



APPROVED 09/15/2021

Reach Cyber Charter School

MINUTES OF THE RESCHEDULED BOARD OF DIRECTORS MEETING

Monday, August 23, 2021 at 4:00 p.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlbnVkb0hY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

At Mr. Taylor's request, Mr. Harford called the meeting to order at 4:02 p.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school, and held via teleconference.

Board Members Present: David Taylor, Joe Harford, Gail Hawkins Bush, Paul Donecker, and Dave Biondo (via phone and videoconference);

Guests: Cody Smith, School Staff (in person at the school); Jane Swan, School CEO, J.D. Smith, Karen Yeselavage, Corey Groff, Andy Gribbin, LeeAnn Ritchie, Greg McCurdy, Erica Carroll, Alicia Swope, Maurine Hockenberry, Michael Hinshaw, Kelley McConnell, Lisa Blickley, Stephanie Bost, Katherine Rutkowski, Rachel Graver, and Scott Stuccio, School Staff; Pat Hennessey, Board Counsel; Laura Johnson, Melissa Brown, Emily Lee and Megann Arthur, Pearson Virtual Schools staff (via phone and videoconference).

II. Public Comment

There were no public comments made at this time. The Board briefly discussed some challenges one person had with the teleconference line at the start of the call, and the possibility of an effect on public participation; the meeting proceeded after all attendees but the individual mentioned indicated no issues.

III. Routine Business

a. Approval of Agenda

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

RESOLVED, that the Agenda for the August 23, 2021 Rescheduled Meeting of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

[Ms. Hennessey joined the meeting at 4:05 p.m.]

IV. Oral Reports

a. CEO's Report

Ms. Swan introduced Ms. Blickley to the Board and advised that she would review the Employee Handbook with the Board.

i. Employee Handbook Highlights

Ms. Blickley presented this item to the Board, providing an overview of proposed policy changes from the previous Employee Handbook. Ms. Blickley discussed the Tuition Reimbursement policy, advising of the grade that must be earned in order to be provided reimbursement. The Board discussed the addition of a plus and minus grade on the scale in the Tuition Reimbursement Policy. Ms. Blickley then discussed the Paid Time Off (PTO) Policy and advised of the combination of all forms of PTO, which will create tracking efficiency without any change of PTO available for employees. She finally advised of updated Leave of Absence policies and changes to financial aid for adoption.

V. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the May 19, 2021 Board Meeting;
- b. Approval of Minutes from the June 16, 2021 Annual Board Meeting;
- c. Approval of Minutes from the July 28, 2021 Special Board Meeting
- d. Approval of Staffing Report;
- e. Approval of Pearson Invoice(s) for June (# 91000008542);
- f. Approval of Employee Handbook
- g. Approval of MOU with Steelton Entertainment Project;
- h. Approval of Renewal MOUs with local colleges/universities/institutions; and
 - i. Da Vinci Science Center
 - ii. Franklin Institute

- iii. Carnegie Museums
- iv. Carnegie Science Center
- v. ABC 27 Weather
- i. Approval of S.T.E.M. Kit Logistics; are hereby approved.

The motion passed unanimously.

VI. 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

The Board entered into an Executive Session at 4:29 p.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the 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. Board members present were: David Taylor, Gail Hawkins Bush, Dave Biondo, Paul Donecker and Joe Harford. Guests present at the request of the Board were: Jane Swan and Pat Hennessey. All others left the meeting at this time.

The Board discussed personnel matters.

[Mr. Taylor left the meeting at 5:20 p.m.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 5:21 p.m. No action was taken during Executive Session.

[Mr. C. Smith, Mr. J. Smith, Ms. Yeselavage, Mr. Groff, Mr. Gribbin, Ms. Ritchie, Mr. McCurdy, Ms. Carroll, Ms. Swope, Ms. Hockenberry, Ms. McConnell, Ms. Blickley, Ms. Bost, Ms. Rutkowski, Ms. Graver, Mr. Stuccio, Ms. Johnson, Ms. Brown, Ms. Lee and Ms. Arthur rejoined the meeting at 5:21 p.m.]

VII. Approval of School CEO Compensation for the 2021-2022 School Year

Mr. Harford reminded the Board of the discussion held in Executive Session regarding the School CEO's performance and the recommended compensation for the upcoming school year. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the School CEO compensation for the 2021-2022 school year in the amount of \$200,000.00, as discussed, is hereby approved.

The motion was approved unanimously.

The Board advised of their intent to hear all information items/oral reports remaining on the agenda with the exception of the In-Person Retreat Planning Update at the September meeting.

[Mr. Biondo left the meeting at 5:24 p.m.]

VIII. Information Items/Oral Reports

a. CEO Report

This item was not discussed.

i. Back to School Activities

This item was not discussed.

ii. Staffing and Hiring Update

This item was not discussed.

iii. Enrollment Update

This item was not discussed.

b. Financial Report

This item was not discussed.

i. Unaudited 2020-2021 Financial Results

This item was not discussed.

c. School Success Partner (SSP) Update

This item was not discussed.

i. Pearson Support Team Updates

This item was not discussed.

d. Academic Success Partner (ASP) Update

This item was not discussed.

i. Key School Metrics

This item was not discussed.

e. Board Relations Update

Ms. Arthur presented this item to the Board.

- i. School Handbook re Technology

This item was not discussed.

- ii. In-Person Retreat Planning Update

Ms. Arthur advised of accommodations for the upcoming in-person retreat and noted that additional details would be disseminated via email.

IX. Strategic Planning Updates

This item was not discussed.

X. Adjournment and Confirmation of Next Meeting – Wednesday, September 15, 2021 at 9:00 a.m. at Lake Raystown Resort

Mr. Harford inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is September 15, 2021, to be held at Lake Raystown Resort, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 5:26 p.m., is hereby approved.

The motions passed unanimously.



APPROVED 10/20/2021

Reach Cyber Charter School

MINUTES OF THE BOARD OF DIRECTORS MEETING AND STRATEGIC PLANNING RETREAT

Wednesday, September 15, 2021 at 9:00 a.m.

Meeting Location:

Lake Raystown Resort
3101 Nugget Run
Entriiken, PA 16638

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlJmNkOHY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:04 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person and held via video and teleconference.

Board Members Present: David Taylor, Joe Harford, Gail Hawkins Bush, Paul Donecker and Dave Biondo (in person at the meeting location following COVID-19 social distancing protocols);

Board Members Absent: Alex Schuh;

Guests: Jane Swan, School CEO, J.D. Smith, Karen Yeselavage, Corey Groff, Cody Smith, LeeAnn Ritchie, Kelley McConnell, Greg McCurdy, Mike Garman, Dan Ladislaw, Andy Gribbin, Rachel Graver, Scott Stuccio, and Devin Meza-Rushanan, School Staff; Pat Hennessey, Board Counsel; (in person at the meeting location following COVID-19 social distancing protocols); Kari Shaffer, Lorraine Harmer, Clara Keepports, Heather Berger, Stephanie Bost, Lindsay Lester, Erica Carroll, School Staff; Laura Johnson, Melissa Brown, Emily Lee and Megann Arthur, Pearson Virtual Schools staff (via phone and videoconference).

II. Public Comment

There were no public comments made at this time.

III. Routine Business

a. Approval of Agenda

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

RESOLVED, that the Agenda for the September 15, 2021 Meeting and Strategic Planning Retreat of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

IV. Oral Reports

a. CEO's Report

i. Back to School Activities

Ms. Swan presented this item to the Board. Ms. Swan advised of the staff start date and training and professional development that has taken place. Ms. Swan further advised of upcoming STEM focused back to school events taking place throughout the area as well as social events including bowling. The Board advised of their desire to include legislator invitations to the aforementioned back to school events

Ms. Swan and Board members discussed the recent guidance on COVID-19 protocols including mask and vaccine requirements. The Board discussed their intent to continue to follow guidance closely as new requirements are set forth.

ii. Staffing and Hiring Update

Ms. Swan introduced the new Director of Human Resources, Mr. Garman, to the Board. She further reviewed current staffing levels with the Board.

iii. Enrollment Update

Ms. Swan reviewed the current enrollment numbers for the school, noting trends in enrollment.

b. Financial Report

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's balance sheet and current forecast.

i. Unaudited 2020-2021 Financial Results

Ms. Yeselavage reviewed the unaudited financial results from the previous school year with the Board, highlighting specific areas of interest in discussion with the Board.

V. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the August 23, 2021 Rescheduled Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Pearson Invoice(s) for July (# 91000008689) and August (# 91000008731);
- d. Approval of Federal Title Funding Documentation: Parent and Family Engagement Policy; and
- e. Approval of MOU with Alvernia University; are hereby approved.

The motion passed unanimously.

VI. Action Items

- a. Approval of Board Training and Conference Attendance for the 2021-2022 School Year

Ms. Arthur reviewed the upcoming trainings and conferences that were identified at a previous meeting by the Board as potentially of interest for continuous board education. The Board reviewed the upcoming training offerings, and the advantages and agenda topics of each conference, and their support of Board members making an effort to attend the training opportunities. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Board training and conference attendance for the 2021-2022 school year, as discussed, is hereby approved.

The motion passed unanimously.

VII. Information Items

- a. School Success Partner (SSP) Update

Ms. Johnson presented to the Board on behalf of the School Success Partner (SSP) team.

i. Pearson Support Team Updates

Ms. Johnson provided the Board with an overview of the structural changes recently made to the Pearson Virtual Schools support team structure, highlighting previous roles and responsibilities of each member of the three-person pod structure supporting the school and Board going forward. She further advised of a new State Policy Support Partner.

Ms. Johnson advised the Board of legislative activities in the state which may impact the school. Ms. Johnson further shared her appreciation for the school staff.

b. Academic Success Partner (ASP) Update

Ms. Brown presented to the Board on behalf of the Academic Success Partner (ASP) team.

i. Key School Metrics

Ms. Brown presented this item to the Board. She reviewed the data included in the Board materials, highlighting the school's performance as compared with other Pearson partnering schools of similar size and years in operation. Board members discussed the metrics data with Ms. Brown.

ii. Teacher Professional Development Products and Services for the 2021-2022 School Year

Ms. Brown reviewed the professional development products and services for school staff, as offered by Pearson for the 2021-2022 school year. She discussed the various levels and delivery models of professional learning opportunities available to staff members and advised of the curated catalog of content to allow for a more personalized professional development experience.

c. Board Relations Update

Ms. Arthur presented to the Board on behalf of Pearson's Board Relations team.

i. School Handbook re Technology

Ms. Arthur provided an update on the technology statement, as included in the Board meeting materials. She advised that the statement had been included within the school handbook to provide clarification on access to Connections Academy owned computers upon enrollment withdrawal or graduation.

[Ms. Johnson, Ms. Arthur, Ms. Brown, Ms. Lee, Ms. Shaffer, Ms. Harmer, Ms. Keepports, Ms. Berger, Ms. Bost, Ms. Lester and Ms. Carroll all left the meeting at 9:45 a.m.]

VIII. Strategic Planning

[Following a brief break of all in-person attendees, the Board began the Strategic Planning session at 10:15 a.m.]

All Board members and Reach leadership team members introduced themselves to begin the meeting. Ms. Swan reviewed the agenda for the strategic planning session, as well as the 2019-2022 current Strategic Plan, a copy of which was handed out to Board members for discussion.

Ms. Swan and her leadership team led the Board in the discussion of S.M.A.R.T. Goals progress within the Plan. The first goal to be discussed was: Improve Student Outcomes. Dr. McConnell reviewed data on student outcomes. The Board and leadership team had a discussion of state testing procedures and best practices.

The second goal to be discussed was: Grow and Strengthen STEM. Program. Mr. Gribbin reviewed the data related to STEM and lead a discussion about future initiatives.

The third goal to be discussed was: Prepare for Responsible School Growth. Ms. Swan and Ms. Graver reviewed specific initiatives and overall progress of school activities toward this goal.

The fourth goal to be discussed was: Integration of HR and Business Services. Ms. Swan, Mr. Garman, and Ms. Yeselavage reviewed the progress of this initiative in their various areas of expertise and accountabilities.

The final goal to be discussed was: Improve Partnerships for Success. Ms. Ritchie, Mr. Smith, and Mr. Stuccio reviewed the progress of this initiative.

[Board members and other attendees continued to discuss potential strategic initiatives through a working lunch]

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

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is October 20, 2021, to be held at the school location and/or via teleconference, based on state recommendations regarding public health and safety, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 1:30 p.m., is hereby approved.

The motions passed unanimously.



APPROVED 11/17/2021

**Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING**

Wednesday, October 20, 2021 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlbnVkb0hY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:00 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school, and held via teleconference.

