Graw</i>	X Yes No
Hartos Leslie	<i>Leslie Hartos</i>	X Yes No
Hoy Shelby	<i>Shelby Hoy</i>	X Yes No
Hull James	<i>James Hull</i>	X Yes No
Kauffman Holly	<i>Holly Kauffman</i>	X Yes No
Keith, Karen	<i>Karen Keith</i>	X Yes No

DocuSigned by:

	DocuSigned by:	Yes	X	No
Kennell Lisa	Lisa Kennell			X
Kioalicas Krista	Krista Kioalicas	X	Yes	No
Klinger Francesca	Francesca Klinger	X	Yes	No
Knorr Sheree-Lee	Sheree S. Knorr	X	Yes	No
Koschoff KateLyn	KateLyn Koschoff	X	Yes	No
LeCause Nicole	Nicole LeCause	X	Yes	No
Lent, Brttany	Brttany Lent	X	Yes	No
Malis Sarah	Sarah Malis	X	Yes	No
Martlin, Daphne	Daphne Martlin	X	Yes	No
Matejka Kelly	Kelly Matejka	X	Yes	No
McCray June	June McCray	X	Yes	No
McCurdy Gregory	Gregory McCurdy	X	Yes	No
Miller Kayla	Kayla Miller	Yes		X
Morganheira, Jen	Jen Morganheira	X	Yes	No
Mort Ashley	Ashley Mort	X	Yes	No
Murray Jennifer	Jennifer Murray	X	Yes	No
Murray, Rebecca	Rebecca Murray	X	Yes	NO
Murray Tyler	Tyler Murray	X	Yes	No
Newell Maura	Maura Newell	X	Yes	No
Perez Sheila	Sheila Perez	X	Yes	No
Perkins Alyssa	Alyssa Perkins	X	Yes	No
Petrasic Megan	Megan Petrasic	X	Yes	No
Pronio Mary Kay	Mary Kay Pronio	X	Yes	No
Rourke Monica	Monica Rourke	X	Yes	No
Russell Isaula Sarah	Sarah Russell Isaula	X	Yes	No
Rux, Anna	Anna Rux	X	Yes	NO
Scavicchio Grace	Grace Scavicchio	X	Yes	No
Schaeffer Debbie	Debbie Schaeffer	X	Yes	No
Sibbett Rebecca	Rebecca Sibbett	X	Yes	No
Slother Tania	Tania Slother	X	Yes	No
Snead Toshia	Toshia Snead	Yes		X
Spindler Amber	Amber Spindler	X	Yes	No
Stroup Lauren	Lauren Stroup	X	Yes	No
Tabin, Danielle	Danielle Tabin	X	Yes	No
Tracy, Jamie	Jamie Tracy	X	Yes	No
Turner Amy	Amy Turner	X	Yes	No
Walter, Sarah	Sarah Walter	X	Yes	No
Webb Judy	Judy Webb	Yes		X
Wentzel Nicole	Nicole Wentzel	X	Yes	No
Williams Brittini	Brittini Williams	X	Yes	No
Yahner Jaissa	Jaissa Yahner	X	Yes	No
Zepka, Marybeth	Marybeth Zepka	X	Yes	No

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OVR PARENT SESSION – 10/29/2020

AGENDA:

- **What is OVR?**
- **When to apply OVR?**
- **How does OVR work with schools?**



PARENT NIGHT OVR - 03/31/2021

AGENDA:

- **HOW to ACCESS the OVR PORTAL**
- **HOW DOES OVR WORK**



TRANSITION – 10/14/2020

AGENDA:

- **TRANSITION AFTER HIGH SCHOOL**

750 E. Park Drive, Suite 204 Harrisburg, PA 17111 717-704-8437 phone 717-409-8356 fax



**Office of Special Education
Parent Attendance Sheet**

Audience: Parents of Students In Special Education
Topic: Transition Parent Night – Toshia Sneed
Date 10/2/2020

Parent Name:	Signature	Attendance: YES or NO	
Amber Hershberger		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Ebony Sykes		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
LaTonya Wilkerson		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Lucille Walter		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Magaly Foster		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Michael Boris		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Robera Ward		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Jennifer Murray		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Toshia Sneed		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gregory McCurdy		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Karen Keith		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No



Accommodations and Modifications 9/1/2020

Agenda

- What's the difference
- Examples
- Accommodations in STEM
- Accommodations in USA Test Prep



Accommodations and Modifications 10/16/2020

Agenda

- A How to Guide for phone call, webmail and LL Etiquette
- LL Tips and Tricks
- Connexus Lesson accommodations and modifications



Staff Name:	DocuSigned by: Signature	Attendance: YES or NO
Adams, Danielle	<i>Danielle Adams</i>	X Yes No
Aliberto Kimberly	<i>Aliberto Kimberly</i>	X Yes No
Azar, Lori	<i>Lori Azar</i>	Yes X No
Bac Kara	<i>Kara Bac</i>	X Yes No
Bendis, Jessica	<i>Jessica Bendis</i>	X Yes No
Blair Carissa	<i>Carissa Blair</i>	X Yes No
Boandl, Shannon	<i>Shannon Boandl</i>	X Yes No
Bongivengo Kellie	<i>Kellie Bongivengo</i>	X Yes No
Brooks Leah	<i>Leah Brooks</i>	X Yes No
Brown Ashley	<i>Ashley Brown</i>	X Yes No
Burt Judy	<i>Judy Burt</i>	X Yes No
Busch Lauren	<i>Lauren Busch</i>	X Yes No
Byers Megan	<i>Megan Byers</i>	X Yes No
Carulli Kaycee	<i>Kaycee Carulli</i>	X Yes No
Chacon Andy	<i>Andy Chacon</i>	X Yes No
Chase, Katerilynn	<i>Katerilynn Chase</i>	X Yes No
Cornacchia Michelle	<i>Michelle Cornacchia</i>	X Yes No
Craig Lauren	<i>Lauren Craig</i>	X Yes No
DeMarco, Grace	<i>Grace DeMarco</i>	X Yes No
Desmond Diane	<i>Diane Desmond</i>	X Yes No
Diegel Cristen	<i>Cristen Diegel</i>	X Yes No
Ehmsen, Anette	<i>Anette Ehmsen</i>	X Yes No
Flamino Alexandria	<i>Alexandria Flamino</i>	X Yes No
Fix Lauren	<i>Lauren Fix</i>	Yes X No
Ford Whitney	<i>Whitney Ford</i>	X Yes No
Garner Krista	<i>Krista Garner</i>	X Yes No
Gentzyel Kaetha	<i>Kaetha Gentzyel</i>	X Yes No
Gilga Amy	<i>Amy Gilga</i>	X Yes No
Giovannangelo Rachael	<i>Rachael Giovannangelo</i>	X Yes No
Glasser Sheryl	<i>Sheryl Glasser</i>	X Yes No
Graw Sarah	<i>Sarah Graw</i>	X Yes No
Hartos Leslie	<i>Leslie Hartos</i>	X Yes No
Hoy Shelby	<i>Shelby Hoy</i>	X Yes No
Hull James	<i>James Hull</i>	X Yes No
Kauffman Holly	<i>Holly Kauffman</i>	X Yes No
Keith, Karen	<i>Karen Keith</i>	X Yes No

DocuSigned by:

	DocuSigned by:	Yes	X	No
Kennell Lisa	Lisa Kennell			X
Kioalicas Krista	Krista Kioalicas	X	Yes	No
Klinger Francesca	Francesca Klinger	X	Yes	No
Knorr Sheree-Lee	Sheree S. Knorr	X	Yes	No
Koschoff KateLyn	KateLyn Koschoff	X	Yes	No
LeCause Nicole	Nicole LeCause	X	Yes	No
Lent, Brttany	Brttany Lent	X	Yes	No
Malis Sarah	Sarah Malis	X	Yes	No
Martlin, Daphne	Daphne Martlin	X	Yes	No
Matejka Kelly	Kelly Matejka	X	Yes	No
McCray June	June McCray	X	Yes	No
McCurdy Gregory	Gregory McCurdy	X	Yes	No
Miller Kayla	Kayla Miller	Yes		X
Morganheira, Jen	Jen Morganheira	X	Yes	No
Mort Ashley	Ashley Mort	X	Yes	No
Murray Jennifer	Jennifer Murray	X	Yes	No
Murray, Rebecca	Rebecca Murray	X	Yes	NO
Murray Tyler	Tyler Murray	X	Yes	No
Newell Maura	Maura Newell	X	Yes	No
Perez Sheila	Sheila Perez	X	Yes	No
Perkins Alyssa	Alyssa Perkins	X	Yes	No
Petrasic Megan	Megan Petrasic	X	Yes	No
Pronio Mary Kay	Mary Kay Pronio	X	Yes	No
Rourke Monica	Monica Rourke	X	Yes	No
Russell Isaula Sarah	Sarah Russell Isaula	X	Yes	No
Rux, Anna	Anna Rux	X	Yes	NO
Scavicchio Grace	Grace Scavicchio	X	Yes	No
Schaeffer Debbie	Debbie Schaeffer	X	Yes	No
Sibbett Rebecca	Rebecca Sibbett	X	Yes	No
Slother Tania	Tania Slother	X	Yes	No
Snead Toshia	Toshia Snead	Yes		X
Spindler Amber	Amber Spindler	X	Yes	No
Stroup Lauren	Lauren Stroup	X	Yes	No
Tabin, Danielle	Danielle Tabin	X	Yes	No
Tracy, Jamie	Jamie Tracy	X	Yes	No
Turner Amy	Amy Turner	X	Yes	No
Walter, Sarah	Sarah Walter	X	Yes	No
Webb Judy	Judy Webb	Yes		X
Wentzel Nicole	Nicole Wentzel	X	Yes	No
Williams Brittini	Brittini Williams	X	Yes	No
Yahner Jaissa	Jaissa Yahner	X	Yes	No
Zepka, Marybeth	Marybeth Zepka	X	Yes	No

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Reach Cyber Charter School

Advanced Manufacturing Pre-Apprenticeship

Agreement for Training Services

Proposal Date:
02-04-2020

Submitted to:

Jane Swan
Chief Executive Officer
570-218-8475
jswan@reach.connectionsacadmy.org

Submitted by:

Ross Berger
Client Development Specialist
570-327-4775
rab33@pct.edu



**Pennsylvania
College of Technology**
A Penn State Affiliate

One College Avenue
Williamsport, PA 17701
570-327-4775
wdce.pct.edu

Pennsylvania College of Technology has a long history of addressing skills gaps through customized contract and consortia-based training solutions, and public workshops.

Workforce Development extends the resources of Pennsylvania College of Technology to organizations and individuals across Pennsylvania, nationally, and internationally.

Specialties include Apprenticeships, Business and Leadership, Industrial and Plastics, Healthcare, Computer, and Energy.

Introduction

In response to your request, Workforce Development at Pennsylvania College of Technology (hereafter referred to as College) agrees to provide services as outlined in this Agreement for Reach Cyber Charter School (hereafter referred to as Client).

Advanced Manufacturing Pre-Apprenticeship	
Training Description	Using a combination of self-guided online modules and instructor-led labs augmented when possible by curriculum delivered by the Client, College will provide training aligned to standards developed by the Manufacturing Skills Institute and approved by the State of Pennsylvania for the College’s Advanced Manufacturing Pre-Apprenticeship Program.
Objectives	This program is designed to introduce the foundational concepts of advanced manufacturing. Pre-Apprentices will receive instruction in the competencies required to attain a Manufacturing Technician Level 1 (MT1) certification. Pre-Apprentices will also be provided networking opportunities with companies engaged in apprenticeship programs.
Outline	Manufacturing Technician Level 1 (MT1) Competencies - See Exhibit A Instructional and Lab Days: Day 1 – Orientation and baseline assessment (Virtual) Days 2-3 – Lab days reinforcing key concepts Day 4 – Review and final assessment (Virtual) Day 5 – “Industry Day” with project presentation and networking
Materials	<ul style="list-style-type: none"> • Online self-paced modules • Materials required for labs • Manufacturing Skills Institute assessments
Client Responsibilities	<ul style="list-style-type: none"> • Identify single point of contact • Recruit and register student participants • Assure adherence to recommended schedule of learning and activities • Provide transportation to/from Penn College for on-campus days • Provide adult chaperone for on-campus days • Additional program responsibilities see Exhibit C – AMP Guidelines for Engagement

Date(s)

Start Date, End Date

February 10, 2021 – May 28, 2021

Day(s) of Week

Variable

Time

Class Start Time, Class End Time

Varies by activity

Location

Location for on-campus days

Center for Business and Workforce Development

1127 W. Fourth Street

Williamsport, PA

Duration

Varies by activity

Fee Calculation

Number of seats – 4

Fee – \$2,400 per

seat*

Added Materials/Supply Costs

n/a

Travel Costs

Not included

Notes

The fee is for the reservation of seats (up to a maximum of 20 total individuals per pre-apprenticeship class) within the pre-apprenticeship program.

Fee waived upon student enrollment: See *Exhibit B – Program Funding and Invoicing* for further details.

Maximum # of Participants

20

Required to maintain the quality of the class

Pricing includes pre- and post-program meetings or conference calls to discuss objectives, content emphasis and/or program delivery.

Thank you for the opportunity to work with your team on this effort!

Responsibility

The College will provide the Client with a quality instructor and educational services designed to match the requirements of the activity. Overall coordination of the service outlined will be the joint responsibilities of Client and the College. Client agrees that all accessibility needs will be disclosed to College for consideration upon registration of students.

Cancellation Policy

Outlined in *Exhibit B – Program Funding and Invoicing*.

Intellectual Property Rights

Copyright and intellectual property rights in materials produced or developed by the College in the performance of this Agreement shall be owned by the College. The Client shall be deemed to possess an implied license for use of these rights solely for the purposes of this Agreement.

Indemnification

Each Party agrees to indemnify and hold harmless the other Party and its officers, directors, and employees from and against any and all damages, liabilities, obligations, losses, deficiency actions, costs (including reasonable attorney’s fees and costs), demands, suits, judgments, or assessments arising out of the performance of this Agreement.

Entire Agreement, Amendment, and Acceptance

This document constitutes the entire Agreement between the parties and supersedes any prior oral or written discussions, negotiations, or agreements pertaining to the services described herein. Any changes or modifications to this Agreement must be in writing and executed by authorized agents of the College and Client to ensure they are addressed by the College. Signatures as provided below constitute acceptance of all terms and conditions as stated herein.

PENNSYLVANIA COLLEGE OF TECHNOLOGY

REACH CYBER CHARTER SCHOOL

Signed By _____

Signed By Jane Swan

Date _____

Date April, 6, 2021

Shannon Munro
Vice President of Workfore Development
570-327-4775
smm20@pct.edu

Jane Swan
Chief Executive Officer
570-218-8475
jswan@reach.comnectionsacadmy.org

Please sign and return. A fully executed Agreement will be sent to you for your records.

Exhibit A

MANUFACTURING TECHNICIAN LEVEL 1 – TWELVE CRITICAL TECHNICAL SKILLS STANDARDS

Approximately 100 Hours Online Learning

Section 1: Mathematics and Measurement

I. MEASUREMENT

1. Use a decimal inch machinist's rule to measure a length.
2. Use a U.S. ruler and tape measure to measure a length.
3. Use a metric ruler.
4. Measure liquids and weights in Metric and U.S. customary units.
5. Convert between common fraction inches and decimal inches.
6. Convert between U.S. customary units and SI metric units.

II. ALGEBRA FOR MANUFACTURING

1. Perform correct order of operation to simplify mathematical expressions.
2. Generate linear equations with one unknown for situations described in text.
3. Solve simple linear equations with one unknown

III. MATH FOR QUALITY

1. Read and interpret histograms, bar charts, line graphs, and scatter plots.
2. Interpret descriptive statistics: mean, median, mode, and range.
3. Demonstrate qualitative reasoning for situations involving statistical data and probabilities.

Section 2: Spatial Reasoning and Manufacturing Technology

IV. SPATIAL REASONING

1. Visually translate from 2D drawings to 3D images and back.
 - a. Identify different views for given isometric drawing of an object
 - b. Identify the different elements of an object in various views.
2. Predict behavior of visual representations of simple mechanisms

V. MECHANICS

1. Demonstrate qualitative reasoning about mechanical force and systems involving pulleys, levers, and gears.
 - a. Determine mechanical advantage of different systems of pulleys.
 - b. Determine effects of lever configurations on the force required to lift and object.
 - c. Generate different configurations of gears and axels to increase power or speed.

VI. FLUID POWER AND THERMODYNAMICS

1. Generate casual explanations of behavior of (a) simple systems involving changes in pressure, temperature and volume, (b) simple hydraulic/pneumatic devices and (c) principles of heat transfer.
 - a. Predict the effects of changes in pressure on volume and temperature.
 - b. Predict the effects of changes in temperature on volume and pressure.
 - c. Predict the mechanical advantage of simple hydraulic and pneumatic systems.

VII. ELECTRICITY

1. Generate casual explanations of the relationship between electrical and magnetic forces and explanations of how electric motors, generators, solenoids, and relay switches behave.
2. Generate casual explanations and predictions of electric circuit behavior involving simple series and parallel circuits containing relays, capacitors, resistors and simple devices such as light bulbs and pumps.

VIII. CHEMISTRY

1. Classify substances as a molecule, element, mixture, or compound; classify changes in substances as chemical reaction, mixture, or physical change; classify and apply characteristics acids and bases; interpret the periodic chart; and classify methods for separating mixtures (filtration, evaporation, distillation).
2. Explain chemical bonding and structural changes that take place in common chemical reactions and interpret chemical formulas and equations.
3. Polymers: Generate explanations of molecular structural difference and physical characteristics between common types of polymers such as slime, flexi-putty, rubber and plastic bags.

IX. MANUFACTURING PROCESSES AND CONTROLS

1. Generate the Sequence of Operation and a Flow Diagram for production tasks and processes
2. Generate explanations of how electrical- mechanical controls and sensors operate in simple systems and devices.
3. Create flow charts for models of simple computer controlled systems such as a traffic light or washing machine

Section 3: Quality and Business Acumen

X. QUALITY AND LEAN MANUFACTURING CONCEPTS

1. Identify descriptions of manufacturing quality and lean production initiatives as examples of value stream mapping, waste eliminations, 5S's, DMAIC (Define, Measure, Analyze, Improve and Control) and Total Productive Maintenance (TPM).
2. Create a process map and value stream map to improve a process or reduce waste.
3. Demonstrate using an industry standard problem solving method, such as DMAIC, for improving production processes.

XI. STATISTICAL PROCESS CONTROL (SPC) CONCEPTS

1. Determine plausible causes in fluctuations in processes based on statistical information (mean, range, & variation patterns).

XII. FINANCIAL LITERACY AND BUSINESS ACUMEN

1. Predict how actions, strategies, and decisions impact the bottom line.
2. Classify examples of common business financial terms.

Exhibit B

Program Funding and Fee Invoicing

Grant funds provided by the PA Department of Community and Economic Development (DCED) have been awarded to Penn College Workforce Development for the development, marketing, materials, delivery and general administration of the Advanced Manufacturing Pre-apprenticeship Program. These grant funds will fully offset the cost of this program for the 2020-2021 year for occupied seats.

The calculated fee (\$2,400/seat) is for the reservation of seats (up to a maximum of 20 total individuals per pre-apprenticeship class) and represents the realized costs of the Advanced Manufacturing Pre-apprenticeship Program

However, as the grant cannot support a vacant seat, Client will be invoiced \$2,400 for each reserved seat not enrolled. Client will not be invoiced due to the drop-out of a pre-apprentice during the life of the program.

Client will have until February 10, 2021 to register those individuals to be enrolled for the reserved seats. Substitutions may be made up to two weeks prior to the first day of the program.

Invoice(s) for reserved seats not enrolled will be sent to Jane Swan, Chief Executive Officer.

Advanced Manufacturing Pre-apprenticeship Program

Exhibit C - Guidelines for Engagement

Point of Contact: Partner schools will identify a single point of contact (POC) who will manage any administrative processes and procedures at the partner site and communicate with parents and students on behalf the Penn College Advanced Manufacturing Pre-apprenticeship Program.

Should the point of contact leave his/her position (either temporarily or permanently), the partner school will identify a new point of contact and notify Penn College Workforce Development.

Student Accommodations: Students with documented educational needs should be provided reasonable accommodations during assessment and online learning. Partner schools may provide those accommodations in compliance to a student I.E.P. Accommodations needed while the student participates in program activities on campus may be arranged through the Penn College Office of Disability Services.

On Campus Visits:

Transportation: Partner school will arrange, provide and absorb the cost of transportation for students attending Penn College (or other designated facility) for on-campus days throughout the program.

Chaperones: Partner school will provide an adult chaperone to accompany students to on-campus activities connected with this program. Chaperones are expected to stay with students at all times throughout the visit to campus or other designated facility.

Student Behavior: Pre-apprenticeship participants are expected to maintain a code of conduct in alignment with both their home school policy, as well as that of Pennsylvania College of Technology while participating in program activities on-campus or other designated facility.

Program Promotion: Partner school will include the program description for the Advanced Manufacturing Pre-apprenticeship Program in student scheduling materials and identify the Program as being provided through the Pennsylvania College of Technology.

Program Orientation:

Student Onboarding and Orientation: Penn College Workforce Development will provide onboarding materials, including appropriate release forms to students officially registered in the AMP Program. Students will be required to participate in an orientation session the first day of the program that includes program overview, expectations, and a pre-program assessment.