Board Members Present: David Taylor, Alex Schuh, Paul Donecker, and Dave Biondo (via phone and videoconference);

Board Members Absent: Joe Harford and Gail Hawkins Bush;

Guests: Jane Swan, School CEO, Mike Garman, Cody Smith, Karen Yeselavage, Dan Ladislaw, J.D. Smith, Lisa Blickley, Corey Groff, Andy Gribbin, Katherine Rutkowski, LeeAnn Ritchie, Rachel Graver, and Scott Stuccio, School Staff (in person at the school); Erica Carroll, Alicia Swope, Maurine Hockenberry, Cody Smith, Devin Meza-Rushanan, Kelley McConnell, Stephanie Bost, and Tina Marteney, School Staff; LaMaia Cramer, Christina Wingert, Tara Himes, and Mandi Young, REACH parents/members of the public; Jaiden Young, REACH student; Kevin Corcoran, Charter Choices, Financial Consultant; Laura Johnson, Melissa Brown, Emily Lee, and Megann Arthur, Pearson Virtual Schools staff (via phone and videoconference).

II. Public Comment

There were no public comments made at this time.

III. Routine Business

a. Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. The Board advised of their intent to add Oral Report Item iv. Benefits Review, Strategic Planning item d. Approval of MOU with Central Pennsylvania Chapter Independent Electrical Contractors, Strategic Planning item e. Approval of MOU with Boys and Girls Club of Western Pennsylvania as well as an Executive Session to take place at the end of the agenda. There being no further changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the October 20, 2021 Meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

IV. Oral Reports

a. CEO's Report

Ms. Swan presented this item to the Board.

i. Enrollment Update

Ms. Swan reviewed the current enrollment numbers for the school.

ii. Staffing Updates

Mr. Garman reviewed current staffing levels including open roles with the Board.

iii. State of the School Report

Ms. Swan presented this item to the Board, providing an overview of the report as included in the Board meeting materials. Ms. Swan specifically highlighted the parent satisfaction survey results and the school goals discussing attainment metrics for each goal.

iv. Benefits Review

Ms. Swan introduced Ms. Blickley to provide an overview of the benefits renewal. Ms. Blickley highlighted key data relevant to the renewal.

b. Financial Report

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's balance sheet and current forecast.

V. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the September 15, 2021 Board Meeting;
- b. Approval of Staffing Report; and
- c. Approval of Pearson Invoice(s) for September (# 91000009022); are hereby approved.

The motion passed unanimously.

VI. Action Items

There were no action items.

VII. Information Items

- a. School Success Partner (SSP) Update

Ms. Johnson presented on behalf of the School Success Partner (SSP) team. Ms. Johnson advised the Board of the support role of Ms. Garcia in researching legislative activities in the state and provided an overview of her experience. Ms. Swan further advised the Board of testimony she will be providing to advocate for virtual charter school legislation.

VIII. Strategic Planning

- a. Approval of Service Contract with Harrisburg University

Mr. Smith presented this item to the Board and discussed the benefits of this agreement. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the service contract with Harrisburg University, as presented, is hereby approved.

The motion passed unanimously.

- b. Approval of MOU with Lancaster Bible College

Ms. Ritchie provided an overview of the agreement, as included in the Board meeting materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the MOU with Lancaster Bible College, as presented, is hereby approved.

The motion passed unanimously.

c. Approval of Use of Funds in Reserve

i. Families in Need

Ms. Graver presented this item to the Board and discussed the use of an additional \$1.5 million in funds to be placed in reserve to provide grocery certificates to families in need. Ms. Swan advised of the anticipated budget associated with this initiative and further discussed historical utilization rates. At the request of the Board, Ms. Graver discussed feedback from this initiative in previous years. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the families in need, as presented, is hereby approved.

The motion passed unanimously.

ii. Employee Wellness Program

Ms. Graver provided an overview of the program, highlighting key initiatives including a walking challenge currently taking place. She further advised the Board of planned incentives for participation in activities that foster a healthy lifestyle. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Employee Wellness Program, is hereby approved.

The motion passed unanimously.

d. Approval of MOU with Central Pennsylvania Chapter Independent Electrical Contractors

Mr. Ladislaw discussed the proposed program under the MOU with the Central Pennsylvania Chapter Independent Contractors. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the MOU with Central Pennsylvania Chapter Independent Electrical Contractors, as presented, is hereby approved.

The motion passed unanimously.

e. Approval of MOU with Boys and Girls Club of Western Pennsylvania

Mr. Ladislaw provided an overview of the MOU, as included in the Board meeting materials. He advised of the update to the MOU with the Boys and Girls Club of Western Pennsylvania. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the MOU with Boys and Girls Club of Western Pennsylvania, as presented, is hereby approved.

The motion passed unanimously.

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

The Board entered into an Executive Session at 9:40 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the 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. Board members present were: David Taylor, Dave Biondo, Paul Donecker and Alex Schuh. Guests present at the request of the Board were: Jane Swan, Mike Garman and Dan Ladislaw. All others left the meeting at this time.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 9:50 a.m. No action was taken during Executive Session.

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

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is November 17, 2021, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 9:50 a.m., is hereby approved.

The motions passed unanimously.



APPROVED 01/19/2022

**Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING**

Wednesday, November 17, 2021 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlNXVkOHY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:02 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school, and held via teleconference.

Board Members Present: David Taylor, Joe Harford, Alex Schuh, and Paul Donecker (via phone and videoconference);

Board Members Joined During Meeting: Gail Hawkins Bush;

Board Members Absent: Dave Biondo;

Guests: Jane Swan, School CEO, Mike Garman, Cody Smith, Karen Yeselavage, Greg McCurdy, J.D. Smith, Corey Groff, Andy Gribbin, Katherine Rutkowski, LeeAnn Ritchie, and Rachel Graver, School Staff (in person at the school); Jamie Miedel, Michael Hinshaw, Dan Ladislav, Maurine Hockenberry, Devin Meza-Rushanan, Kelley McConnell, Stephanie Bost, and Scott Stuccio, School Staff; Pat Hennessey, Board Counsel; Kevin Corcoran, Charter Choices, Financial Consultant; Laura Johnson, Melissa Brown, Emily Lee, and Megann Arthur, Pearson Virtual Schools staff (via phone and videoconference).

II. Public Comment

There were no public comments made at this time.

[Ms. McConnell joined the meeting at 9:05 a.m.]

III. Routine Business

a. Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. The Board advised of their intent to move Consent Item (a) Approval of Minutes from the October 20, 2021 Board meeting to Action Item (b) for discussion. There being no further changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the November 17, 2021 Meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

[Ms. Hawkins Bush joined the meeting at 9:07 a.m.]

IV. Oral Reports

a. CEO's Report

i. Enrollment Update

Ms. Swan reviewed the current enrollment numbers for the school.

ii. Student Intervention Efforts Update

Ms. Rutkowski updated the Board on Student Intervention Efforts. Ms. Rutkowski reviewed the RTI data, process for identifying need, as well as the current number of students in each tier of the intervention status. Ms. Rutkowski further advised the Board of school staff members' increased awareness of critical educational components and benchmarks, as well as Pearson's useful tools for tracking student progress.

b. HR/Staffing Updates

i. Benefits Open Enrollment Update

Mr. Garman updated the Board on the benefits renewal cost as included in the Board meeting materials, specifically detailing areas of benefits coverage with corresponding cost increases. He further advised the Board that the school intends to absorb any cost increase ensuring that the benefits costs for employees remain the same as the previous year and in some cases may decrease from the previous year.

Mr. Garman provided the Board with the current number of staff and discussed the number of new hires and departures for the school year as included in the Board meeting materials.

ii. School Compensation Committee Kickoff

Mr. Garman provided an overview of the compensation project including the use of a steering committee. He advised of work to date on this effort to set a compensation philosophy and create sub-committees to focus on specific aspects of the project. Mr. Garman advised the Board that he anticipates putting forth a compensation plan recommendation for the Board to consider at the January or February Board meeting for implementation in the 2022 - 2023 school year. Ms. Swan discussed the overall initiative and shared her appreciation for staff participation in this project.

c. Financial Report

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's balance sheet and current forecast.

i. Audit Update

Ms. Yeselavage advised the Board that the school is currently undergoing audit field work and noted that she anticipates a draft will be available at the January Board meeting.

V. Consent Items

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

RESOLVED, the Consent Items:

- b. Approval of Staffing Report; and
- c. Approval of Pearson Invoice(s) for October (# 91000009174); are hereby approved.

The motion passed unanimously.

VI. Action Items

a. Approval of Revised Fee Schedule from Pearson Virtual Schools

Ms. Johnson presented this item to the Board and provided an overview of revisions to the fee schedule as included in the Board meeting materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the revised fee schedule from Pearson Virtual Schools, as presented, is hereby approved.

The motion passed unanimously.

b. Approval of Minutes from the October 20 2021 Board Meeting

Ms. Yeselavage discussed with the Board requested amended language for the October 20, 2021 Board meeting minutes. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Minutes from the October 20, 2021 Board meeting, as amended, are hereby approved.

The motion passed unanimously.

VII. Information Items

a. School Success Partner (SSP) Update

Ms. Johnson presented on behalf of the School Success Partner (SSP) team and advised the Board of the continued focus on enrollment, as well as legislative activities taking place through the current legislative session.

b. Academic Success Partner (ASP) Update

Ms. Brown presented on behalf of the Academic Success Partner (ASP) team.

i. Key School Metrics

Ms. Brown reviewed the quarterly school operations metrics included in the Board meeting materials, highlighting the school's performance as compared with other Pearson partnering schools of similar size and years in operation. She specifically highlighted the school's learning coach contacts percentage and noted that during school year withdrawals have decreased from the previous school year.

VIII. Strategic Planning

a. Approval of Memorandum of Understandings (MOUs)

Mr. Smith presented this item to the Board and provided an overview of the programs in each MOU. He advised that the Steeltown Entertainment Project MOU for consideration is an addendum to the current agreement to expand support of the STEM team. Mr. Smith further advised that the Center for Aquatic Sciences MOU provides an opportunity for students interested in marine biology to participate in internships and virtual opportunities in that field. Board members discussed additional opportunities for students including a Van Gogh exhibit taking place near Philadelphia that the school may want to explore. Board members further discussed potential transportation supports with Mr. Smith to incorporate

into these opportunities and advised of their interest in feedback on these experiences at future meetings.

There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the MOU with the Center for Aquatic Sciences, as presented, is hereby approved; and

FURTHER RESOLVED, that the MOU with Big Picture Alliance Cinemaniacs, as presented, is hereby approved; and

FURTHER RESOLVED, that the MOU with Big Picture Alliance Digital Media Program Partnership, as presented, is hereby approved; and

FURTHER RESOLVED, that the MOU with the Center for Aquatic Sciences, as presented, is hereby approved; and

FURTHER RESOLVED, that the MOU with Made Institute: Made Jr. Fashion Club, as presented, is hereby approved; and

FURTHER RESOLVED, that the MOU with the Steeltown Entertainment Project, as presented, is hereby approved.

The motions passed unanimously.

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

The Board entered into an Executive Session at 9:36 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the 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. Board members present were: David Taylor, Joe Harford, Gail Hawkins Bush, Paul Donecker and Alex Schuh. Guests present at the request of the Board were: Pat Hennessey, Jane Swan and Mike Garman. All others left the meeting at this time.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 10:00 a.m. No action was taken during Executive Session.

X. Adjournment and Confirmation of Next Meeting – Wednesday, January 19, 2022 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is January 19, 2022, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 10:00 a.m., is hereby approved.

The motions passed unanimously.



APPROVED 01/19/2022

Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS SPECIAL MEETING
Tuesday, December 14, 2021 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlNXVkOHY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:00 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school, and held via teleconference.

Board Members Present: David Taylor, Joe Harford, Paul Donecker, and Dave Biondo (via phone and videoconference);

Board Members Absent: Alex Schuh, and Gail Hawkins Bush;

Guests: Jane Swan, School CEO; Mike Garman, Director of HR; Chris Barrett, Board Counsel Representative (via phone and videoconference).

II. Public Comment

There were no public comments made at this time.

III. Routine Business

a. Approval of Agenda

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

RESOLVED, that the Agenda for the December 14, 2021 Special Meeting of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

IV. **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**

The Board entered into an Executive Session at 9:01 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the 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. Board members present were: David Taylor, Dave Biondo, Paul Donecker and Joe Harford. Guests present at the request of the Board were: Jane Swan, Mike Garman and Chris Barrett.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 9:33 a.m. No action was taken during Executive Session.

V. **Adjournment and Confirmation of Next Meeting – Wednesday, January 19, 2022 at 9:00 a.m.**

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is January 19, 2022, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 9:33 a.m., is hereby approved.

The motions passed unanimously.