Point of Contact/Teacher Orientation: Penn College Workforce Development will provide an orientation session to partner schools' point of contact and/or teacher of record for the AMP Program including program overview, expectations and training on the online learning management system (Tooling U).

Student Assessment: Advanced Manufacturing Pre-apprenticeship participants will be required to take a pre-program assessment to establish student base-line knowledge and a final assessment to determine the student’s competency to receive an industry credential. Penn College Workforce Development will communicate assessment results to program partners.

A student who does not complete all program modules with evidence of sufficient competency will not be eligible to receive an industry credential.

Student Withdrawal from AMP Program: A student may withdraw from the AMP program without penalty to the partner school. Efforts should be made to counsel the student on his/her reason for withdrawal. The partner school point of contact should notify Penn College Workforce Development of any student withdrawals.

Partner schools may not substitute a student in the AMP program without notifying Penn College Workforce Development.

Student Eligibility: Due to the technical nature of the course work, it is recommended that students have completed Algebra I and attained at least a 9th grade reading level. Partner schools retain the rights to add eligibility requirements for the pre-apprenticeship program separate from these recommended qualifications.

FERPA

As part of the pre-apprenticeship partnership, Penn College Workforce Development and partner schools may share education records of students enrolled in the Program to fulfill underlying purposes of this program and in compliance with the requirements of the Family Educational Rights and Privacy act (FERPA) and its implementing regulations. Such FERPA compliance shall include, but not be limited to

- Appropriate notifications to the students and/or their parents that education records are being shared in compliance with 34 C.F. R. § 99.34; and
- Penn College and partner school are not disclosing any education records either receives from each other to a third party without complying with 35 C.F.R. § 99.33.

Program Attendance: Pre-apprenticeship participants (students) are required to attend ALL on-campus (or other designated location) activities, as these are planned to enhance the student’s exploration of the manufacturing industry and increase their success in earning the industry credential. Partner school’s point of contact should report any excused absence of a pre-apprenticeship participant to Penn College Workforce Development staff on the day of the absence.



College of Education
Office of the Dean

School District

AGREEMENT

THIS AGREEMENT, is made this 6th day of August, 2020, by and between BLOOMSBURG UNIVERSITY OF PENNSYLVANIA (hereinafter referred to as "University"), an educational institution of the State System of Higher Education, Commonwealth of Pennsylvania and the school district REACH Cyber Charter School at 750 East Park Drive, Suite 204, Harrisburg, PA 17111 (hereinafter "School District"). The parties intend to be legally bound to the following terms:

I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY:

- a. *Selection of Students.* The University will be responsible for the selection of qualified students to participate in the field study, internship, practicum or student teaching experience. The selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the School District.
- b. *Education of Students.* The University shall assume full responsibility for the classroom education of its students. The University shall be responsible for the administration of the program, the curriculum content, the requirements of matriculation, grading and graduation.
- c. *Submission of Candidates.* The University will submit the names of the students to the School District or a designated representative at least two weeks prior to the field study, internship, practicum or student teaching experience.
- d. *Advising Students of Rights and Responsibilities.* The University will be responsible for advising the student of his or her own responsibilities under this Agreement. The student will be advised of his or her obligations to abide by the policies and procedures of the School District and should any student fail to abide by any policy and/or procedure, he or she may be expelled from the program.



- e. *Professional Liability Insurance.* Students are responsible for procuring professional liability insurance at their own expense. The limits of the policy will be a minimum of \$1,000,000.00 per claim and \$3,000,000.00 aggregate. This policy must remain in full force and effect for the duration of the field study, internship, practicum or student teaching experience.

The School District understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality, there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance program administered by the Bureau of Risk and Insurance Management of the Pennsylvania Department of General Services. This program covers Commonwealth/University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Tort Claims Act, 42 Pa.C.S.A. §§ 8521, et seq.

- f. *Health and Security Status.* The University will require its students who are participating in the field study, internship, practicum or student teaching experience to comply with health status and security clearance requirements of the School District and/or state regulatory agencies, including but not limited to completion of TB tests, current Act 34 Pennsylvania state criminal history report, current Act 151 child abuse report, and Act 114 FBI federal criminal history background check. Proof of compliance must be presented to the University, with appropriate authorization to release information to the School District, prior to participating in the experience.

II. DUTIES AND RESPONSIBILITIES OF SCHOOL DISTRICT:

- a. *Establishment of Field Study, Internship, Practicum or Student Teaching.* The School District authorizes the use of its facilities as may be agreed upon by the School District and the University as a field study, internship, practicum or student teaching center. This field study, internship, practicum or student teaching experience is for students enrolled in the University's BSEd/MEd in Business Education; BSEd/MEd in Early Childhood Education (PK-4); BA in Music*Music Education Certification K-12; BSEd Deaf Education N-12/Early Childhood PK-4 (dual certification); BSEd/MEd Special Education PK-8/Early Childhood Education PK-4 (dual certification); BSEd in Middle Level (4-8) Mathematics; BSEd in Middle Level (4-8) Social Studies; BSEd in Middle Level (4-8) Language Arts; BSEd in Middle Level (4-8) Science; BSEd in Secondary Education (7-12) Biology; BSEd in Secondary Education (7-12) Citizenship; BSEd in Secondary Education (7-12) Chemistry; BSEd in Secondary Education (7-12) Earth/Space Science; BSEd in Secondary Education (7-12) Mathematics; BSEd in Secondary Education (7-12) Physics; BSEd in Secondary Education (7-12) English; MEd Reading/Certification; MEd in Curriculum and Instruction Secondary Education Mathematics; MEd in Curriculum and Instruction Secondary Education Social Studies; MEd in Curriculum and Instruction Secondary Education Language Arts; MEd in Curriculum and Instruction Secondary Education Science; MS in Speech-Language Pathology; MS in Special Education/Special Education Supervisory Certification; MEd in Special Education (PK-8) Certification; MEd in Special Education (7-12) Certification; MEd in College Student Affairs; MEd in

Principal Certification (PK-12) program; MEd in Supervisory Curriculum and Instruction (PK-12) Certification; MEd in School Counseling (PK-12) Certification; and Teacher Intern Certification Programs. This field study, internship, practicum or student teaching experience is required and authorized by law.

- b. *Policies of School District.* The University will review with each student, prior to the assignment any and all applicable policies, codes, or confidentiality issues related to the experience. The School District will provide the University all the applicable information at least two weeks in advance of the student's participation.
- c. *Administration.* The School District will have sole authority and control over all aspects of student services. The School District will be responsible for and retain control over the organization, and operation of its programs.
- d. *Removal of Noncompliant Student.* The School District shall have the authority to immediately remove a student who fails to comply with School District policies and procedures. If such a removal occurs, the School District will immediately contact the responsible University Faculty Supervisor.
- e. *Designation of Representative.* The School District will designate a person to serve as a liaison between the parties who will meet periodically with representatives of the University in order to discuss, plan and evaluate the experience of the student(s).
- f. *Supervision of Students.* The School District will provide an employee of the School District to act as a supervisor of student activities during the field study, internship, practicum or student teaching experience.
- g. *Reporting of Student Progress.* The School District will provide all reasonable information requested by the University on a student's work performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the School District.
- h. *Student Records.* The School District will protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent the written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

III. MUTUAL TERMS AND CONDITIONS:

- a. *Number of Participating Students.* The parties will mutually agree upon the number of University students assigned to the School District for the field study, internship, practicum or student teaching experience.
- b. *Term of Agreement.* The term of this Agreement shall be five years from the date of execution. This Agreement may not exceed a period of five years.

- c. *Termination of Agreement.* The University or the School District may terminate this Agreement for any reason with ninety (90) days notice. Either party may terminate this Agreement in the event of a substantial breach. However, should the School District terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.
- d. *Nondiscrimination:* The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act. BU students are protected by the Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act (ADA) of 1990. REACH Cyber Charter School agrees to cooperate with BU in its investigation of claims of discrimination or harassment. Reporting of Sexual Violence and Sexual Harassment and Identification of Resources: REACH Cyber Charter School shall report any incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment to Bloomsburg University's Title IX Coordinator in the Office of Equity and Accommodations at 570.389.4529. The site shall identify resources, such as medical care and counselling that are available to any student who has been the victim of sexual assault, dating violence, domestic violence or stalking.
- e. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
- f. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.
- g. *Relationship of Parties.* The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this Agreement to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
- h. *Liability.* Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the Pennsylvania State System of Higher Education or the University.
- i. *Entire Agreement.* This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date previously indicated.

Bloomsburg University of Pennsylvania



8-10-20

Authorized Signature Date

Mary L. Vezendy
Senior Executive Associate
Agency Open Records/Right to Know
Officer
Print Name/Title

REACH Cyber Charter School

School District Name (Print)



8/6/2020

Authorized Signature Date

Jane Swan, CEO

Print Name/Title

JCB/sjs/template-school 2011/template approved December 3, 1998/revised September, 2011.

Contact name and address (optional):

Ms. Jane Swan
jswan@reach.connectionsacademy.org
CEO
REACH Cyber Charter School
750 East Park Drive
Harrisburg, PA 17111

Office: 717.704.8437

Fax: 717.409.8356

Website: <https://reach.connectionsacademy.org>

INTERNSHIP AGREEMENT

This agreement establishes the relationship between California University of Pennsylvania (referred to as the "University"), an educational institution in the State System of Higher Education, Commonwealth of Pennsylvania and REACH Cyber Charter School, referred to as the "Organization").

The University offers degree programs in a wide variety of disciplines, which are academically enhanced by practical experiences outside of the traditional classroom setting. For this agreement the Organization shall provide practical experience pursuant to the terms of this agreement and serve as an internship site offering facilities, resources, and supervision to students. Both parties agree to the following:

I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

1. The University will be responsible for internships that are conducted during a regular academic semester(s) or scheduled summer term(s). The University and the Organization agree to schedule the internship hours to mutually benefit all parties involved and to conform to the scheduling formula of 40 hours of site contact to equal one credit.
2. The University shall certify eligibility for students registering internships for academic credit. Approved students will have the appropriate educational background and skills consistent with the advertised internship and departmental requirements for participation.
3. The University determines the amount of academic credit to be earned through the internship and establishes all academic requirements that the student must meet to earn the credit. The University establishes a grading system and criteria to earn the grade upon completion of the internship.
4. The University will assign a faculty member to monitor and evaluate the student's performance during the internship. The University will assume all costs associated with the faculty supervision of the intern.
5. The University, at the beginning of the internship term, will provide the Organization with all evaluation materials and the expected timeline for submission.
6. The University agrees to advise students of any known policies, procedures, and requirements of the internship as specified by the Organization.
7. The University, at the beginning of the internship term, will inform the Organization of course requirements such as the intern's attendance at meetings/seminars or activities that may take the intern away from the assignment.
8. The University may request termination of the internship placement for any student not complying with University guidelines and procedures for the internship program, as long as the Organization has been notified in advance.
9. The Organization understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance program administered by the Bureau of Risk and Insurance Management of the Pennsylvania Department of General Services. This program covers Commonwealth/University-owned property, employees, and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Tort Claims Act, 42 Pa.C.S.A §§8521, et seq.