APPROVED 2/16/22

**Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING**

Wednesday, January 19, 2022 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlNkVhOHY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

In Mr. Taylor's absence, Dr. Harford chaired the meeting. Dr. Harford called the meeting to order at 9:02 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school and held via teleconference and Zoom.

Board Members Present: Joe Harford, Dave Biondo, Gail Hawkins Bush and Paul Donecker (via phone and videoconference);

Board Members Absent: David Taylor and Alex Schuh;

Guests: Jane Swan, School CEO; Mike Garman, Karen Yeselavage, J.D. Smith, Dan Latislaw, Greg McCurdy, Kati Rutkowski, Cody Smith, Kelley McConnell, Andy Gribbin, Corey Groff, LeeAnn Ritchie, and Rachel Graver, School Staff (in person at the school); Jamie Miedel, Michael Hinshaw, Maurine Hockenberry, Chris Barret, Lorraine Harmer, Heather Berger, Kwame Ntiamoah, Lindsay Lester, Alicia Swope, Devin Meza-Rushanan, Erica Carroll, Stephanie Bost, and Scott Stuccio, School Staff; Pat Hennessey, Board Counsel; Amanda Jones, Member of the Public; Laura Johnson, Melissa Brown and Heather Woodward, Pearson Virtual Schools staff (via phone and videoconference).

II. Public Comment

There were no public comments made at this time.

III. Routine Business

a. Approval of Agenda

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

RESOLVED, that the Agenda for the January 19, 2022 Meeting of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

IV. Oral Reports

a. CEO's Report

i. Enrollment and Staffing Update

Ms. Swan reviewed the current enrollment numbers for the school. Ms. Swan further provided an update on staffing levels at the school.

b. Financial Report

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's balance sheet and current forecast. The Board discussed the reserve fund balance and the plans to add additional items to the reserve at the February meeting.

V. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the November 17, 2021 Board Meeting;
- b. Approval of Minutes from the December 14, 2021 Special Board Meeting;
- c. Approval of Staffing Report;
- d. Approval of Pearson Supplemental June Invoice (# 91000009475);
- e. Approval of Pearson Invoice(s) for November (# 91000009489) and December (# 91000009619);
- f. Approval of the 2022-2023 School Year CA General School Handbook; and
- g. Approval of the 2022-2023 School Year School Handbook Supplement; are hereby approved.

The motion passed unanimously.

VI. Action Items

a. Approval of Outreach Recruitment Target for the 2022-2023 School Year

Ms. Swan reviewed the outreach recruitment target for the 2022-2023 school year of 7,900 students and sought Board input in regard to the number. The Board inquired about the process that the school and Pearson went through to determine the target. The Board discussed the 2021-2022 school year target of 10,500 students and the school's recruitment history. The Board discussed the pandemic's impact on cyber schools nationwide, in Pennsylvania and on Reach Cyber Charter School. The Board also reviewed the enrollment trends for the past three years. Following this discussion, Board members agreed the proposed number was a good target to set for the upcoming school year based on staffing and budget. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the outreach recruitment target for the 2022-2023 school year of 7,900 students, as discussed, is hereby approved.

The motion passed unanimously.

VII. Information Items

a. School Success Partner (SSP) Update

Ms. Johnson presented on behalf of the School Success Partner (SSP) team. Ms. Johnson provided an update on the support of 2nd semester enrollment that opens February 1 as well as opening enrollment for the 2022-2023 school year. Ms. Johnson updated the Board on the COVID funding and reporting that is underway as well as the facility lease renewal support. She noted that the notice to renew is due in February and the fair market evaluation is ongoing. Ms. Johnson also highlighted several legislative bills that she is tracking.

b. Academic Success Partner (ASP) Update

Ms. Brown presented on behalf of the Academic Success Partner (ASP) team. She provided an update on the annual winter school leadership retreat noting that it has been rescheduled due to the pandemic.

VIII. Strategic Planning

a. Approval of Memorandums of Understanding (MOUs)

Mr. Smith presented this item to the Board. He reviewed the significant work the school has done in support of the MOUs. He reviewed the MOUs included in the Board materials in detail. The Board thanked Mr. Smith and his team for his hard work in this area.

The Board decided to consider all items in this section of the agenda at the end of the Strategic Plan discussion.

b. Approval of New Staff Positions

Mr. Smith presented this item to the Board and reviewed the request for two additional staff personnel. He reviewed their proposed duties. The Board was supportive of adding the new staff positions.

c. Approval of Additional Funds to be Placed in Reserve to Provide Grocery Certificates to Families in Need

Ms. Graver presented this item to the Board. She updated the Board on the previous holiday outreach provided to approximately 5,200 families. She reviewed the school's proposal to provide the same support of \$200 grocery certificates to the same families in February, April and June. She advised that the cost to do so would be approximately \$3.5 million. The Board expressed their desire to increase this family outreach and support to help during the pandemic and provide this every month. The Board inquired about any discounts and efficiencies that could be incorporated into the program. Further, the Board asked the school to provide an update on certificate usage from the prior outreach effort at the February Board meeting. Ms. Graver said that she would be prepared to provide additional details at that time. The Board noted that in the meantime they will consider approving the \$3.5 million outreach effort later in the meeting.

d. Approval of Elementary Reading Incentive Program Proposal

Mr. Groff presented this item to the Board and reviewed the number of students that the proposed Elementary Reading Incentive Program would impact, if approved. The Board was supportive of the initiative and asked for results to be provided later.

There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Memorandums of Understanding (MOUs) as included in the Board materials;

FURTHER RESOLVED, that the new staff positions;

FURTHER RESOLVED, that the additional funds to be placed in reserve to provide grocery certificates to families in need, and a fund reserve designation of \$3.5 million for the outreach, as discussed;

FURTHER RESOLVED, that the Elementary Reading Incentive Program Proposal, as presented, is hereby approved.

The motions passed unanimously.

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

The Board entered into an Executive Session at 9:50 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the 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. Board members present were: Joe Harford, Gail Hawkins Bush, David Biondo and Paul Donecker. Guests present at the request of the Board were: Pat Hennessey, Jane Swan and Mike Garman. All others left the meeting at this time.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 10:14 a.m. No action was taken during Executive Session.

X. Adjournment and Confirmation of Next Meeting – Wednesday, February 16, 2022 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is February 16, 2022, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 10:15 a.m., is hereby approved.

The motions passed unanimously.



APPROVED 4/20/22

**Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING**

Wednesday, February 16, 2022 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlNXVkOHY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:00 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school and held via teleconference and Zoom.

Board Members Present: David Taylor, Joe Harford, Dave Biondo, Gail Hawkins Bush, Paul Donecker, and Alex Schuh (via phone and videoconference);

Board Members Joined During Meeting:

Board Members Absent:

Guests: Jane Swan, CEO, Karen Yeselavage, Andy Gribbin, Kelley McConnell, Cody Smith, Greg McCurdy, Katherine Rutkowski, Devin Meza-Rushanan, Dan Ladislaw, Michael Garman, JD Smith, LeeAnn Ritchie, Rachel Graver (in person at the school), Amanda Wydra, Andrew Hinshaw, Brooke Park, Corey Groff, Courtney Stoll, Curtis Stupak, Jamie Sheets, Jennifer Cole, Kwame Ntiamoah, Laura Jecker, Lauren Marley, Lisa Blickley, Maurine Hockenberry, Michael Hinshaw, Monica Rourke, Erica Carroll, Kristen Degilio, Holly DeLuca, Jill Phillips, Toshia Snead, Alicia Swope, Jennifer Efinger, Sarah Minnick, Paige Hoover, Scott Stuccio, Stephanie Bost, Suzanne Watson, Tina Marteney (via phone and video conference) School Staff; Chris Barrett, Board Counsel; Amanda Jones, Member of the Public; Kevin Corcoran, Charter Choices; Laura Johnson, Melissa Brown and Ashley Baril, Pearson Virtual Schools staff (via phone and videoconference).

II. Public Comment

There were no public comments made at this time.

III. Routine Business

a. Approval of Agenda

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

RESOLVED, that the Agenda for the February 16, 2022 Meeting of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

IV. Oral Reports

a. CEO's Report

Ms. Swan presented the Monthly School Report to the Board and discussed specific items of note within the document.

i. Enrollment Update

Ms. Swan reviewed the current enrollment numbers for the school.

ii. Staffing and Compensation Update

Mr. Garman updated the Board on the school's current staffing levels. He and Ms. Yeselavage presented the Compensation Plan.

iii. Graduation Plans

Ms. Ritchie advised the Board of the plans for the upcoming high school graduation ceremony for Reach, planned in-person for June 9, 2022, and encouraged Board members to attend.

iv. Charter Renewal Communications from PDE

Ms. Swan presented this item to the Board.

v. Student Celebrations

Mr. C. Smith presented this item to the Board.

b. Financial Report

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's balance sheet and

current forecast.

i. Audit Update

Ms. Yeselavage presented this item to the Board.

V. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the January 19, 2022 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Pearson Invoice(s) for January (# 91000009795);
- d. Approval of School Calendar for the 2022-2023 School Year;
- e. Approval of Compensation Plan for the 2022-2023 School Year; and
- f. Approval of Board Treasurer as Board Designee to work with School Leadership to Finalize and Submit Annual Audit Documentation on Behalf of the Board; are hereby approved.

The motion passed unanimously.

VI. Action Items

There were no action items.

VII. Information Items

a. Outreach Plan for the 2022-2023 School Year

Mr. Stuccio presented this item to the Board.

b. School Success Partner (SSP) Update

Ms. Johnson presented on behalf of the School Success Partner (SSP) team.

c. Academic Success Partner (ASP) Update

Ms. Brown presented on behalf of the Academic Success Partner (ASP) team.

i. Key School Metrics

Ms. Brown presented this item to the Board.

VIII. Strategic Planning

a. Approval of Memorandums of Understanding (MOUs)

Mr. JD Smith presented this item to the Board. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Memorandum of Understanding (MOU) with Women in Forensic Science, Inc., are hereby approved.

The motion passed unanimously.

b. Approval of S.T.E.M. Kids Expenditure

Mr. Gribbin presented this item to the Board. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that Gail Hawkins Bush as Board Member Designee to approve S.T.E.M. Kit Expenditure after reviewing all vendor proposals, is hereby approved.

The motion passed unanimously.

c. Approval of Additional Funds to be held in Reserve

Ms. Swan/Ms. Yeselavage presented this item to the Board. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that additional Funds to be held in Reserve, as presented and discussed, is hereby approved.

The motion passed unanimously.

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**

The Board entered into an Executive Session at 10:30 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the 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. Board members present were: David Taylor, Joe Harford, Gail Hawkins Bush, David Biondo,

Paul Donecker, and Alex Shuh.. Guests present at the request of the Board were: Chris Barrett, Jane Swan, and Michael Garman. All others left the meeting at this time.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 10:44 a.m. No action was taken during Executive Session.

Board members indicated their intent to consider a resolution based on the Executive Session discussion. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the Approval of Settlements with Former Employees A and B, as discussed in Executive Session, are hereby approved.

The motion passed unanimously.

X. Adjournment and Confirmation of Next Meeting - Wednesday, April 20, 2022 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is April 20, 2022, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 10:45 a.m., is hereby approved.

The motions passed unanimously.



no

APPROVED 5/18/22

**Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING**

Wednesday, April 20, 2022 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204

Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlNXVkOHY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:00 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school, and held via teleconference.

Board Members Present: David Taylor and Gail Hawkins Bush (in person at the school), Joe Harford and Dave Biondo (via phone and videoconference);

Board Members Absent: Paul Donecker and Alex Schuh;

Guests: Jane Swan, School CEO; Rachel Graver, Mike Garman, Karen Yeselavage, J.D. Smith, Dan Latislaw, Scott Stuccio, Greg McCurdy, Kati Rutkowski, Cody Smith, Kelley McConnell, Andy Gribbin, Corey Groff, Devin Meza-Rushanan and Scott Shedd, School Staff (in person at the school); Michael Hinshaw, Alicia Swope, Erica Carroll, Stephanie Bost, Maurine Hockenberry and Lisa Blickley, School Staff; Pat Hennessey, Board Counsel; Amanda Jones, Member of the Public; Kevin Corcoran, Charter Choices, Financial Consultant; Laura Johnson, Melissa Brown and Megann Arthur, Pearson Virtual Schools staff (via phone and videoconference).

II. Public Comment

There were no public comments made at this time.

III. Audit Committee, Committee of the Entire Board

- a. Review and Ratification of the 2020-2021 School Year Annual Financial Audit Report

Ms. Yeselavage advised the Board of the anticipated timeline for the receipt of the final audit report; the Board therefore tabled this item to a future meeting.

IV. Routine Business

- a. Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. At Ms. Swan's advice, the Board added a Key School Metrics review to the CEO Report. There being no additional changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the April 20, 2022 Meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

V. Oral Reports

- a. CEO's Report
 - i. Enrollment Update

Ms. Swan reviewed the current enrollment numbers for the school, and discussed the opening of enrollment for the next school year.

- ii. Staffing Update

Mr. Garman reviewed current staffing levels and recent hires with the Board. He further advised of the positions being filled before the next school year.

As an addition to the overall staffing update, Ms. Blickley presented to the Board regarding the Employee Assistance Program (EAP) Proposal, as included in the Board materials. She detailed the advantages of EAP, and the many resources and services

that would be available to school staff by including this in the benefits package to staff.

iii. Charter Renewal Site Visit Update

Ms. Swan discussed this item with the Board. She reviewed the process and documentation provided to the Temple University renewal committee, as well as the recent site visit with multiple staff members and members of the Board. Ms. Swan indicated that she and members of the leadership team believe it had all gone well, and that feedback at the end of the visit was positive; she also provided the anticipated timeline for additional information.

iv. Graduation Plans and End of Year Activities

Ms. Swan reminded the Board of the plans for the upcoming high school graduation ceremony, planned for June 9, 2022 at 6 pm at Spooky Nook in Lancaster, and encouraged Board members to attend. She discussed the all staff development meetings that are planned following those celebrations, as well.

Key School Metrics

Ms. Swan reviewed the Key School Metrics report, as included in the Board materials. She highlighted course completion rates at multiple grade levels in the “core” courses, as well as those both on and off cohort currently within the high school. Ms. Swan further reviewed a number of data points on student engagement, and outlined professional learning both completed and upcoming for teachers.

b. Financial Report

Ms. Yeselavage reviewed the school’s financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months’ statements. Ms. Yeselavage further reviewed with the Board the school’s balance sheet and current forecast.

VI. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the February 16, 2022 Board Meeting ;
- b. Approval of Staffing Report;
- c. Approval of Pearson Invoice(s) for February and March;
- d. Approval of Revised School Calendar for the 2022-2023 School Year; and
- e. Approval of Revisions to the 2022-2023 School Year School Handbook Supplement: Graduation and Diploma Requirements; are hereby approved.

The motion passed unanimously.

VII. Action Items

- a. Approval of Employee Assistance Program (EAP) Proposal

Board members noted that Ms. Blickley had reviewed this proposal earlier in the meeting, and indicated their support of this more robust initiative. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Employee Assistance Program (EAP), as presented, is hereby approved.

The motion passed unanimously.

VIII. Information Items

- a. School Success Partner (SSP) Update

Ms. Johnson presented on behalf of the School Success Partner (SSP) team. She reviewed PVS' support of the charter renewal and audit site visits, and discussed additional support available to the school for enrollment, including the Intent to Return process for returning students.

- b. Academic Success Partner (ASP) Update

Ms. Brown applauded the school for their preparation and the success of the charter renewal site visit, as well as the positive trend in certain key metrics.

- i. Key School Metrics

These were reviewed by school staff earlier in the meeting.

- c. Board Relations Update

Ms. Arthur presented to the Board on behalf of Pearson's Board Relations team.

i. Proposed Meeting Schedule

The Board confirmed their support of maintaining the current meeting schedule for the upcoming school year. Ms. Arthur reminded Board members that the consideration of the Board meeting schedule for the 2022-2023 school year will be included on the June Annual Meeting agenda.

ii. Board Composition/ Recruitment

Ms. Arthur discussed with the Board the current composition, including board member terms that would be up at this year's Annual Meeting; Board members present discussed their intentions regarding renewal of terms. There was also extensive discussion by members of the Board regarding potential candidates for consideration, and the qualifications preferred by the Board for those being considered.

IX. Strategic Planning

a. Approval of Memorandums of Understanding (MOUs)

Mr. Smith presented this item to the Board. He reviewed the significant work the school has done in support of the MOUs, and referred the Board to the documentation included in the Board materials. Mr. Smith reviewed the MOU with Discovery Space, indicating that this would offer an opportunity for families to take part in educational field trips each month throughout the school year. He also detailed the proposed MOU with Barbizon Modeling and Acting School, including the opportunities this partnership offered to students interested in performing arts. The Board thanked Mr. Smith and his team for his hard work in this area, and indicated their intent to consider all items in this section of the agenda at the end of the Strategic Plan discussion. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the MOUs with Discovery Space and Barbizon Modeling and Acting School, as presented, are hereby approved.

The motion passed unanimously.

X. 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 – J. Swan/ D. Taylor

The Board entered into an Executive Session at 9:40 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the 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. Board members present were: David Taylor, Joe Harford, Gail Hawkins Bush and Dave Biondo. Guests present at the request of the Board were: Pat Hennessey, Jane Swan and Mike Garman. All others left the meeting at this time.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 9:52 a.m. No action was taken during Executive Session.

XI. Adjournment and Confirmation of Next Meeting – Wednesday, May 18, 2022 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is May 18, 2022, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 9:53 a.m., is hereby approved.

The motions passed unanimously.



**Reach Cyber Charter School
BOARD MEETING**

Date and Time:

Wednesday, May 18, 2022 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlNkVhOHY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:01 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school, and held via teleconference.

Board Members Present: David Taylor, Joe Harford, Paul Donecker, Dave Biondo and Alex Schuh (via phone and videoconference);

Board Members Joined During Meeting: Gail Hawkins Bush;

Guests: Jane Swan, School CEO; Rachel Graver, LeeAnn Ritchie, Mike Garman, Corey Groff, Greg McCurdy, Kati Rutkowski, JD Smith, Dan Ladislaw, Cody Smith, Kelley McConnell, Andy Gribbin, Scott Shedd, Karen Yeselavage, Jane Swan and Clara Keepports, School Staff (in person at the school); Scott Stuccio, Devin Meza-Rushanan, Stephanie Bost, Elizabeth Darowish and April Kretchman, School Staff; Pat Hennessey, Board Counsel; Amanda Jones, Member of the Public; Kevin Corcoran, Charter Choices, Financial Consultant; Laura Johnson, Melissa Brown and Megann Arthur, Pearson Virtual Schools staff (via phone and videoconference).

II. Public Comment

There were no public comments made at this time.

III. Audit Committee, Committee of the Entire Board

- a. Review and Ratification of the 2020-2021 School Year Annual Financial Audit Report

Ms. Yeselavage advised the Board of the anticipated timeline for the receipt of the final audit report; the Board therefore tabled this item to a future meeting.

IV. Routine Business

- a. Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. Following the recommendation of Ms. Hennessey, the Board indicated their intent to add Board member resignation(s), as well as Cyber Security Contract Proposal and GDC Document Management Program to Action Items for review and consideration. There being no additional changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the May 18, 2022 Meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

V. Oral Reports

- a. CEO's Report
 - i. Enrollment Update

Ms. Swan reviewed the current enrollment numbers for the school, and discussed the trends in enrollment for the next school year. She further discussed student recruitment activities planned prior to the fall.

- ii. Staffing Update

Mr. Garman reviewed current staffing levels at the school, as well as recent additions to the school staff. He further highlighted key points surrounding the staff pay structure, and leadership team structure.

iii. Charter Renewal Site Visit Update

Ms. Swan advised that there was no further update since the last meeting, and that additional information was anticipated soon.

[Ms. Hawkins Bush joined the meeting at 9:13 a.m.]

iv. Graduation Plans and End of Year Activities

Ms. Swan reminded the Board of the plans for the upcoming high school graduation ceremony, planned for June 9, 2022 at 6 pm at Spooky Nook in Lancaster, and encouraged Board members to attend. She discussed recent end of year activities for students across the state, as well.

v. State Testing Update

Ms. Swan presented this item to the Board. She briefly reviewed thirty-six (36) testing sites across the state.

Ms. McConnell provided a detailed review of the testing process for both students and staff, and advised that the testing window runs through May 27th. She also discussed participation rates known to date.

vi. Annual Act 44 Director of Safety Report on Safety and Security at the School

Mr. McCurdy presented this item to the Board. He noted the traditional protocols for the school facility and for staff members, and noted the Cyber Security addition(s) as well as other developments and improvements to the school's safety protocols.

b. Financial Report

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's balance sheet and current forecast. Ms.

Yeselavage had discussion with Board members on the school's various revenue streams.

VI. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the April 20, 2022 Board Meeting;
- b. Approval of Staffing Report; and
- c. Approval of Pearson Invoice(s) for April; are hereby approved.

The motion passed unanimously.

VII. Action Items

Approval of Board Member Resignation(s)

Mr. Taylor and Ms. Hennessey indicated that the intent to resign from the Board had been expressed prior to the meeting by both Mr. Harford and Mr. Schuh; both confirmed their desire to resign from the Board, and expressed their strong support of the school. Mr. Taylor thanked both members for their years of service and dedication to Reach. The Board discussed the need for ongoing Board member recruitment, and briefly discussed preferred qualifications for candidates. Ms. Hennessey noted for the record that both Board member resignations would be effective immediately, and therefore both Mr. Harford and Mr. Schuh would refrain from voting for the remainder of the meeting. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the resignations of Joe Harford and Alex Schuh, effective immediately, are hereby approved.

The motion passed unanimously.

- a. Approval of Draft CSI Plan

Ms. Swan provided a high-level overview of the CSI School Improvement Planning process and associated documentation, as included in the Board materials, including

the school's areas of focus and measurable goals. She indicated that the documents being reviewed are draft, and the final Plan will be brought back to the Board for consideration at the next meeting.

Ms. McConnell presented details within the Plan. She reviewed the focus areas of Engagement, Behavior and Participation and their effect on success for all students. She also discussed benchmark assessments as well as areas of focus in math and ELA instruction. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Draft CSI School Improvement Plan, as presented, is hereby approved.

The motion passed unanimously.

b. Approval of Vendor Contracts for 2022-2023 School Year

Ms. Swan asked Mr. Shedd, the school's Director of Technology, to review the proposed vendor contracts with the Board. Mr. Shedd reviewed the RFP process completed to date and proposal included in the Board materials from GDC for student technology. He reviewed several details within the proposal, and asked Board members for feedback.

Ms. Hennessey reviewed protocols for vendor contract considerations with all present. She noted for the record that Mr. Harford was being placed in a "Zoom waiting room" separate from the meeting and could not hear or be in any way involved in the discussions about additional vendor contracts.

[Mr. Harford was placed in a Zoom waiting room / temporarily left the Board meeting at 9:34 a.m.]

Ms. Hennessey further noted that Mr. Harford had no influence on the additional vendor contracts, either previously or during the current discussions. Ms. Hennessey reviewed in detail the RFP process for vendor contracts, and the due diligence completed by school leadership and other Board members in regards to vendor contracts.

Mr. Shedd then reviewed details of the proposed contract with Reclamere for data and cyber security services.

Additionally, Mr. Garman provided the Board with details on the proposed contract with UKG for HR services. He noted the advantages of having one source location for the management of all employment-related

documentation and resources. Board members had discussion on all proposed contracts. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the proposed contracts with GDC for Student Technology, Reclamere for Data and Cyber Security Services and UKG for HR Document Management Services, as presented, are all hereby approved.

The motion passed unanimously by the four (4) remaining Board members present.

[Mr. Harford re-joined the regular Board meeting at 9:41 a.m. and it was again noted that he was no longer a voting member of the Board]

c. Approval of Draft Budget for the 2022-2023 School Year

Ms. Yeselavage reviewed the process for Board approval and adoption in PA. She advised that the budget being presented at this meeting was the draft budget, which will be publicly posted and subject to inspection for a minimum of twenty (20) days following today's meeting, and the final budget will be presented to the Board for consideration at the June meeting.

Ms. Yeselavage reviewed revenue sources, projected enrollment and staffing costs, fees included within the budget; she noted that the school's self-management will begin after this next school year. Ms. Yeselavage further reviewed facility and technology costs, as well as other operational costs that have changed since the previous school year. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the draft Budget for the 2022-2023 School Year, as presented, is hereby approved.

The motion passed unanimously.

[Ms. Arthur left the meeting at 9:59 a.m.]

VIII. Information Items

a. School Success Partner (SSP) Update

Ms. Johnson presented on behalf of the School Success Partner (SSP) team. She reviewed PVS' ongoing support of the charter renewal process, as well as support of recent public relations initiatives. Ms. Johnson also discussed recent legislative updates and primary election results, and their potential impact on the school.

b. Board Recruitment Update

Mr. Taylor advised that recruitment efforts were ongoing, noting that the Board was now down to four (4) members and the need for qualified candidates was a focus for the Board. He further encouraged other Board members to send candidates to him for vetting.