II. Duties and Responsibilities of the Organization

1. The Organization agrees to prepare an internship job description that outlines the duties and responsibilities of the intern. The University will use this document to determine the suitability of the internship for academic credit. Should changes to the job description be necessary after the internship is approved, the Organization agrees to notify the University of such changes.
2. The Organization agrees to notify the University of all selection criteria and any requirements of the selection process including but not limited to background investigations, drug testing, health screenings, etc.
3. The Organization selects interns based on the Organization's needs and preferences.
4. The Organization determines the schedule that the intern will maintain on premises. The total scheduled hours will comply with standards established by the University for the award of credit hours: 40 hours of site contact equals one credit. The minimum internship is 120 hours for a semester or summer term.
5. The Organization, at the beginning of the internship, determines the amount of compensation, if any, received by the intern. The Organization will inform the University if interns will receive an hourly wage, stipend or will serve in a non-paid capacity.
6. The Organization agrees to provide suitable workspace and resources for the intern to complete the internship assignment. The Organization will also provide orientation, training, supervision and evaluation of the intern.
7. The Organization shall provide all reasonable information requested by the University on a student's internship performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the Organization.
8. The Organization also agrees to allow the intern to attend University-required internship meetings/seminars during the internship.
9. Should the Organization become dissatisfied with the performance of a student, the Organization may in its sole discretion request removal of the student.

III. Mutual Terms and Conditions

1. This agreement will last for 5 years from the date of the final signature below. Either the University or the Organization may terminate this agreement with 30 days written notice to the other party regarding such termination. Should the Organization wish to terminate the agreement prior to the completion of a semester/term, any student intern(s) will have the opportunity to complete their internship. In the event of a substantial or material breach, either party may terminate this agreement.
2. The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regards to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.
3. The Organization agrees to cooperate with California University of PA in its investigation of any claims of discrimination or harassment made by student(s) participating in the internship. In addition, The Organization shall report any incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment to Cal U's Title IX Coordinator, Dr. John A. Burnett, Special Assistant for Equal Employment and Educational Opportunity and Title IX Coordinator, Human Resources, Dixon Hall 413, 724-938-5425, burnett@calu.edu.
4. The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
5. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
6. Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a

matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or the University.
7. This Agreement represents the entire understanding between the parties. This Agreement shall only be modified in writing with the same formality as the original Agreement.

The authorized representatives of the parties have executed this Agreement as of the date indicated below.

California University of Pennsylvania

(California University Authorized Signature)

Daniel Engstrom, Interim Provost
(Name/Title)

Reach Cyber Charter School
(Organization Name)

Jane Swan
(Organization Authorized Signature)

Jane Swan, CEO
(Print Name/Title)

EFFECTIVE DATE OF AGREEMENT (date of last signature): 10/13/2020

Approved by SSHE Legal Counsel 9/7/02

Please sign and return to:

Meaghan Clister, Director
Internship Center
California University of PA
Natali Student Center Suite 138
250 University Avenue
Box #57
California, PA 15419



The first choice for faster results.

COMMUNITY COLLEGE
OF ALLEGHENY COUNTY

South Campus
1750 Clairton Road
West Mifflin, PA 15122
Ph: 412.469.1100
www.ccac.edu

Spring 2021

Thank you for accepting our Education Program student for an embedded field experience this semester. We look forward to a productive semester and feel fortunate that our students will have the opportunity to interact with and learn from your staff.

Although most of our students have had some experience with children, this may be their first experience with this age group or in a group or formal setting. After a brief orientation, the goal of the embedded field experience is to provide our students the opportunity to have an authentic learning encounter in the field.

Students are encouraged to observe the teachers, children, classroom management, classroom set-up, teaching strategies, and school layout. They will have specific assignments to complete, as well. The students are required to maintain confidentiality and will not be permitted to use full student, teacher, staff, or site names in their journals and assignments.

The students are required to obtain at least 10 hours in the field by the end of the semester. Each student will have an Embedded Field Log sheet, which we will ask you to sign and date for every session. If a student should miss a session, they must make arrangements with you to make it up at your convenience. There is no need for you to make special arrangements or change your routine to accommodate our students. We do ask students, if possible, to observe in more than one classroom or setting. We encourage multiple observations to provide the student extensive depth in their work as they determine their future in education.

PLEASE REMEMBER: OUR STUDENTS ARE NOT TO BE LEFT IN CHARGE OF THE CLASSROOM AT ANY TIME. THEY ARE NOT TO BE CONSIDERED THE PRIMARY CAREGIVER AT ANY TIME. STUDENTS ARE TO BE IN THE ROOM WITH THE CLASSROOM TEACHER/SUPERVISOR/TEACHER OR AIDE DURING THEIR EMBEDDED FIELD HOURS (unless the student is required to observe tasks outside of the room and without children, i.e. snack preparation, nap or play room preparation, etc.).

Our students have been asked to obtain and provide you with copies of the items listed below and to wear their CCAC student ID while in the field. Please advise them of any additional information required by your facility.

- Child Abuse History clearance
- Criminal Record Check
- FBI fingerprint clearance

Please share this information with other appropriate staff. If you need any additional information, or would like help with an issue or concern, please contact me directly.

It is expected that the CCAC student will model professionalism for his/her teachers, staff members, instructors, children, families, and peers. This expectation includes punctuality, honesty, adherence to professional codes, and support for the advancement of the profession. The students are to dress and behave as professionals in every sense of the word while on site property and/or in the presence of children, their families, faculty and staff.

Again, thank you for your time and assistance. I look forward to our association.

Sincerely,

Dr. Melanie Yeschenko
ECD/EDU Professor and Program Coordinator
CCAC – South Campus (B646)
412-469-6325
myeschenko@ccac.edu

**Letter of Agreement (LOA)
Eastern University & Reach Cyber Charter School**

PURPOSE OF AGREEMENT

This agreement is made on 1/10/2021 and is intended to outline and formalize the partnership and site-based agreements between the Reach Cyber Charter School (School TBD) and Eastern University (Partner Agency), pertaining to Cooperative School Counseling Student and Field Experience Agreement (School Counseling Program).

This agreement is entered into by and between Eastern University and Reach Cyber Charter School hereinafter referred to as the "cooperating school district."

1.0 Scope of Agreement

1.1 This agreement sets forth the role, responsibilities, and rights of personnel associated with the cooperating educational agency, personnel associated with Eastern University and of any student enrolled at the university, while such student is assigned as a student teacher or gaining hours through field experiences in the cooperating educational agency. The assignment for student teaching is for the full school day for at least 12 weeks unless divided into two six week periods while the assignment for field experiences will vary from 5 observations hours to 110 hours (field experience placement).

2.0 Duties and Responsibilities of the University

2.1 Selection of Students. The University shall be responsible for the selection of qualified students to participate in the field experience. Selected students must have the appropriate educational background and skills consistent with the contemplated education experience offered by the School District.

2.2 Education of Students. The University shall assume full responsibility for the classroom and classroom education of its students. The University shall be responsible for the administration of the program, the curriculum content, and the requirements of matriculation, grading and graduation.

2.3 Advising Students of Rights and Responsibilities. The University will be responsible for advising the student of his or her own responsibilities under this Agreement. The student shall be advised of his or her obligations to abide by the policies and procedures of the School District and should any student fail to abide by any policy and/or procedure, he or she may be removed from the placement or dismissed from the program.

2.4 University Student Records. The University agrees that for purposes of Family Educational Rights and Privacy Act (FERPA), School District will be considered an educational institution official with a legitimate educational reason to have access to limited personally identifiable information from University student records. The University agrees to provide authorized representatives of School District limited personally identifiable information about University students in field experience that is reasonably necessary for participation in the field experience. No other information from University student's education record will be provided unless School District provides a written consent from the University student to the release of such information, and/or School District otherwise establishes to the University's satisfaction that the need for such information is related to the field experience or the release of such information is in compliance with FERPA. School District agrees that it will not further disclose personally identifiable

information about any University student that it receives from the University pursuant to this agreement, unless the University student consents in writing to such disclosure or unless School District can otherwise legally disclose the information under FERPA. In consideration for the personally identifiable information, School District expressly warrants and represents that it will not use the student information provided by the University for any purpose other than to comply with the terms of its agreement with the University.

2.5 Student Liability Insurance. The Student shall be responsible for procuring professional liability insurance at their own expense. The limits of the policy shall be a minimum of \$1,000,000.00 per claim and an aggregate of \$1,000,000.00 per occurrence. This policy must remain in full force and effect for the duration of the field experience.

3.0 Duties and Responsibilities of School District

3.1 Establishment of Field Experience. The School District authorizes the use of its facilities as may be agreed upon by the School District and the University as a field experience center. This field experience is for students enrolled in the University's Education College. This field experience is required and authorized by law.

3.2 Policies of School District. The University will review with each student, prior to the assignment any and all applicable policies, codes or confidentiality issues related to the experience. Should any field experience student fail to abide by any policy and/or procedure, he or she may be removed from the placement or dismissed from the program.

3.3 Administration. The School District will have sole authority and control over all aspects of student services. The School District will be responsible for and retain control over the organization, and operation of its programs.

3.4 Designation of Representative. The School District shall designate a person to serve as a liaison between the parties who will meet periodically with representatives of the University in order to discuss, plan and evaluate the experience of the student(s).

3.5 Supervision of Students. The School District shall provide a cooperating/mentor teacher/staff member who will supervise student activities during the field experience assignment.

3.6 Reporting Student Progress. The School District shall provide all reasonable information requested by the University on a student's work performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the School District.

3.7 School District Student Records. The School District shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

3.8 Eligibility Requirements. Each cooperating/mentor teacher/staff member selected to supervise the field experience student shall hold a current Pennsylvania certificate in the subject area/grade level to which the field experience is assigned. The cooperating teacher will have a minimum of three (3) years of full time experience and in his/her current assignment in a school district for a minimum of one year.

3.9 Substitute Teaching. The School District shall comply with the appropriate Pennsylvania statutes prohibiting field experience students to be used as substitute teachers at any time during their field experience assignments.

3.10 Right to Refuse Placement. The cooperating school system reserves the right to refuse placement of any given student; however, said decisions shall not be based on race, creed, color, sex, national origin,

handicap, age, or veteran status. Further, the cooperating school system shall not refuse placement of any given student because of his or her sexual orientation or marital status.