IX. Strategic Planning

a. Approval of Agreements for Student Programs

i. IXL

Ms. Rutkowski presented this item to the Board. She advised that the school was in the process of reviewing and expanding IXL usage. Ms. Rutkowski detailed the advantages to students to improve practice skills in math, reading, science and social studies, and that practice becomes more and more tailored to the student as they continue in the program.

ii. Literacy and Math Kit Proposal

Ms. Rutkowski also presented this item to the Board. She reviewed the manipulatives for Grades 2-5 in particular.

iii. Interplay Learning

Mr. Smith presented this item to the Board, advising attendees on the career development opportunities to the program.

iv. Career Kit Proposal

Mr. Smith presented this item to the board. He reviewed details to the proposal, and the advantages to students.

v. Reach Music Program Proposal

Mr. Groff presented this item to the board. He provided the Board with an overview of the proposed program.

Board members present had discussion about all proposed programs and initiatives, and indicated their support of the school's recommendations. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that all proposed Agreements for Student Programs, as presented, are hereby approved.

The motion passed unanimously.

b. Approval of Additional Funds to be held in Reserve

Ms. Swan presented this item to the board. She detailed the proposed use of additional funds, and the benefits to the school, students and staff. Ms. Swan indicated that school leadership was requesting \$11.5M for technology, including a Learning Management System, a SIS provider and the cyber security contract previously approved with Reclamere. She also noted the additional request for \$3M for Marketing, Advertising and additional infrastructure needs. Board members discussed the proposed additional funds to be held in reserve with Ms. Swan and members of school leadership. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the proposed additional funds to be held in reserve, as presented, is hereby approved.

The motion was approved unanimously.

- X. 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 – J. Swan/ D. Taylor**

The Board entered into an Executive Session at 10:29 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the 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. Board members present were: David Taylor, Gail Hawkins Bush, Paul Donecker and Dave Biondo. Guests present at the request of the Board were: Pat Hennessey, Jane Swan and Mike Garman. All others left the meeting at this time.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 10:55 a.m. No action was taken during Executive Session.

XI. Adjournment and Confirmation of Annual Meeting – Wednesday, June 15, 2022 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is June 15, 2022, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 10:56 a.m., is hereby approved.

The motions passed unanimously.



**REACH CYBER
CHARTER
SCHOOL**

FOR BOARD REVIEW 8/31/22

**Reach Cyber Charter School
ANNUAL BOARD MEETING**

Date and Time:

Wednesday, June 15, 2022 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlJmNkOHY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:03 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school, and held via teleconference.

Board Members Present: David Taylor, Gail Hawkins Bush, Dave Biondo and Paul Donecker (via phone and videoconference);

Guests: Jane Swan, School CEO; Rachel Graver, Mike Garman, Greg McCurdy, Scott Shedd, Scott Stuccio, Kati Rutkowski, Cody Smith, Kelley McConnell, Andy Gribbin, Corey Groff, Devin Meza-Rushanan and Scott Stuccio, School Staff (in person at the school); Karen Yeselavage, LeeAnn Ritchie, Michael Hinshaw, Maurine Hockenberry and J.D. Smith, School Staff; Pat Hennessey, Board Counsel; Kevin Corcoran, Charter Choices, Financial Consultant; Laura Johnson, Melissa Brown and Megann Arthur, Pearson Virtual Schools staff (via phone and videoconference).

II. Public Comment

There were no public comments made at this time.

III. Audit Committee, Committee of the Entire Board

a. Approval of Audit Firm Engagement for the 2021-2022 School Year Annual Financial Audit

Mr. Biondo asked Ms. Yeselavage to review the proposed audit firm engagement letter, as provided in the Board meeting materials. Ms. Yeselavage highlighted key aspects of the proposal, including the scope of work and estimated charges for the 2021-2022 school year financial audit. She noted the additional audit requirements due to ESSER funding received. Mr. Biondo further confirmed the communications regarding the proposed audit firm, as well as expressing support of the consideration. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the engagement of S.D. Associates, P.C. for the 2021-2022 school year annual financial audit, including the single audit related to federal ESSER funding, as presented, is hereby approved.

The motion passed unanimously.

IV. Routine Business

a. Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. The Board indicated their intent to move the Minutes from the May 18, 2022 Board Meeting to Action Items for discussion, as well as the add a Consent Item: Approval of Exhibit A to Consent Agenda. The Board also planned to add the Approval of Vendor Contracts (2) to Action Items. There being no additional changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the June 15, 2022 Meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

V. Oral Reports

a. CEO's Report

i. Enrollment Update

Ms. Swan reviewed the current enrollment numbers for the school, and discussed the opening of enrollment for the next school year.

ii. Staffing Update

Mr. Garman provided a detailed review of the school's current staffing, including key positions yet to be filled prior to next school year.

iii. Graduation Update

Ms. Swan thanked Mr. Taylor for his keynote address at the recent high school graduation ceremony, and Ms. Hawkins Bush for her participation in the day's events, as well. She provided an overview of the ceremony at Spooky Nook complex near Lancaster, relaying the overwhelming positive feedback received from families and staff. The Board applauded Ms. Alicia Swope and all staff on the success of the ceremony.

b. Financial Report

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's anticipated fund balance for the

i. Audit Update

Ms. Yeselavage provided the Board with an update on the progress of the current financial audit.

VI. Consent Items

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

RESOLVED, the Consent Items:

- b. Approval of Staffing Report;
- c. Approval of Pearson Invoice(s) for May;
- d. Approval of ClassKick Subscription Proposal; and
- e. Approval of Board Meetings Schedule for the 2022-2023 School Year; and
- f. Approval of Exhibit A to Consent Agenda; are hereby approved.

The motion passed unanimously.

VII. Action Items

Approval of Minutes from the May 18, 2022 Board Meeting

Board members had extensive discussion regarding the language in the previous Board minutes regarding Board composition and recruitment efforts. Following discussion regarding the ongoing need for Board member candidate recruitment as well as the candidates already presented to the Board, a motion was made and seconded as follows:

RESOLVED, that the Minutes from the May 18, 2022 Board Meeting, as presented, are hereby approved.

The motion passed unanimously.

a. Approval of Draft Comprehensive Plan

Ms. Swan noted Ms. McConnell's review of the draft Plan at the last Board meeting, and that efforts were ongoing with staff to continue updates and areas for improvement. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Draft Comprehensive Plan and all further discussion, as presented, is hereby approved.

The motion passed unanimously.

b. Approval of Facility Expansion

Ms. Swan presented this item to the Board. She highlighted planned enhancements and updates to the school facility, largely due to additional staff and the growing enrollment. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the Approval of Facility Expansion, as presented, is hereby approved.

c. Approval of Budget for the 2022-2023 School Year

Ms. Yeselavage reviewed the proposed 2022-2023 school year budget outline with the Board, noting the thorough review of a draft completed at the last meeting, as well as the necessary posting and review process for the school's budget in PA. She further reviewed minor changes as mentioned earlier in the meeting during her Treasurer's Report. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the budget for the 2022-2023 school year and all assumptions provided therein, as presented, are hereby approved.

The motion passed unanimously.

d. Approval of Directors

Ms. Arthur advised the Board that one Board member's term was up for renewal at this meeting, Paul Donecker. She further asked Mr. Donecker if he was interested in renewing his term on the Board, which he confirmed. Brief discussion was held on the renewal of his term, and fellow Board members indicated their support and appreciation for his continued service. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the re-appointment of Paul Donecker to the Reach Cyber Charter School Board of Directors, as a Class 2 Director, for a term of three (3) years to the 2025 Annual Meeting, is hereby approved.

The motion passed unanimously.

e. Approval of Officers for the 2022-2023 School Year

Ms. Arthur reviewed with the Board each Officer position as set out in the Board-adopted Bylaws, and advised the Board that all positions would be for a term until the Annual Meeting 2023. Nominations were opened for each position. Following the closure of nominations, and there being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of:

Board President – David Taylor;

Board Vice President – Gail Hawkins Bush;

Board Treasurer – Dave Biondo; and
Board Secretary – Paul Donecker, as discussed, are hereby approved.

The motion was approved unanimously.

f. Approval of Board Designee to work with School Leadership to Finalize Employee Handbook Updates

Mr. Harman reviewed the proposed Employee Handbook policy updates outline, as included in the Board materials. He advised of the development process for many of the policies, and the timing considerations to implement the policies during hiring for additional staff. Board members briefly discussed and indicated their support of the Board President as the Board Designee for this purpose. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Board President as Board Designee to work with School Leadership to Finalize Employee Handbook Updates, as discussed, is hereby approved.

The motion passed unanimously.

Approval of Vendor Contracts

Ms. Swan referred the Board to the proposed vendor contracts for Sound Masking Works and Kleppers Security Source, as provided to the Board prior to the meeting. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the Approval of Vendor Contracts, as presented, are hereby approved.

The motion was approved unanimously.

VIII. Information Items

a. Results of the Parent Satisfaction Survey

Ms. Swan reviewed the results of the Parent Satisfaction Survey, included in the Board materials, in detail with the Board. She provided highlights within the survey, noting the areas of improved ratings as well as those identified as areas for improvement.

b. School Success Partner (SSP) Update

Ms. Johnson presented on behalf of the School Success Partner (SSP) team, briefly reviewing service updates and enhancements planned from PVS.

c. Pearson Products Services and Initiatives Update

Ms. Brown presented this item to the Board. She referred Board members to the detailed memorandum included in the meeting materials summarizing PVS planned updates and enhancements to technology and curriculum for the school and students. She noted the developments which will allow teachers to further personalize content, the additional courses being offered in the school's catalog and the course alignment initiatives with state and national standards. Ms. Brown also highlighted the enhancements to the mobile experience, as well as additional content and account security measures being put in place.

IX. Strategic Planning

a. Student Outreach Update

Mr. Stuccio presented this item to the Board. He provided a detailed overview of planned outreach activities to expand the school's presence in the state and potential student awareness of the program. Mr. Stuccio advised of the hiring of a social media expert to manage web master work and the school's online presence. Board members thanked Mr. Stuccio for the thorough presentation.

b. S.T.E.M. Mobile Lab Update

Mr. Gribbin provided an overview of the interior features of the lab, as well as the planned activities and accessibility for students.

c. Career Pathways Student Highlights

Mr. Smith provided a detailed review of the ongoing development of the Career Pathways program. He reviewed pre-apprenticeships in skilled trades, preparing students for careers in line with their individual passions and personalities. Board members expressed their support of the program, including recent developments.

d. Approval of Agreements for Student Programs

i. MOU with Sigma Resources

ii. MOU with Lancaster Science Factory

Mr. Taylor referred Board members to the proposed agreements, as included in the Board materials. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the Agreements for Student Programs: MOUs with Sigma Resources and Lancaster Science Factory, as presented, are hereby approved.

The motion was approved unanimously.

X. 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

The Board entered into an Executive Session at 10:06 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the 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. Board members present were: David Taylor, Gail Hawkins Bush, David Biondo and Paul Donecker. Guests present at the request of the Board were: Jane Swan and Michael Garman. All others left the meeting at this time.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 11:15 a.m. No action was taken during Executive Session.

Board members indicated their intent to consider a resolution based on the Executive Session discussion. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the Approval of Settlements with Former Employees A and B, as discussed in Executive Session, are hereby approved.

The motion passed unanimously.

XI. Adjournment and Confirmation of Next Meeting – Wednesday, August 17, 2022 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is August 17, 2022, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 11:17 a.m., is hereby approved.

The motions passed unanimously.