4.0 Placement of Students.

4.1 *The placement of student teachers/field experience students.* Placement shall be accomplished on a cooperative basis involving both Eastern University and the cooperating school system.

4.2 *Placement requests.* Requests to the cooperating school system shall be initiated by the Director of Field Experience or the Director of Student Teaching.

4.3 *Suggested requests.* The request for placement may be accompanied by the names of cooperating/mentor teachers suggested to the University supervisors.

4.4 *Submission of clearances and other required documentation.* The request for field placement (110 hours) and student teaching placement will include the following collateral material:

- A copy of student transcripts
- Resume
- Act 34 Clearance – Criminal Record Check
- Act 151 Clearance – Child Abuse Clearance
- Act 114 Clearance – FBI Fingerprint Clearance
- TB test results/Health Form

4.5 *Collection of documentation.* Eastern University is responsible for collecting and securing the collection of the above documentation.

5.0 Termination or Change of Assignment.

5.1 *Termination or change of assignment of student.* Either the cooperating school system or the Directors of Student Teaching/Field Experience may terminate or change assignments of any student teacher or field experience student. Prior to doing so, the party seeking termination or change shall make reasonable efforts to consult with all parties concerned regarding reasons for the termination or change in assignment.

5.2 *Agreement Termination.* This agreement may be terminated and the provisions of this agreement may be altered, changed, or amended, by mutual consent of the parties hereto.

6.0 Supervision of Field Experience Students and Student Teachers.

6.1 *University Supervision.* Members of the University faculty will serve as supervisors of the students in conjunction with the cooperating teachers who guide, direct, and assist in the evaluation of the student.

6.2 *Compliance with Rules and Regulations.* The students shall be subject to the rules and regulations of the cooperating school and to those established by the Directors of Student Teaching/Field Experience as well as the Code of Ethics of the profession.

7.0 Status and Legal Protection of Field Experience Students and Student Teachers.

7.1 Student Teachers and field experience students shall have status and authority in accordance with the PA School Code.

7.2 Student teachers and field experience students actually engaged under the terms of this contract shall be entitled to the same protection under provisions of the School Code as is afforded to officers and employees of the school district, during the time they are so assigned.

8.0 Remuneration to Cooperating School Systems.

8.1 Eastern University agrees to remunerate the student teacher cooperating/mentor teacher as follows:

One three (3) credit course voucher will be awarded for each student teacher taken whether over a full or partial semester. These will be valid for both on ground and online classes. No compensation is awarded for having field experience students.

9.0 Placement Duration:

Approved: _Jennifer Q. Cipollone, Director of the School Counseling Program, Affiliate Professor, Internship Supervisor

Eastern University

Date: 01-10-21

Director of Field Experience/School Counseling Program



LYCOMING
COLLEGE

Student Teaching School District Agreement

This agreement is made this 22nd day of February, in the year of 2021,
(Month) (Year)

by and between (LYCOMING COLLEGE (herein after referred to as "College") and the
Connections Academy) Reach Cyber (herein after referred to as "School District").
(Name of School District)

The parties intend to be bound by the following terms:

I. DUTIES AND RESPONSIBILITIES OF THE COLLEGE

- a. *Selection of Students.* The College shall be responsible for the selection of qualified students to participate in the field study, internship, practicum or student teaching experience. Selected students must have the appropriate educational experience offered by the School District.
- b. *Education of Students.* The College shall assume full responsibility for the classroom education of its students. The College shall be responsible for the administration of the program, the curriculum content, and the requirements of matriculation, grading and graduation.
- c. *Submission of Candidates.* The College will submit the names of the students to the School District or designated representative at least two (2) weeks prior to the non-student teaching field study and at least four (4) weeks prior to the internship, practicum or student teaching experience.
- d. *Advising Students of Rights and Responsibilities.* The College will be responsible for advising the student of their own responsibilities under this Agreement. The student will be advised of their obligations to abide by the policies and procedures of the School District and should any student fail to abide by any policy and/or procedure, they may be expelled from the program.
- e. *Professional Liability Insurance.* Student teachers are responsible for procuring professional liability insurance through Pennsylvania State Education Association (PSEA) at their own expense. The limits of the policy will be a minimum of \$1,000,000 per occurrence. This policy must remain in full force and effect for the duration of the student teaching experience.
- f. *Health & Security Clearances.* The College will require its students who are participating in the field study, internship, practicum or student teaching experience to comply with the health status and security clearance requirements of the School District and /or state regulatory agencies, including but not limited to completion of Act 34 Pennsylvania state criminal history report, current Act 151 child abuse report, and Act 114 FBI federal criminal history background check. Proof of compliance must be presented to the College with appropriate authorization to release information to the School District prior to participating in the experience.

One College Place
Williamsport, PA 17701
www.lycoming.edu

**THINK DEEPLY.
ACT BOLDLY.**



LYCOMING
COLLEGE

II. DUTIES AND RESPONSIBILITIES OF THE SCHOOL DISTRICT

- a. *Establishment of Field Study, Internship, Practicum or Student Teaching.* The School District authorizes the use of its facilities as may be agreed upon by the School District and the College as a field study, internship, practicum or student teaching center. This field study, internship, practicum or student teaching experience is for students enrolled in the College's Teacher Certification Program. This field study, internship, practicum or student teaching experience is required and authorized by law.
- b. *Policies of School District.* The College will review with each student, prior to the assignment any and all applicable policies, codes, or confidentiality issues related to the experience. The School District will provide the College all the applicable information at least two weeks in advance of the student's participation.
- c. *Administration.* The School District will have sole authority and control over all aspects of student services. The School District will be responsible for and retain control over the organization, and operating of its programs.
- d. *Removal of Noncompliant Student.* The School District shall have the authority to immediately remove a student who fails to comply with School District policies and procedures. If such a removal occurs, the School District will immediately contact the responsible College Faculty Supervisor.
- e. *Designation of Representative.* The School District will designate a person to serve as a liaison between the parties who will meet periodically with representatives of the College in order to discuss, plan, and evaluate the experience of the student(s).
- f. *Supervision of Students.* The School District will provide an employee of the School District to act as the Cooperating Teacher. The Cooperating Teacher will serve as a supervisor of student activities during the field study, internship, practicum or student teaching experience.
- g. *Reporting of Student Progress.* The School District will provide all reasonable information requested by the College on a student's work performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the College and the School District.
- h. *Student Records.* The School District will protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent the written consent of the student unless required to do so by law or as dictated by the terms of the Agreement.

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**THINK DEEPLY.
ACT BOLDLY.**



III. MUTUAL TERMS AND CONDITIONS

- a. *Number of Participating Students.* The parties will mutually agree upon the number of college students assigned to the School District for the field study, internship, practicum or student teaching experience.
- b. *Term of Agreement.* The term of this Agreement shall be five (5) years from the date of execution. This Agreement may not exceed a period of five (5) years.
- c. *Termination of Agreement.* The College or the School District may terminate this Agreement for any reason with ninety (90) days notice. Either party may terminate this Agreement in the event of substantial breach. However, should the School District terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.
- d. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination based on Title VII of the Civil Rights Act of 1964 in regard to race, color, religion, sex, age, sexual orientation, or national origin. Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.
- e. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
- f. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.
- g. *Relationship of Parties.* The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this Agreement to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
- h. *Liability.* Neither of the parties shall assume any liabilities to each other, except as specifically stated in this Agreement. As to liability for damage, injuries or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this Agreement unless such a waiver is expressly and clearly written into a part of this Agreement.
- i. *Entire Agreement.* This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.



**LYCOMING
COLLEGE**

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this agreement as of the date previously indicated.

Lycoming College Authorized Signatures:

<u>Jeff Bennett</u>	<u>2/22/2021</u>
Signature of Vice President of Finance & Administration	Date
<u>Phil Sprunger</u>	<u>2/23/2021</u>
Signature of Provost of College	Date
<u>Richard Hoff</u>	<u>2/22/2021</u>
Signature of Director of Teacher Education Program	Date
_____	_____
Signature of Chairperson of Education Department	Date

School District Authorized Signatures:

<u>Jane Swan</u>	<u>4/22/2021</u>
Signature of Authorized School District Administrator	Date

Jane Swan, CEO
 Printed Name and Title of Authorized School District Administrator

One College Place
Williamsport, PA 17701
www.lycoming.edu

**THINK DEEPLY.
ACT BOLDLY.**



GRADUATE PROGRAM
IN COUNSELING

AFFILIATION AGREEMENT

THIS AGREEMENT is made between the MESSIAH UNIVERSITY GRADUATE PROGRAM IN COUNSELING, (hereinafter referred to as “University”) and **Reach Cyber Charter School** (hereinafter “District”). The parties intend to be legally bound to the following terms:

I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

- a. *Education of Students.* The University shall assume full responsibility for the coursework of its counseling students. The University shall be responsible for the administration of the program, the curriculum content, as well as the requirements for matriculation, grading, and graduation.
- b. *Advising Students of Rights and Responsibilities.* The University will be responsible for advising the student of his or her own responsibilities under this Agreement. The student shall be advised of his or her obligations to abide by the policies and procedures of the University and should any student fail to abide by any policy and/or procedure, he or she may be subject to removal from the DISTRICT or the Counseling Program.
- c. *Designation of Faculty Supervisor.* The University will assign a faculty supervisor to facilitate regular communication between the University and the Site Supervisor. The faculty supervisor will initiate contact at least every four weeks throughout the semester via phone or email.
- d. *Provision to Site Supervisors.* The University will provide orientation, assistance, consultation, and professional development opportunities to the Site Supervisor.
- e. *Professional Liability Insurance.* All students shall be responsible for obtaining professional liability insurance at their own expense. The limits of the policy shall be minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence. This policy must remain in full force and effect for the duration of the field experience.