DRAFT

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	Instructional I Elementary K-6 (2810)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
2	ELA	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	ELA	1560	100%	0%
3	ADAMS, JULIA	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	K-5	ELA	1560	100%	0%
4	AGLOW, JEFFREY	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	STEM	1560	100%	0%
5	AGWUOCHA, AMANDA	Instructional I Grades PK-4 (2825)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
6	AINSWORTH, SIMON	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional I Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%
7	AKE, TONYA	Instructional II Elementary K-6 (2810)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
8	ALIBERTO, KIMBERLY	Instructional II Special Education PK-12 (9225), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level English 6-9 (2850)	6-8	Special Education -- Math, ELA, Science, Social Studies	1560	100%	0%
9	ALLEGRETTI, STEFANI	Instructional I Elementary K-6 (2810), Instructional I Mid-Level English 6-9 (2850), Instructional I Art PK-12 (1405), Instructional I Art PK-12 (1405)	K-5	Art	1560	100%	0%
10	AMBROSE, ANDREA	Instructional I Grades PK-4 (2825)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
11	ANDERSON, KAELIN	Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional II Special Education PK-8 (9226), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	6-8	STEM	1560	100%	0%
12	ANDERSON, WYATT	Instructional I Technology Education PK-12 (6075)		Carpentry	1560	100%	0%
13	ANGELOPULOS, MAUREEN	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
14	ANTHONY, MORGAN	Instructional I Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%
15	AREHART, LISA	Instructional I Elementary K-6 (2810), Instructional I Reading Specialist PK-12 (7650)	K-5	ELA, Social Studies	1560	100%	0%

16	BAC, KARA	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Math	1560	100%	0%
17	BADARACCO, ERIC	Instructional II English 7-12 (3230), Instructional II Mid-Level English 6-9 (2850), Instructional II Social Studies 7-12 (8875), Letter of Equivalency Master's Equivalency - (1185)	6-8	Social Studies, Art	1560	100%	0%
18	BAGGIO, MARYGRACE	Instructional I Elementary K-6 (2810)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
19	BAILEY, JESSICA	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810), Educational Specialist I Inst Technology Specialist PK-12 (1825)	K-5	ELA, Social Studies	1560	100%	0%
20	BAKER, JENNIFER	Instructional I Grades PK-4 (2825)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
21	BAKER, JESSICA	Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (2826)	K-12	Math, ELA, Science, Social Studies	1560	100%	0%
22	BAKER, STACEY	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235), HOUSSE Designation English 7-12 (3230)	9-12	ELA	1560	100%	0%
23	BARGE, SONYA	Instructional II Elementary K-6 (2810)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
24	BARKER, AMBER	Instructional I Grades PK-4 (2825), Instructional I Elementary K-6 (2810), Instructional I Biology 7-12 (8405), Instructional I Mid-Level Science 6-9 (2880), Instructional I Family-Consumer Sci PK-12 (5600)	6-8	Science	1560	100%	0%
25	BARLOW, ERIKA	Instructional II Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
26	BARNA, JACQUELYN	Instructional I Social Studies 7-12 (8875), Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructional I Mid-Level English 6-9 (2850)	6-8	ELA	1560	100%	0%
27	BARRETT, LEE	Educational Specialist II Secondary School Counselor 7-12 (1837), Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
28	BARTON, MELISSA	Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (2826), Instructional II Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	6-8	Math	1560	100%	0%
29	BEATES, JAMESON	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
30	BECHTEL, MARGARET	Instructional II Elementary K-6 (2810), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	STEM	1560	100%	0%
31	BECKER, JENNA	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
32	BECKWITH, TIFFANY	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Grades PK-4 (2825), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education 7-12 (9227), Instructional II Special Education PK-8 (9226)	6-8	Educational Technology	1560	100%	0%

33	BEEGLE, KELLY	Instructional I Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
34	BENDER, JOHANNA	Instructional I Grades PK-4 (2825)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
35	BENDIS, JESSICA	Instructional II Early Childhood N-3 (2840), Instructional II Special Education PK-12 (9225)	K-5	Math, ELA, Science, Social Studies	2000	100%	0%
36	BENFIELD, AISLINN	Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450), Instructional II Chemistry 7-12 (8420)	K-5	STEM	1560	100%	0%
37	BENSON, SARA	Instructional I Reading Specialist PK-12 (7650), Instructional I Elementary K-6 (2810)	K-5	ELA, Social Studies	1560	100%	0%
38	BERGER, HEATHER	Administrative II Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Elementary Assistant Principal	1560	100%	0%
39	BERNSTEIN, EMILY	Instructional II Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%
40	BESHERO, JOHN	Instructional I English 7-12 (3230), Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
41	BEYER, MICHELLE	Instructional II Art PK-12 (1405), Instructional II Elementary K-6 (2810), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Special Education Expansion 7-12 (9229), Instructional II English 7-12 (3230)	K-5	ELA, Social Studies, Science	1560	100%	0%
42	BIGLEY, MICHAELA	Instructional II Health & Physical Educ PK-12 (4805), Instructional II Safety Ed/Driver Ed 7-12 (5215)	K-5	Physical Education	1560	100%	0%
43	BILDER, JILL	Instructional I Elementary K-6 (2810)	K-12	Family Mentor	1560	100%	0%
44	BIXLER, CAITLYN	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Elementary K-6 (2810)	K-5	ELA, Social Studies	1560	100%	0%
45	BLAIR, CARISSA	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226), Endorsement Autism PK-12 (1180)	6-8	ELA	2000	100%	0%
46	BLICKENSTAFF, KENNETH	Instructional I Biology 7-12 (8405)	6-8	Science	1560	100%	0%
47	BLOCKBERGER, GABRIELLE	Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Math Social Studies	1560	100%	0%
48	BOANDL, SHANNON	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	6-8	Math	1560	100%	0%
49	BOGDAN, MARK	Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875)	9-12	ELA	1560	100%	0%

50	BOLLAND, HALEY	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	ELA, Social Studies	1560	100%	0%
51	BONGIVENGO, KELLIE	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Science, Math Social Studies	1560	100%	0%
52	BONSER, AFTON	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
53	BORGER, CHRISTINA	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	Math	1560	100%	0%
54	BOST, STEPHANIE	Administrative I Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	High School Assistant Principal	1560	100%	0%
55	BOULDIN, JOLIE	Instructional I Art PK-12 (1405)	9-12	Art	1560	100%	0%
56	BOXER, HOLLY	Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Math Social Studies	1560	100%	0%
57	BRADY, CARA	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Social Studies	1560	100%	0%
58	BRIDGE, NICHOLAS	Instructional I Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
59	BROWN, AMANDA	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6-8	ELA	1560	N/A	N/A
60	BROWN, ASHLEY	Instructional II Special Education PK-12 (9225), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	ELA	1560	100%	0%
61	BROWN, EMILY	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
62	BRUBAKER, SARAH	Instructional II Social Studies 7-12 (8875), Instructional II Technology Education PK-12 (6075)	6-8	Educational Technology	1560	100%	0%
63	BUBB, KATHRYN	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Social Studies, Science	2000	100%	0%
64	BULAT, RACHEL	Instructional I Grades PK-4 (2825)	K-5	ELA, Social Studies, Science	1560	100%	0%
65	BURT, JUDITH	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	ELA, Science, Math Social Studies	1560	100%	0%
66	BUSCH, LAUREN	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Science, Math Social Studies	1560	100%	0%

67	BUTLER, CAROLINE	Instructional I Elementary K-6 (2810)	K-5	Math	1560	100%	0%
68	BYERS, MEGAN	Instructional II Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
69	CABRERA, PAULA	Instructional II Spanish PK-12 (4490)	K-12	Spanish	1560	100%	0%
70	CALL, COURTNEY	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
71	CAMPBELL, ELIZABETH	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825)	K-5	Math	1560	100%	0%
72	CARMACK, LAURIE	Instructional II Bus-Computer-Info Tech PK-12 (1603), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Private School - Teacher Mentally Retarded K-12 (19220), Instructional II Art PK-12 (1405), Instructional II English 7-12 (3230), Instructional II Special Education PK-12 (9225), Educational Specialist I Inst Technology Specialist PK-12 (1825)	9-12	STEM	1560	100%	0%
73	CARMOSKY, CYNTHIA	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
74	CARNACK, MELISSA	Instructional I Health PK-12 (4810), Instructional I Family-Consumer Sci PK-12 (5600)	9-12	Electives	1560	100%	0%
75	CARROLL, ERICA	Administrative I Principal PK-12 (1115), Instructional II English 7-12 (3230)	9-12	High School Assistant Principal	1560	100%	0%
76	CARTWRIGHT, TRACIE	Instructional II Early Childhood N-3 (2840), Instructional II Reading Specialist PK-12 (7650)	K-5	ELA, Science, Social Studies	1560	100%	0%
77	CARULLI, KAYCEE	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226), Instructional I Grades 5-6 (2826)	K-5	ELA, Science, Social Studies, Math	1560	100%	0%
78	CASTEEL, AMANDA	Instructional II Biology 7-12 (8405), Instructional II Elementary K-6 (2810), Instructional II General Science 7-12 (8450), Instructional II Mathematics 7-12 (6800), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880), Instructional II English 7-12 (3230)	K-5	STEM	1560	100%	0%
79	CASWELL, BETH	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	ELA, Science, Social Studies, Math	1560	100%	0%
80	CELINCAK, LYNDEN	Instructional II Elementary K-6 (2810)	K-5	ELA, Science, Social Studies, Math	1560	100%	0%
81	CHACON, ANDY	Instructional II Special Education PK-12 (9225), Educational Specialist I Inst Technology Specialist PK-12 (1825)	K-5	ELA, Science, Social Studies, Math	1560	100%	0%
82	CHASE, KATERILYNN	Instructional I Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathologist	1560	100%	0%
83	CHICCHI, KIMBERLY	Educational Specialist I Inst Technology Specialist PK-12 (1825), Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875), Instructional II Special Education 7-12 (9227)	9-12	Social Studies	1560	100%	0%

84	CHITSAZ, MARIYAM	Instructional I Art PK-12 (1405)	K-5	Art	1560	100%	0%
85	CIARAVINO, CHRISTINA	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825)	K-5	ELA, Science, Social Studies, Math	1560	100%	0%
86	CIBELLO, KATLYN	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Grades PK-4 (2825)	6-8	EL Specialist	1560	100%	0%
87	CLARKE, CAITLIN	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
88	COATES, CRISTIN	Instructional II Special Education 7-12 (9227), Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450)	9-12	Special Education - Science	1560	100%	0%
89	COATES, JOHN	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Social Studies 7-12 (8875), Instructional II Biology 7-12 (8405)	9-12	Educational Technology	1560	100%	0%
90	COBB, DANIELLE	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Private School - Temporary Approval Elementary Education K-8 (12810), Private School - Temporary Approval Soc and Emotionally Dist K-12 (19260)	K-12	Manager of RTI	1560	100%	0%
91	COLE, JENNIFER	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	ELA	1560	100%	0%
92	COLE, MICHAEL	Instructional II Biology 7-12 (8405), Instructional II Environmental Educ PK-12 (4820), Instructional II Art PK-12 (1405)	9-12	Science	1560	100%	0%
93	COLLURA, MARISSA	Administrative I Principal PK-12 (1115), Instructional I English 7-12 (3230)	9-12	ELA	1560	100%	0%
94	COMUNALE, MARY	Instructional II Biology 7-12 (8405), Instructional II English 7-12 (3230), Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Science	1560	100%	0%
95	CONFER, JORDAN	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
96	COOPER, CARRIE	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839), Instructional I Elementary K-6 (2810), Instructional I Reading Specialist PK-12 (7650)	K-5	Counseling	1560	100%	0%
97	CORNACCHIA, MICHELLE	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	ELA	1560	100%	0%
98	CRAIG, LAUREN	Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850), Instructional II Reading Specialist PK-12 (7650), Instructional II Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
99	CRAMER, ANDREA	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
100	CRATER, STEPHANIE	Instructional I Elementary K-6 (2810), Instructional I Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%

101	CRESSMAN, BRITTNEY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
102	CRONCE, CHRISTOPHER	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
103	CRONRATH, HOLLY	Instructional II Biology 7-12 (8405)	9-12	Science	1560	100%	0%
104	CRUZ, MARISOL	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
105	CRYER, LAURA	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
106	D'ONOFRIO, CORINNE	Instructional I Art PK-12 (1405)	K-5	Art	1560	100%	0%
107	DANDO, REBECCA	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	6-8	Math	1560	100%	0%
108	DANGELO, KRISTEN	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
109	DAROWISH, ELIZABETH	Instructional II Music PK-12 (7205)	K-5	Music	1560	100%	0%
110	DAVIS, KELSEY	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
111	DAVIS, LINDSEY	Instructional I Art PK-12 (1405), Instructional I Mid-Level English 6-9 (2850), Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%
112	DEININGER, STEPHANIE	Instructional I Art PK-12 (1405)	6-8	Art	1560	100%	0%
113	DELIZ, MARIA	Instructional I Grades PK-4 (2825)	K-12	Admin Assistant II - Attendance	1560	100%	0%
114	DELLERT, JULIE	Instructional I Art PK-12 (1405)	9-12	Educational Technology	1560	100%	0%
115	DELUCA, HOLLY	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115)	K-5	ELA, Social Studies	1560	100%	0%
116	DEMARCO, JENNIFER	Instructional I Biology 7-12 (8405), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	9-12	STEM	1560	100%	0%
117	DERR, CODY	Endorsement Online Instruction Program PK-12 (1184), Instructional II Biology 7-12 (8405)	6-8	Science	1560	100%	0%