II. DUTIES AND RESPONSIBILITIES OF THE DISTRICT

- a. *Establishment of Field Experience Opportunities.* The DISTRICT authorizes the use of its facilities as may be agreed upon by the University and the University as a field experience site for graduate counseling students. This field experience is for students enrolled in the University’s Graduate Program in Counseling. This field experience is required by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

- b. *Policies of DISTRICT.* The DISTRICT will review with each student, prior to the beginning of the field experience, any and all applicable policies, codes or confidentiality issues related to the experience.
- c. *Administration.* The DISTRICT will have sole authority and control over all aspects of services to its clientele. The DISTRICT will be responsible for and retain control over the organization and operation of its programs.
- d. *Removal of Noncompliant Student.* The DISTRICT shall have the authority to immediately remove a student who fails to comply with its policies and procedures. If such a removal occurs, the DISTRICT should immediately contact the University's Faculty Supervisor and Practicum & Internship Coordinator.
- e. *Supervision of Students.* The DISTRICT shall designate a person to serve as a site supervisor who:
- i. has a minimum of a master's degree in counseling or a related profession
 - ii. has the appropriate certification and/or license and a minimum of two years of experience in the counseling field
 - iii. has relevant training in counseling supervision
 - iv. is willing to complete the orientation module provided by the University
 - v. is willing to dedicate an average of at least one hour per week to supervise the student which involves some examination of student work using observation and/or live supervision
 - vi. will provide opportunities for the student to engage in a variety of counseling activities
 - vii. will communicate regularly with the University faculty supervisor in order to discuss, plan, and evaluate the student's experience
 - viii. will contact the faculty supervisor immediately if any problem or change in relation to the student or site occur
 - ix. *will participate in a live scheduled meeting with the faculty supervisor shortly after the midterm evaluation has been submitted. This meeting may take place as a phone or video conference, or site visit.*
- f. *Reporting of Student Progress.* The site supervisor will complete all evaluation forms and other reports required by the University in a timely manner. This includes mid-term and final evaluations.
- g. *Student Records.* The DISTRICT shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

III. THE PRACTICUM/INTERNSHIP STUDENT AGREES

- a. *To submit a resume and any necessary documentation to the site/site supervisor;*
- b. *To adhere to the administrative policies, rules, standards, schedules, and practices of the site and University;*
- c. *To be punctual and present at the scheduled times of the student's practicum/internship;*
- d. *To retain professional liability insurance at their own expense for the duration of the experience;*
- e. *To participate in each Tuesday/Thursday faculty led group supervision session;*
- f. *To ensure each client he/she works with signs the Counseling program's Informed Consent Form;*
- g. *To complete the necessary evaluations, including a midterm and final self-evaluation and evaluation of the student's site;*
- h. *To complete hours at the site only within the contracted dates of the semester.*

IV. MUTUAL TERMS AND CONDITIONS

- a. *Term of Agreement.* The term of this agreement shall be for five (5) years from the original date of enactment. This is the maximum permitted length of such agreements and this time runs regardless of breaks in participation. At the end of this term a new affiliation agreement must be executed before student field experiences can occur.
- b. *Termination of Agreement.* The University or the DISTRICT may terminate this Agreement for any reason with ninety (90) day notice. Either party may terminate this Agreement in the event of a substantial breach. However, should the DISTRICT terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.
- c. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination based on Title VII of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.
- d. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
- e. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.
- f. *Liability.* Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract.

- g. *Relationship of Parties.* The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture, or any other relationship, other than that of independent contractors.
- h. *Entire Agreement.* This agreement represents the entire understanding between parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship
- i. *Effective Date.* This agreement will become effective the day after it is signed by the Director of the Graduate Program in Counseling/Provost of Graduate Programs.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date previously indicated.

Messiah University

Reach Cyber Charter School

Heather Barto

LeeAnn Ritchie

Authorized Signature

Authorized Signature

Heather Barto

LeeAnn Ritchie

Print Name

Print Name

Director, Graduate Program of Counseling

Lead Principal

Title

Title

10/26/2020

10/22/2020

Date

Date

AFFILIATION AGREEMENT

ADDENDUM I

This addendum to the Agreement is to identify the specific student to be assigned to DISTRICT for the dates listed below and to verify that the student and faculty supervisor have read and understood this agreement.

This placement must extend over the entire semester established for the practicum or internship experience and may only take place during the contracted dates of the semester beginning

_____ through _____ .
Month/Day/Year Month/Day/Year

SIGNATURES

_____ Date: _____
(Student)

I acknowledge that checking this box electronically serves the same purpose as affixing my original signature to this document.

_____ Date: _____
(Faculty Supervisor)

I acknowledge that checking this box electronically serves the same purpose as affixing my original signature to this document.

Student Teaching/Practicum Agreement

This agreement by and between Chestnut Hill College (hereafter referred to as "College") and the REACH CYBER CHARTER SCHOOL (hereafter referred to as "REACH") recites as follows:

WHEREAS, the College seeks to provide opportunities to its students which allow them to student teach or have a practicum experience in a school setting;

WHEREAS, REACH CYBER CHARTER SCHOOL is able and willing to provide such opportunities to the College students who meet appropriate requirements;

WHEREAS, the College and REACH CYBER CHARTER SCHOOL have identified REACH CYBER CHARTER SCHOOL as appropriate to provide such student teaching or practicum opportunities.

NOW WHEREFORE, in consideration of the mutual promises contained herein, the parties enter into the Agreement as follows:

1. **Definitions.**

- a. For ease of reference, the following words shall have the following meanings:

"Student Teacher" shall mean a College student enrolled at the College and assigned by it to teach at REACH, as part of his/her preparation to enter the teaching profession.

"Practicum Student" shall mean a College student at the pre-student teaching level assigned to REACH CYBER CHARTER SCHOOL with a less-than-full responsibility for instruction or instruction related activities.

"Student Teacher" and "Practicum Student" shall herein be individually and collectively referred to as "Student"

"Cooperating Teacher" shall mean an employee of the REACH to whom a student teacher or practicum student is assigned for a certain in-school experience.

"College Supervisor" shall mean the College employee who is in charge of the course of study or specific experience for which the College Student is assigned to **REACH.**

2. **Placement of Student Teachers and Practicum Student.** The placement process shall be a cooperative effort involving both the College and REACH CYBER CHARTER SCHOOL; however, the College shall initiate the placement of

the Students. Requests for Student teacher assignments should be placed in writing and forwarded to _____.

Teachers are eligible to serve as a Cooperating Teacher if they hold the Instructional II certificate and have had a minimum of three years of successful teaching experience in the public schools.

Assignment of Student Teachers and Practicum Students shall be made by the REACH CYBER CHARTER SCHOOL_____. Such assignment shall be made after consultation with the Cooperating Teacher and Principal under whom the assignment shall be completed.

3. **Calendar.** Students shall be required to comply with the calendar of REACH _____ and the daily schedule of the individual school in which the experience will be completed. Any deviation from said schedule shall be approved by the Cooperating Teacher, the Principal, and the College Supervisor.

4. **Professional Standards.** Both parties to this agreement have a right and an obligation to insist on standards of professional decorum on the part of the Student Teachers and Practicum Students that are consistent with the prevailing standards in the school community and the educational profession.

Neither party shall discriminate in the choice of schools, College Supervisors, Cooperating Teachers, Student Teachers, and Practicum Students on the basis of race, religion, color, national origin, age, disability or sex **or on any other basis prohibited by federal, state or local law.** Nor shall such opportunity be denied on the grounds that a College Student is blind, deaf or physically disabled in some other manner, provided that s/he is capable of performing the responsibilities of the assignment.

5. **Student Teacher and Practicum Student Supervision.** Students shall be subject to the rules and regulations of REACH CYBER CHARTER SCHOOL and under the direction and control of the Cooperating Teacher, Principal and other administrative personnel while they are on the premises. The following points have specific reference to the various types of supervisory responsibility:

- a. The Cooperating Teacher may not leave the classroom with the Student Teacher or Practicum Student in charge of the class. The Cooperating Teacher shall, at all times, retain responsibility for the class and the program of instruction.
- b. Students may not be used as a substitute for their Cooperating Teacher
- c. Students are not to be compensated for any responsibilities which constitute all or part of a field experience program.
- d. Cooperating Teacher will complete **written** evaluations as are prescribed by the College.
- e. The College Supervisor will have access, at all reasonable times, to visit the classroom(s) to which the Student is assigned for the purpose of observation and supervision.

Chestnut Hill College shall direct ensure that Student Teachers to shall submit the following documents to the School before the College permits that Student Teacher to begin training provide services to the School under this Agreement: (1) an FBI and state report of criminal history record information as provided for in Section 111 of the Pennsylvania School Code of 1949; (2) an official clearance statement regarding child injury or abuse as required by 23 Pa. C.S. § 6354 et seq.; and (3) all documents in compliance with the employment history review process delineated in Act 168, 24 P.S. §1-111.1. The College shall be solely responsible for the costs of complying with this Paragraph, and the College shall have no claim against the School for any delay or any consequential damages resulting from any delay caused by the requirements of this Paragraph.

6. Termination or change of assignment. Either REACH CYBER CHARTER SCHOOL or the College may, at any time, change or terminate the assignment of any student teacher or practicum student. However, before either a change or termination, both parties must notify the other party in writing and make reasonable efforts to consult with one another.
7. REACH CYBER CHARTER SCHOOL shall advise College in a timely fashion of any change in its personnel, operation, or policies which may affect the student experience.
8. REACH CYBER CHARTER SCHOOL shall provide a safe environment for the training to be provided to the Students under this Agreement, including complying with all federal, state and local mandates/guidance to protect against the spread of coronavirus. REACH shall promptly notify the College of any REACH employees or other Student teachers or practicum students from other institutions who test positive for the coronavirus, or any injury to a Student or of any event or problem which may threaten a Student's successful completion of the assignment.

9. REACH CYBER CHARTER SCHOOL shall indemnify the College, and its respective officers, directors, agents, employees and students, and to hold each of them harmless from any claims, causes of action or damages, including reasonable attorney fees resulting from participation in the program and attributable to the negligence of REACH CYBER CHARTER SCHOOL or to its breach of this agreement.
10. The College shall indemnify REACH CYBER CHARTER SCHOOL, and its respective officers, directors, agents, employees, and to hold each of them harmless from any claims, causes of action or damages, including reasonable attorney fees resulting from College's participation in the program and attributable to the negligence of the College or to its breach of this agreement.
11. The Student is responsible **for maintaining his/her** personal health care coverage.
12. This agreement shall be effective immediately upon execution by both parties and continue for a term of one (1) year.
13. This agreement may be revised or modified only by written amendment by both parties.
14. If either party wishes to terminate this agreement, it is understood that written notice of 30 days will be given to the other party, barring extenuating circumstances.

15. Final Grade. The final grade of a student teacher will be determined by the College supervisor with input from the Cooperating Teacher.

16. This Agreement shall be interpreted under the laws of the Commonwealth of Pennsylvania

IN WITNESS WHEREOF, the parties, **intending to be legally bound**, hereto have caused this Agreement to be duly executed on the dates **listed below**. first written above.

REACH CYBER CHARTER SCHOOL

By: LeeAnn Ritchie _____

Title: Lead Principal _____

Dated: August 6, 2020 _____

CHESTNUT HILL COLLEGE

BY: David Woodford: _____

Title: Vice President for Financial Affairs

Dated: _____

MEMORANDUM OF UNDERSTANDING

2020-2021 School Year

Title III

This Memorandum of Understanding represents the agreed-upon program, services and products to be provided in the CAIU #15 Title III Consortium. This MOU defines how the CAIU #15 Title III Consortium will meet the Title III requirements and details the roles and responsibilities of the member districts and the fiscal agent of the consortium during the **2020-2021 school year**.

Capital Area Intermediate Unit #15 will act as lead local education agency (LEA), fiscal agent and member. The consortium shall be named the CAIU #15 Title III Consortium.

The Capital Area Intermediate Unit #15 will be responsible for acting as the fiscal agent for the Consortium and will file the required expenditure reports and maintain fiscal records. The Consortium will plan to expend all Title III funds during the 2020-2021 school year. If all funds are not expended and there is carryover, the Capital Area Intermediate Unit #15 will continue to serve as the fiscal agent for the Consortium until the funds are expended, for up to 12 additional months.

Responsibilities of Lead Local Education Agency, CAIU #15

- *Provide technical assistance to consortium districts through consult, training and coaching*
- *Provide professional development opportunities and consultation on effective instructional practices for ELs to consortium classroom teachers, principals, administrators and other school or community-based organizational personnel as well as parents and community members*
- *Ensure that districts in the consortium fulfill their requirements listed herewith and assist in that endeavor, upon request*
- *Support each district in the consortium by providing data analysis assistance, selected supplemental instructional resources, professional development and coaching*
- *Provide technical support to meet Every Student Succeeds Act (ESSA), Title I and Title III legal requirements*
- *Maintain fiscal records related to the Title III grant*
- *Make financial records available to the Pennsylvania Department of Education (PDE) and consortium members upon request*
- *Disburse funds in accordance with the purpose and regulation of Title III*
- *Submit final Title III grant applications to PDE on behalf of consortium members*
- *Initiate contact with non-public schools within the geographical boundaries of the consortium to determine their desire to participate in Title III services and inform LEA of results*
- *Consult with participating non-public schools regarding services available through Title III*
- *If necessary, develop an Improvement Plan on behalf of consortium members*

Duties and Responsibilities of Districts/Charter School/AVTS in Consortia

- *Ensure that the Home Language Survey, Family Interview responses (PHLOTE Questionnaire or other multiple measures) and program placement assessment (KW-APT MODEL or WIDA Screener) score sheet are on file for each EL.*
- *Notify parents of their child's eligibility for LIEP/ESL placement.*
- *Ensure that identified ELs are appropriately coded on PIMS*
- *Ensure that parents are appropriately offered the option to refuse any separate, specialized ESL/ELD service*
- *Ensure that certified ESL teacher(s) are employed by the LEA*
- *Ensure the implementation of a monitoring process for exited ELs*
- *Provide professional development regarding meeting the academic, language, and/or socio-cultural needs of ELs (collaborative teaching, scaffolded instruction for ELs, culturally responsive classrooms, etc.) to all staff working with ELs*
- *Ensure that all staff know how to communicate using the preferred mode of communication for all EL families.*
- *If necessary, notify parents of failure to meet performance indicators established by PDE.*
- *Administer the annual assessment of English language proficiency, ACCESS for ELs/Alternate ACCESS for ELs for all current ELs in the LEA*
- *Complete a program evaluation rubric annually*
- *Provide the CAIU with the electronic access to the ACCESS for ELs for the district from DRC or submit data to CAIU*
- *Evaluate for LIEP/ESL eligibility, identified students attending non-public schools within the geographic boundaries of the LEA*

[Type text]

- *Notify parents of a student's placement in Title III supplemental (e.g. summer, tutoring or afterschool) programs.*

In addition to the above services and products, the CAIU #15 Title III Consortium will coordinate meetings and surveys for the purpose of assessing the needs of the Consortium.

Changes regarding the dates of provision or the scope and/or nature of these services must be made by agreement of the Members.

Non-Public School Participation

ESEA Sections 8501-8504 require that *timely* and *meaningful* consultation occur between the local education agency (LEA) and nonpublic school officials prior to any decision that affects the opportunities of eligible nonpublic school children, teachers, and other educational personnel to participate in programs under this act, and shall continue throughout the implementation and assessment of activities under these sections.

The LEA shall make initial contact with non-public schools within their geographical boundaries to determine if the latter wishes to participate in Title III services. To initiate contact, the consortium-generated notification letter to non-public schools will be employed.

Parent Notification Provisions (Summer Programs Only)

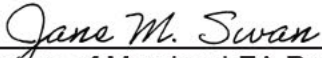
The LEA will have parent notification provisions for identification and placement in Title III supplemental services within 2 weeks after a summer program begins. If a child is identified for and placed in a Title III supplemental program, LEAs will notify parents of a child's TITLE III SUPPLEMENTAL program eligibility.

ELD Program Accountability

The ESSA moved accountability for programs that serve English learners previously contained under Title III to Title I. ELD program accountability will not be calculated as a consortium. Schools enrolling more than 20 ELs will have growth calculated and reported using the EL Indicator in the PA Future Ready Index. Schools with fewer than 20 eligible ELs will use the WIDA Growth Charts provided by PDE to gauge progress toward language proficiency.

Lastly, the CAIU #15 Title III Consortium will be responsible for submitting the final application and reports to PDE on behalf of the members. In addition, each member may be required to complete a report as well to be submitted to the CAIU for compilation of results. Signature of the LEA representative represents the consortium has met and conferred and the member LEAs are in agreement to all stated.

Signatures of Authorized Representatives:

Cheryl L. Giles-Rudawski	Jane Swan
Consortium Lead LEA Representative	Consortium Member LEA Representative (Superintendent or Designee)
Signature of Consortium Lead LEA Representative (CAIU #15 Title III Consortium)	 Signature of Member LEA Representative
Date _____	Date <u>July 27, 2020</u>

MEMORANDUM OF AGREEMENT

THE PENNSYLVANIA STATE UNIVERSITY, COLLEGE OF EDUCATION, CURRICULUM AND INSTRUCTION FIELD EXPERIENCES

AND

Reach Cyber Charter School Cooperative Pre-Service Field Students and Student Teaching Program: Elementary and Secondary Education

The Pennsylvania State University, College of Education, hereafter designated as the College, and the Reach Cyber Charter School, hereafter designated as the District, agree to operate a Cooperative Pre-Service Field Students and Student Teaching Program at the District effective January 19, 2021 through June 30, 2024. The following items represent understandings of agreement reached relative to this cooperative relationship.

- I. A. The College will arrange to place a mutually agreed upon number of field experience students at the District during each of the two academic semesters effective January 19, 2021 through June 30, 2024. These students will be individuals enrolled in the College's Department of Curriculum and Instruction who are pursuing either elementary certification (PreK-4 or 4-8) or secondary education certification programs in English/ language arts, mathematics, science, social studies/ citizenship, or world languages. These students will be individuals enrolled in either the College's pre-service field experience (CI 495A or CI 495C) or in the College's student teaching field experience (CI 495D/F or E).
- B. Each student will be assigned to a mentor teacher, mutually agreed upon and selected by the College faculty and the District personnel. The mentor teacher, in each instance, will provide (1) guidance, assistance, and feedback for the pre-service student or student teacher, and will provide opportunities for the student to practice knowledge and skills from The Pennsylvania State University coursework in the classroom setting, and (2) evaluation using The Pennsylvania State University provided evaluation form. The mentor teacher may select to host a pre-service field experience student for a period of 6 (CI 495C) or 10 weeks (CI 495A), a student teacher for 15 weeks, or a mentor may select to host a student whose pre-service and student teaching experience is "linked" across two College semesters.
- C. The period of time during which student teachers will be on assignment at the District will parallel the period of the academic semesters at the College. Each student teacher will spend approximately 15 weeks at the District, so that the period of assignment will be similar to that of other student teachers placed at other practicum locations in the Commonwealth. The period of time during which pre-service field experience students will be on assignment at the District will be 6-10 weeks.

- D. College faculty and graduate assistants will be available to periodically supervise pre-service field experience students and student teachers. They will perform the supervisory responsibilities in harmony with the standards and practices published by the Department of Curriculum and Instruction's Office of Field Experience, which will also provide and collect the appropriate student teaching evaluation forms upon the conclusion of each semester.
- E. Financial Consideration: The College will pay a lump sum honorarium of \$300 to each teacher who mentors a student teacher (CI 495D/F or E student). The payment will be distributed directly to the mentor teacher at the end of the semester that he or she hosts a student teacher. No money will be paid to mentors who host pre-service field experience students (CI 495A or 495C).
- II. At any time a mentor teacher or a District administrator wishes assistance or support in connection with any aspect of the above program, he or she is free to contact the Coordinator of the Department of Curriculum and Instruction's Office of Field Experiences.
- III. Students selected for a placement at the District will have signed a statement indicating that they are aware of the fact they are in that location in a guest/ host relationship. Any student whose professional performance or conduct is not consistent with the educational and philosophical objectives and the overall direction of the District will be withdrawn by the District or by the College. In practice, it will be the College's responsibility to advise the student of any such action which is to be taken.
- IV. Prior to the start of the field experience, students selected for a placement at the District will have obtained background clearances: Pennsylvania Department of Education Arrest/Conviction Report & Certification (Act 24), Pennsylvania State Police Criminal Records (formerly Act 34) and Pennsylvania Child Abuse History Clearance (formerly Act 151), Federal Bureau of Investigation Criminal Clearance (Act 114) through the Pennsylvania Department of Education. The College agrees to provide Act 126 training for its students prior to placement in the program. Any student who does not obtain these items will be withdrawn from the field experience. It will be the College's responsibility to collect copies of these clearances and certificate of completion for training and, if the District wishes, share these documents with designated District administrators.
- V. The College agrees to inform its students that they must undergo a tuberculin skin test prior to placement. It will be the student's responsibility to provide the District with a form, completed and signed by the physician responsible for performance of the test that indicates either (1) a nonsignificant Mantoux test reaction using the two-step skin test procedure, or a nonsignificant multiple puncture test reaction; or (2) a significant tuberculin skin test reaction, with a negative chest x-ray for current tuberculosis disease.

- VI. In order to maximize the professional advantages of this program, not only to the student participants who come to the District, but also to the District itself and to the College, continued input from individuals at the District and at the College is essential. Changes in the program will be possible only as such feedback from the District and the College are discussed and mutually agreed upon.
- VII. The College agrees that it will inform its student to secure personal medical coverage prior to placement. Students will be required to complete an attestation form stipulating that they have personal medical coverage and that said coverage is the primary coverage if injured or becoming ill while student teaching in the Reach Cyber Charter School.
- VIII. Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defenses as a result of entering into this agreement.

If either party decides to dissolve the relationship, advanced notice must be given in the interest of those students in the program. This notification period must be initiated before the beginning or on the first day of the prior semester.

The authorized signatures below confirm the above agreement:

1/20/2021
Date

Jane Swan
Jane Swan
CEO
Reach Cyber Charter School

1/15/21
Date

Kimberly J. Fisher
Assistant Treasurer
The Pennsylvania State University

AFFILIATION AGREEMENT

School of Social Work

Rutgers, The State University of New Jersey

And

Reach Cyber Charter School

**750 East Park Drive
Harrisburg, PA 17111**

Rutgers, The State University of New Jersey, the School of Social Work (*herein "School"*) designates **Reach Cyber Charter School** (*herein "Agency"*) as an approved setting for field instruction in the School's program of education for social work. Both the School and the Agency commit themselves to cooperative efforts as described below, in provision of supervised educational field experiences for students of the School.