118	DESMOND, DIANE	Instructional I English 7-12 (3230), Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional I Special Education 7-12 (9227), Instructional I Special Education PK-8 (9226), Endorsement Autism PK-12 (1180)	9-12	Work Experience Facilitator	1560	100%	0%
119	DESMOND, SARAJANE	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
120	DEWING, CLAYTON	Instructional I Health & Physical Educ PK-12 (4805), Instructional I Biology 7-12 (8405), Instructional I Safety Ed/Driver Ed 7-12 (5215), Instructional I General Science 7-12 (8450)	9-12	Health & PE	1560	100%	0%
121	DEWING, KATHERINE	Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Health & Physical Educ PK-12 (4805)	9-12	Health & PE	1560	100%	0%
122	DIBERT, JENNIFER	Instructional II Ment and/or Phys Handicapped K-12 (9235), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Math	1560	100%	0%
123	DIEGEL, CRISTEN	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
124	DIENNO, MELISSA	Endorsement Gifted PK-12 (1189), Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
125	DILLON, KIMBERLEE	Instructional I Biology 7-12 (8405)	9-12	Science	1560	100%	0%
126	DIMAURO, SAMANTHA	Instructional II English 7-12 (3230), Instructional II Reading Specialist PK-12 (7650)	6-8	ELA	1560	100%	0%
127	DRIPPS-COOPER, KIMBERLY	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Private School - Teacher Mentally Retarded K-12 (19220), Instructional II Special Education PK-8 (9226)	6-8	ELA	1560	100%	0%
128	DUNCAN, ZACHARY	Program Specialist English as a Second Language (ESL) PK-12 (4499), Administrative I Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
129	DUNNING, CODY	Instructional I General Science 7-12 (8450), Instructional I Earth and Space Science 7-12 (8440)	9-12	Science	1560	100%	0%
130	EBERLY, ALISON	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
131	EDDINGER, CAITLIN	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
132	EDGETT, NICHOLAS	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
133	EDWARDS, JENNIFER	Instructional I Reading Specialist PK-12 (7650), Instructional I Elementary K-6 (2810), Instructional I Grades PK-4 (2825), Instructional I Grades 5-6 (2826)	K-5	Reading Specialist	1560	100%	0%
134	EFINGER, JENNIFER	Instructional I Grades PK-4 (2825), Instructional I Grades 5-6 (2826)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%

135	EHRHART, ADAM	Instructional II Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
136	EHRMAN, AUDREY	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
137	EICHELBERGER, MILVANA	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
138	EICHENSEHR, SHANNON	Instructional I Early Childhood N-3 (2840)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
139	FAIRMAN, CHELSEA	Instructional II Art PK-12 (1405)	K-5	Art	1560	100%	0%
140	FARRELL, SARAH	Instructional II Elementary K-6 (2810), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	K-5	STEM	1560	100%	0%
141	FERRARO, ASHLEY	Educational Specialist II School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
142	FINK, ALLISON	Instructional I Health & Physical Educ PK-12 (4805)	9-12	Health & PE	1560	100%	0%
143	FINNEGAN, JESSICA	Educational Specialist I School Nurse PK-12 (1890)	K-12	School Nurse	1560	100%	0%
144	FIX, LAUREN	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional II Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
145	FLAHERTY, MARLEE	Instructional II Social Studies 7-12 (8875)	6-8	Social Studies	2000	100%	0%
146	FLAMINO, ALEXANDRIA	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	Math	1560	100%	0%
147	FLANNERY, ALYSSA	Instructional II Elementary K-6 (2810), Instructional II Library Science PK-12 (6420), Instructional II Mid-Level English 6-9 (2850)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
148	FLEDERBACH, RICHARD	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
149	FLYNN, BRIDGET	Instructional II Reading Specialist PK-12 (7650), Instructional II Special Education PK-12 (9225)	K-12	Family Mentor	1560	100%	0%
150	FORD, WHITNEY	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-12	Child Find Specialist	1560	100%	0%
151	FRAGOMENI, JUDITH	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	6-8	Reading Specialist	2000	100%	0%

152	FRATZOLA, AMANDA	Instructional I Elementary K-6 (2810)	K-5	Math	1560	100%	0%
153	FREDERICKSON, MELISSA	Instructional II Art PK-12 (1405), Instructional II Safety Ed/Driver Ed 7-12 (5215)	K-5	Art	1560	100%	0%
154	FREELAND, LAUREN	Administrative I Principal PK-12 (1115), Instructional II Biology 7-12 (8405), Instructional II Environmental Educ PK-12 (4820), Instructional II General Science 7-12 (8450)	9-12	Science	2000	100%	0%
155	FRITZ, NICOLE	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	6-8	Math	1560	100%	0%
156	FRITZGES, JESSICA	Instructional II Earth and Space Science 7-12 (8440), Instructional II Elementary K-6 (2810), Instructional II Physics 7-12 (8470), Instructional II Physics 7-12 (8470)Instructional II Mid-Level Science 6-9 (2880)	9-12	Science	2000	100%	0%
157	FULTZ, MARY	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
158	GABLE, ADAM	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
159	GAFFNEY, SARAH	Instructional II Agriculture PK-12 (1200), Instructional II Health & Physical Educ PK-12 (4805), Instructional II Special Education PK-12 (9225),	9-12	Special Education	1560	100%	0%
160	GALLAGHER, CATHERINE	Instructional II Bus-Computer-Info Tech PK-12 (1603)	K-5	Educational Technology	1560	100%	0%
161	GAMONEDA, DENISE	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Instructional Coach	1560	100%	0%
162	GARNER, KRISTA	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-12 (9225)	9-12	Math, Science, Special Education	1560	100%	0%
163	GAUDIO, JENNA	Instructional I Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
164	GEGARIS, CYNTHIA	Instructional I Elementary K-6 (2810), Private School - Teacher Elementary Education K-8 (12810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
165	GEIGER, SARAH	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
166	GENTZYL, KAETHA	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	ELA	1560	100%	0%
167	GERHARD, JESSICA	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
168	GERMAN, KIRSTEN	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%

169	GERMELLO, CLAIRE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
170	GIBB, HEATHER	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	K-5	ELA, Social Studies	1560	100%	0%
171	GIBBS, ARIEL	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
172	GILGA, AMY	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-12 (9225)	6-8	Math	1560	100%	0%
173	GLASSER, SHERYL	Administrative I Principal PK-12 (1115), Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	Supervisor of Special Education	1560	100%	0%
174	GLUNK, JOSHUA	Instructional I English 7-12 (3230), Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
175	GODBOLDT, LATONTA	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
176	GOEHRING, SARAH	Instructional I Early Childhood N-3 (2840), Instructional I Reading Specialist PK-12 (7650)	K-5	ELA, Math, Science, Social Studies	2000	100%	0%
177	GOODMAN, ELYSE	Instructional I Art PK-12 (1405)	K-5	Art	1560	100%	0%
178	GORNIC, AMANDA	Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Reading Specialist PK-12 (7650)	9-12	Instructional Coach Literacy	1560	100%	0%
179	GOULD, MICHELLE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
180	GRANITZ, NICOLE	Instructional I Elementary K-6 (2810)	K-5	ELA, Science, Social Studies	1560	100%	0%
181	GRAVER, RACHEL	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	K-12	Chief Operations Officer	1560	100%	0%
182	GRAW, RYAN	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
183	GRAW, SARAH	Instructional I English 7-12 (3230), Instructional I Special Education 7-12 (9227)	9-12	Special Education	1560	100%	0%
184	GRIBBIN, ANDREW	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Mid-Level Science 6-9 (2880)	K-12	Director of STEM	1560	100%	0%
185	GRIES, JOANNE	Instructional I Family-Consumer Sci PK-12 (5600), Instructional I Elementary K-6 (2810)	K-5	Educational Technology	2000	100%	0%

186	GROFF, COREY	Letter of Eligibility Superintendent PK-12 (1150), Instructional II Social Studies 7-12 (8875), Administrative II Principal PK-12 (1115)	K-12	Director of Teaching/Learning	1560	100%	0%
187	GRUPP, KAILA	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
188	GUADAGNINO, ELIZABETH	Instructional II Elementary K-6 (2810)	K-5	ELA, Science, Social Studies	1560	100%	0%
189	GUERRA, RACHEL	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-8 (9226)	K-5	Special Education	1560	100%	0%
190	HAINES, KIMBERLY	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
191	HAINES, PAULA	Instructional I Special Education PK-8 (9226), Instructional I Special Education Expansion 7-12 (9229), Instructional I Mid-Level Mathematics 6-9 (2860), Instructional I Elementary K-6 (2810)	6-8	Math	1560	100%	0%
192	HALLAS, KRISTEN	Instructional II Art PK-12 (1405)	6-8	Art	1560	100%	0%
193	HAMRICK, EMMA	Instructional I Biology 7-12 (8405), Instructional I Biology 7-12 (8405)Instructional I General Science 7-12 (8450), Instructional I Chemistry 7-12 (8420)	6-8	Science	1560	100%	0%
194	HAROLD, SADIE	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades PK-4 (2825)	K-5	Math Specialist	1560	100%	0%
195	HARRIS, MEESHA	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Counseling	1560	100%	0%
196	HARRIS, TASHA	Instructional II Biology 7-12 (8405), Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	9-12	Science	1560	100%	0%
197	HARTLEY, RANELLE	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
198	HARTLINE, NICOLE	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825)	K-5	Math, Science	1560	100%	0%
199	HARTMAN, BENJAMIN	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000), Instructional I Mathematics 7-12 (6800), Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructional I Physics 7-12 (8470)	9-12	Math	1560	100%	0%
200	HARTOS, LESLIE	Educational Specialist I School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
201	HAUENSTEIN, AMY	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
202	HAVRILLA, SHAUNA	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839), Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Counseling	2000	100%	0%

203	HAWKE, CASEY	Instructional II Mathematics 7-12 (6800), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	9-12	Math	1560	100%	0%
204	HEATER, BROOKE	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	2000	100%	0%
205	HEFFLER, KATHRYN	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
206	HEHN JR, JAMES	Instructional I Social Studies 7-12 (8875), Instructional I Mid-Level Mathematics 6-9 (2860), Instructional I English 7-12 (3230)	9-12	Math	1560	100%	0%
207	HEILNER, MELISSA	Instructional I Grades PK-4 (2825), Instructional I Art PK-12 (1405), Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	K-5	Art	1560	100%	0%
208	HEINRICH, JOHN	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
209	HELFRICH, MAUREEN	Instructional I Elementary K-6 (2810), Educational Specialist I Inst Technology Specialist PK-12 (1825)	K-5	Educational Technology, ELA, Math, Science, Social Studies	1560	100%	0%
210	HELM, ALLYSSA	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
211	HEMBREE, TONI	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
212	HERRILKO, BLAKELEY	Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Instructional I Special Education PK-8 (9226)	6-8	Special Education	1560	100%	0%
213	HERTZOG, AMY	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
214	HILL, JESSICA	Educational Specialist I School Nurse PK-12 (1890)	K-12	School Nurse	1560	100%	0%
215	HILLIARD, KRISTEN	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
216	HILTY, BRYANN	Instructional I Health & Physical Educ PK-12 (4805)	K-5	Health and Physical Education	1560	100%	0%
217	HINSHAW, MICHAEL	Administrative II Principal PK-12 (1115)	9-12	Assistant Principal	1560	100%	0%
218	HOCKENBERRY, MAURINE	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Ment and/or Phys Handicapped K-12 (9235)HOUSSE Designation Elementary K-6 (2810), Supervisory Supvr Special Education PK-12 (9215)	9-12	Assistant Principal	1560	100%	0%
219	HORN, CONNIE	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Computer Science 7-12 (1657), Instructional II Mathematics 7-12 (6800)	9-12	Educational Technology	1560	100%	0%

220	Hottenstein, Jennifer	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115)	9-12	Work Experience Facilitator	1560	100%	0%
221	HOWELL, MARCELLA	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
222	HOY, SHELBY	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	Special Education	2000	100%	0%
223	HUCK, LEA	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
224	HUGHES, BRITTANY	Instructional II Mathematics 7-12 (6800)	9-12	Math	2000	100%	0%
225	HUGHES, TYLER	Administrative I Principal PK-12 (1115), Instructional II Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%
226	HULSEBOS, KYRA	Educational Specialist I School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
227	HUSARIK, LORI	Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Reading Specialist PK-12 (7650)	6-8	Math	1560	100%	0%
228	HUTCHINGS, JAMIE	Instructional II Biology 7-12 (8405), Instructional II Environmental Educ PK-12 (4820), Instructional II General Science 7-12 (8450), Letter of Equivalency Master's Equivalency - (1185)	6-8	Science	1560	100%	0%
229	JACOBSON, PAIGE	Instructional II English 7-12 (3230)	9-12	English	1560	100%	0%
230	JASKELEWICZ, SUSAN	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
231	JECKER, LAURA	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional I Elementary K-6 (2810), Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructional I Marketing (Distributive) Ed PK-12 (1666)	K-5	Educational Technology, Math, Science	1560	100%	0%
232	JEFFERSON, SHERESE	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
233	JENKINS, KELLI	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
234	JOHNSON, JENINE	Instructional I English 7-12 (3230), Educational Specialist II Elementary School Counselor K-6 (1836), Educational Specialist II Secondary School Counselor 7-12 (1837), Administrative I Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	Counseling	1560	100%	0%
235	JOHNSON, JESSICA	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	2000	100%	0%
236	JOHNSON, KATE	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%