This Agreement becomes effective on May 1, 2021, remains in force for a period of one year, and renews itself annually unless either the School or the Agency indicates a need for review or change.

Adjustments to this Agreement will be included in a written addendum.

In the event of unforeseen circumstances which significantly affect the student's educational plan, each party will inform the other so that appropriate alterations in this agreement may be made as early as possible to assure sufficient time for alternate planning.

The School of Social Work agrees to:

- 1) Work cooperatively with the Agency in designing appropriate field learning experiences and to actively participate with student and field instructor in decision-making concerning the educational appropriateness, the timing, and the feasibility of particular field learning experiences.
- 2) Respect the autonomy of the Agency to set its own program as a service delivery system.
- 3) Select and recommend students to be placed at the Agency, and to make alternate plans for placement of student(s) in the event that such planning becomes necessary.
- 4) Carry final responsibility for educational decisions concerning the student, such as grades, credits, hours in the Agency, and the curriculum in general.

- 5) Provide consultation to appropriate staff of the Agency in the general development of its field-learning program.
- 6) Designate a member of the faculty to serve as Field Consultant to the Agency who will:
 - a. Serve as principal liaison between the School and Agency during the academic year.
 - b. Be available to the executive of the Agency (social work department, agency division, etc.) as needed concerning administrative relationships between the Agency and the School.
 - c. Make periodic visits to the Agency to review student progress and consult with the Field Instructor on learning progress and problems.
 - d. Share with the Field Instructor the policies, procedures, and educational programs of the School.
 - e. Communicate to the School the concerns and suggestions of the field agency and field instructors regarding School programs and policies.
- 7) Provide opportunities for professional development of the Field Instructor and other members of the Agency staff through provision of meetings, institutes and seminars.
- 8) Provide opportunities for appropriate evaluations of the Agency as a setting for student learning. Participate with the Agency in the decision-making concerning continued use of Agency Field Instructors and development of new Field Instructors.
- 9) Provide a copy of the School's Field Manual.

The Agency agrees to:

- 1) Accept the policy of the School that students are assigned in accordance with the provisions of the Federal Civil Rights Act.
- 2) Adhere to the goals of the School as contained in its Mission Statement.
- 3) Accept the conditions stipulated in the Field Manual.
- 4) Involve students in the total Agency program as appropriate and select assignments for the students in keeping with their educational needs.

- 5) Allow students to use their records of practice for class discussion and assignments. Where such material is used, client confidentiality will be protected.
- 6) Provide qualified staff as Field Instructors for the student, subject to approval by the School and to use the faculty Field Consultant in planning for the delegation of additional field instructional responsibility to other staff members.
- 7) Assure that each Field Instructor has adequate time within his/her work schedule to:
 - a. Meet the educational needs of the students through development of learning opportunities.
 - b. Prepare for regularly scheduled conferences with students.
 - c. Meet with the Field Consultant at periodic intervals to discuss learning opportunities and student performance.
 - d. Prepare reports and evaluations as required by the School.
 - e. Attend appropriate School-sponsored meetings, institutes and seminars.
- 8) Permit use of its facilities by students of the School during the period of placement, including:
 - a. Space for students in an area sufficiently private for carrying on independent work and activity,
 - b. Clerical services for those records and reports which are produced for the Agency, and
 - c. Access to client and Agency records.
- 9) Assure that the faculty Field Consultant is advised of policy and service changes and developments which may affect student learning or the School's curriculum.
- 10) Inform the faculty Field Consultant early of any problems that may develop concerning a student's progress or performance.
- 11) Provide reimbursement of all student travel expenses on Agency business.
- 12) Observe the University/School calendar with respect to student holiday and vacation periods.

For the Agency:

For the School:

By: Jane Swan

By: 
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William S. Troy
Executive Director
Risk Management and Insurance

May 19, 2021
(Date)

6/3/2021 | 3:27:26 PM EDT
(Date)

JRM/pdl
JohnIsocialtek

MEMORANDUM OF AGREEMENT
SAINT FRANCIS UNIVERSITY
AND
REACH CYBER CHARTER SCHOOL

Field Experience and Student Teaching Placements

Effective: February 8, 2021 – December 31, 2025

Saint Francis University, hereafter designated as Saint Francis University or the University, and the Reach Cyber Charter School hereafter designated as the Reach Cyber Charter School or the District, agree to operate a Field Experience and Student Teaching Program at the District in the following manner. The following items represent understandings of agreement reached relative to this cooperative relationship.

- I. A. Saint Francis University will arrange to place up to 4 student teachers each semester or a total of 8 student teachers per year. In addition, the university will place no more than 10 students each semester or a total of 20 in Field Experience placements. These students will be individuals enrolled in the Early Childhood, Early Childhood/Special Education, Middle Level, Middle Level/Special Education, or Secondary/Special Education programs at Saint Francis University pursuing certification in these designated areas. Students will begin their experience in Field Placements designed from 3 to 25 hours depending upon the course in which they are enrolled. The students' classroom involvement will range from observation to work with students, to planning and carrying out lessons under the direction of the cooperating teacher. Each university course instructor will provide explanations for types of experiences the students may undertake. Student teaching placements will be carried out as a student's culminating experience. Some students will begin their placement in the fall and others will begin in the spring. The District and University will collectively assign a cooperating or mentor teacher depending on the type of placement. The student teaching cooperating teacher, in cooperation with the University supervisor, will provide guidance and support, give both oral and written feedback and complete the required paperwork for the student teacher. At the end of the Field Experience, the mentor teacher will provide guidance and support and a brief checklist evaluation. Evaluation materials will be provided by the University for the course assigned.
- B. The period of time in which student teachers will be on assignment at the District will parallel the period of the academic semesters at Saint Francis University and will continue for approximately 15 weeks or 7 ½ weeks depending on the area of placement. Field Experience will be conducted during a semester for a range in hours from 3 to 25 hours depending on the university education course in which the student is enrolled.

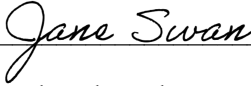
Assignments for Field Experience and Student Teaching placements will be coordinated with the Saint Francis University Field Service and Student Teaching Coordinators and the District's Assistant Superintendent.

- C. Professional supervisors who are employees of Saint Francis University will be responsible for the supervision of student teachers during each semester. They will perform the supervisory responsibilities in harmony with the standards and practices published by the University's Handbook and the State of Pennsylvania (PDE). They will also prepare and submit the appropriate student evaluation forms upon the conclusion of each semester.
 - D. Financial considerations: Saint Francis University will pay the amount of \$300.00 to cooperating teachers when students are in their student teaching experience for 15 weeks and \$150.00 when students are in their student teaching experience for 7 ½ weeks. The amount above will be made payable and mailed directly to the cooperating teacher.
- II. At any time the District desires assistance, support or clarification in connection with any aspect of the above program, they will contact Saint Francis University's Field Service or Student Teaching Coordinators. If at any time the University desires assistance, support or clarification in connection with any aspect of the above program, the University will contact designated elementary and/or secondary Principals as well as the District's Assistant Superintendent.
 - III. Students placed in the District will abide by District policies. Any student whose professional performance or conduct is not consistent with the educational and philosophical objectives and the overall directions of the District may be withdrawn by the District or by Saint Francis University. In practice, it will be Saint Francis University's responsibility to advise the student of any such action which is to be taken. The University is responsible for providing the District with the appropriate clearances for each University student as determined by the District. Saint Francis University shall maintain any and all appropriate licenses throughout the life of this Agreement. Saint Francis University shall also ensure that any employees and/or volunteers have and maintain any and all applicable clearances, as required by any and all applicable state and federal laws, including, but not limited to, the Pennsylvania Child Protective Services Law, 23 Pa.C.S.A. 6301, *et seq.*, as amended. The District reserves the right to request copies of the clearances at any time.
 - IV. In order to maximize the professional advantage of this program, not only to the student participants who come to the District, but also to the District itself and to Saint Francis University, continued input from individuals at the District and at Saint Francis University is essential. Changes in the program will be possible only as such inputs from the District and from the University are discussed and mutually agreed upon. Both Saint Francis University and the District agree to meet at least once every year to discuss concerns and generate new ideas and/or ways to improve the program and relationship. These meetings will be initiated and coordinated by Saint Francis University. If either party decides to dissolve the relationship, advanced notice must be given in the interest of those students in the program. This notice period must be initiated before the placement of student teachers for the upcoming semester.

S i g n a t u r e P a g e

The authorized signatures below confirm the above agreement:

February 17, 2021
Date

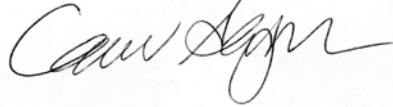


Reach Cyber Charter School

Date

Reach Cyber Charter School

2/8/2021
Date



Mrs. Cassie Grassmyer, Field Experience Coordinator
Saint Francis University

Board Affirmation Statement

Reach Cyber Charter School

750 East Park Drive, Suite 204, Harrisburg, PA. 17111

The purpose of this document is for the President of the governing board to affirm that the annual report information is accurate.

Steps to Complete this Section:

Note: Individual signatures required for each section.

1. Signature of President of the governing board and date signed for each section.
2. Upload Board Affirmation document which includes the Board President's signature and date signed.

Charter Annual Report Affirmation

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

Affirmed on this 30TH day of JULY, 2021

By:  (Signature of Board President)

DAVID N. TAYLOR (Print Name)

Board of Education

Charter School Law Affirmation

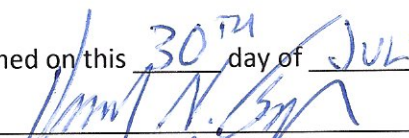
Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

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

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 30TH day of JULY, 2021

By:  (Signature of Board President)

DAVID N. TAYLOR (Print Name)

_____ Board of Education

Charter Annual Background Check Affirmation

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

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

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

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

Affirmed on this 30TH day of JULY, 20 21
By: [Signature] (Signature of Board President)
DAVID N. TAYLOR (Print Name)
_____ Board of Education

Ethics Act Affirmation

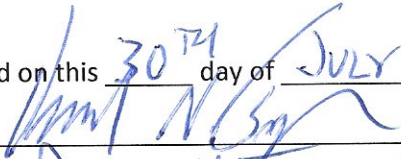
I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this 30TH day of JULY, 20 21
By: [Signature] (Signature of Board President)
DAVID N. TAYLOR (Print Name)
_____ Board of Education

Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this 30TH day of JULY, 2021
By:  (Signature of Board President)
DAVID N. TAYLOR (Print Name)
_____ Board of Education