237	JOHNSON, KATIE	Instructional II English 7-12 (3230), Instructional II Mid-Level Citiz. Ed 6-9 (2870)	9-12	ELA, Math, Science, Social Studies	1560	100%	0%
238	JONES, GRETA	Letter of Equivalency Master's Equivalency - (1185), Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Mid-Level English 6-9 (2850), Instructional II Special Education PK-12 (9225)	9-12	Life Skills - Math, Reading/English, Science, Social Studies	1560	100%	0%
239	JONES, MEGAN	Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional I Grades PK-4 (2825)	6-8	Science, Math	1560	100%	0%
240	JUE, VICTORIA	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
241	JUKA, JILL	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
242	KARPEN, HEATHER	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	6-8	Special Education	1560	100%	0%
243	KASE, DAVID	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
244	KASE, MARTHA	Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6-9 (2860), Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	Math Specialist	1560	100%	0%
245	KASLAVAGE, AMBER	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
246	KEIM, AMBER	Instructional II Biology 7-12 (8405), Instructional II Mathematics 7-12 (6800), Instructional II General Science 7-12 (8450)	9-12	Math, Science	1560	100%	0%
247	KEITH, KAREN	Instructional II English 7-12 (3230), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235), Administrative I Principal PK-12 (1115)	9-12	Assistant Director of Special Education	1560	100%	0%
248	KELLEY, REBECCA	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
249	KELLY, COLLEEN	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
250	KELLY, MARCUS	Instructional II Mathematics 7-12 (6800), Administrative I Principal PK-12 (1115)	6-8	Assistant Principal	1560	100%	0%
251	KELSO, AMY	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
252	KENNEDY, CHRISTINE	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II English 7-12 (3230), Instructional II Marketing (Distributive) Ed PK-12 (1666)	K-5	Educational Technology	2000	100%	0%
253	KEPNER, LINDSEY	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	ELA	1560	100%	0%

254	KERLE, ASHLEE	Endorsement Online Instruction Program PK-12 (1184), Instructional I Mid-Level Mathematics 6-9 (2860), Instructional I Mid-Level English 6-9 (2850), Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
255	KERR, TRACI	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	2000	100%	0%
256	KIOALICAS, KRISTA	Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
257	KIRCHNER, CARLY	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
258	KLINGER, FRANCESCA	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
259	KLINGER, PATRICIA	Instructional II Bus-Computer-Info Tech PK-12 (1603), Administrative I Principal PK-12 (1115), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Accounting 7-12 (1610), Instructional II Data Processing 7-12 (1625), Instructional II Office Technologies 7-12 (1658), Instructional II Mid-Level Science 6-9 (2880), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Citiz. Ed 6-9 (2870)	9-12	Educational Technology	1560	100%	0%
260	KNAPP, MELISSA	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
261	KNORR, SHEREE-LEE	Instructional II Elementary K-6 (2810), Administrative I Elementary Principal K-6 (1100), Instructional II Ment and/or Phys Handicapped K-12 (9235), Supervisory II Supvr Special Education PK-12 (9215), Administrative Principal PK-12 (1115), Letter of Eligibility Superintendent PK-12 (1150)	9-12	Special Education	1560	100%	0%
262	KOCH, LUKE	Instructional I Mathematics 7-12 (6800)	6-8	Math	2000	100%	0%
263	KOCHKODIN, GREGORY	Instructional I Reading Specialist PK-12 (7650), Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	2000	100%	0%
264	KOHL, BRYAN	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Math Specialist	1560	100%	0%
265	KOMINSKY, ALYSSA	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
266	KOSCHOFF, KATELYN	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
267	KOVACS, EMILIE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
268	KOZUP, NATASHA	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
269	KRETCHMAN, APRIL	Instructional II Elementary K-6 (2810), Instructional II Mathematics 7-12 (6800), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880), Administrative I Principal PK-12 (1115)	K-12	Manager of Professional Development	1560	100%	0%

270	KRONANDER, LISA	Instructional II Chemistry 7-12 (8420), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880)	6-8	Math	1560	100%	0%
271	KRZEMIENIECKI, MICHELLE	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies, Summer Art	1560	100%	0%
272	KRZYKOWSKI, TIFFANY	Instructional II Health & Physical Educ PK-12 (4805)	K-5	Physical Education	1560	100%	0%
273	KUKUK, VICTORIA	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
274	KULLIVER, LAUREN	Educational Specialist I Secondary School Counselor 7-12 (1837)	6-8	Counseling	1560	100%	0%
275	KUREY, JOSETTE	Instructional II English 7-12 (3230), Instructional II Mid-Level English 6-9 (2850)	9-12	ELA	1560	100%	0%
276	LABELLA, MICHAEL	Instructional I English 7-12 (3230)	9-12	ELA	1560	100%	0%
277	LABOLITO, RACHAEL	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
278	LABOWSKI, RACHEL	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	6-8	Speech Language Pathologist	1560	100%	0%
279	LABUDA, KRISTEN	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
280	LADISLAW, DANIEL	Administrative II Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Citizenship 7-12 (8825), Instructional II Mid-Level English 6-9 (2850)	6-8	Principal	1560	100%	0%
281	LAGASSE, TIMOTHY	Instructional I General Science 7-12 (8450)	6-8	Science	1560	100%	0%
282	LAMISON, CORYNNE	Instructional II Art PK-12 (1405), Instructional II Family-Consumer Sci PK-12 (5600), Administrative I Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	Assistant Principal	1560	100%	0%
283	LANE, STEPHANIE	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Elementary K-6 (2810), Private School - Teacher Nursery/Kindergarten N-K (12833)	K-12	Manager of STEM Education	1560	100%	0%
284	LAVELLE, RACHEL	Educational Specialist I Secondary School Counselor 7-12 (1837)	K-12	Coordinator of Counseling Services	1560	100%	0%
285	LAVIN, ANGELA	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	K-12	Family Mentor	1560	100%	0%
286	LECAUSE, NICOLE	Instructional I Ment and/or Phys Handicapped K-12 (9235)	9-12	Life Skills	1560	100%	0%

287	LEIBIG, CHRISTINE	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
288	LEIBIG, DANIELLE	Instructional I Elementary K-6 (2810)	K-12	STEM	1560	100%	0%
289	LEIBOWITZ, BENJAMIN	Instructional I English 7-12 (3230), Instructional I Grades PK-4 (2825)	9-12	ELA	1560	100%	0%
290	LESTER, LINDSAY	Administrative I Principal PK-12 (1115), Instructional II Art PK-12 (1405)	K-5	Assistant Principal	1560	100%	0%
291	LINDENBAUM, ASHLEY	Educational Specialist I School Nurse PK-12 (1890)	K-12	School Nurse	2000	100%	0%
292	LISICA, RACHAEL	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
293	LONG, LAUREL	HOUSSE Designation Social Studies 7-12 (8875), Administrative I Principal PK-12 (1115), Instructional II General Science 7-12 (8450), Instructional II Ment and/or Phys Handicapped K-12 (9235), HOUSSE Designation Mathematics 7-12 (6800), HOUSSE Designation English 7-12 (3230), HOUSSE Designation General Science 7-12 (8450)	9-12	Math	1560	100%	0%
294	LONG, SARAH	HOUSSE Designation English 7-12 (3230), HOUSSE Designation General Science 7-12 (8450)	K-5	STEM	1560	100%	0%
295	LOOKENBILL, TAYLOR	Instructional I Biology 7-12 (8405)	6-8	Science	2000	100%	0%
296	LORAH, KATHRYN	Educational Specialist II School Psychologist PK-12 (1875), Instructional I Elementary K-6 (2810)	K-12	School Psychologist	1560	100%	0%
297	LOUGHRIE, GRACE	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Science, Social Studies	1560	100%	0%
298	LOVE FORD, LATASHA	Instructional II Chemistry 7-12 (8420)	9-12	Science	1560	100%	0%
299	LUCKENBILL, BRAD	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional I Social Studies 7-12 (8875)	6-8	Math	1560	100%	0%
300	LUDY, MELANIE	Instructional I General Science 7-12 (8450), Instructional I Chemistry 7-12 (8420), Instructional I Mathematics 7-12 (6800)	6-8	Math, Science	1560	100%	0%
301	LUTZ, SARA	Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Social Studies 7-12 (8875)	K-5	Educational Technology	1560	N/A	N/A
302	MACE, MEGHAN	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	1560	100%	0%
303	MACKEY, SYDNEY	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%

304	MAKARA, JULIANA	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Language Pathologist	1560	100%	0%
305	MALONEY, LINDSAY	Instructional I Art PK-12 (1405)	9-12	Art	1560	100%	0%
306	MANCUSO, KRISA	Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Social Studies	1560	100%	0%
307	MANGELLI, AMBER	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
308	MANGIACARNE, KATIE	Instructional II English 7-12 (3230), Instructional II General Science 7-12 (8450), Instructional II Mid-Level Science 6-9 (2880)	K-5	Reading Specialist	1560	100%	0%
309	MARGHELLA, GABRIELLE	Endorsement Gifted PK-12 (1189), Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	K-5	Gifted Education Specialist	1560	100%	0%
310	MARRO, BETHANY	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	ELA, Science, Social Studies	1560	100%	0%
311	MARTENEY, TINA	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II English 7-12 (3230)	6-8	Educational Technology	1560	100%	0%
312	MARTIN, JESSICA	Instructional I English 7-12 (3230)	9-12	ELA	1560	100%	0%
313	MARTIN, LEAH	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825)	6-8	Social Studies	1560	100%	0%
314	MARTIN, NICOLE	Educational Specialist II Elementary School Counselor K-6 (1836), Educational Specialist II Secondary School Counselor 7-12 (1837)	6-8	Counseling	1560	100%	0%
315	MARTINEZ, ADRIENNE	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
316	MATEJKA, KELLY	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
317	MATLIN, DAPHNE	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Instructional II Mathematics 7-12 (6800)	K-5	Math	1560	100%	0%
318	MAZANOWSKI, KELSIE	Instructional II Health & Physical Educ PK-12 (4805)	6-8	Health and Physical Education	1560	100%	0%
319	MAZUR, DERRICK	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Private School - Teacher Social Studies: Sec. Ed. 9-12 (18875)	6-8	Math	1560	N/A	N/A
320	MCCONNELL, KELLEY	Instructional II English 7-12 (3230), Instructional II General Science 7-12 (8450), Instructional II Mid-Level Science 6-9 (2880)	K-12	Director of Data/Student ASMT	1560	100%	0%

321	MCCOY, ROBIN	Instructional I Elementary K-6 (2810)	6-8	ELA, Gifted and Talented ELA	1560	100%	0%
322	MCCRACKEN, GRETA	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
323	MCCURDY, GREGORY	Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235), Supervisory Supvr Special Education PK-12 (9215)	K-12	Director of Special Education	1560	100%	0%
324	MCDEVITT, SHANAE	Instructional I Biology 7-12 (8405)	6-8	Science	1560	100%	0%
325	MCFARLAND, MICHELLE	Administrative II Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875)	K-12	Manager of RTI	1560	100%	0%
326	MCGAHEE, KAREN	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II General Science 7-12 (8450)	9-12	STEM	1560	100%	0%
327	MCGEE, JOSEPH	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
328	MCHALE, MICHELLE	Instructional I Biology 7-12 (8405), Instructional I General Science 7-12 (8450)	9-12	Science	1560	100%	0%
329	MCPHERSON, BRIANNE	Instructional II Elementary K-6 (2810)	K-12	Professional Development Coordinator	1560	100%	0%
330	MCQUAIDE, THERESA	Instructional I Mathematics 7-12 (6800)	K-12	Data Coordinator	1560	100%	0%
331	MEDURA, ALISON	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	2000	100%	0%
332	MEERS, JESSICA	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
333	MEIER, KELSEY	Instructional I Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
334	MELLENDEZ, BRIANNA	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
335	MELTON, CHLOE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
336	MENTZER, ELECE	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
337	MEZA-RUSHANAN, DEVIN	Instructional II Citizenship 7-12 (8825), Instructional II Social Studies 7-12 (8875), Administrative I Principal PK-12 (1115)	K-15	Principal	1560	100%	0%

338	MICCO, MICHAEL	Educational Specialist II Inst Technology Specialist PK-12 (1825), Administrative II Principal PK-12 (1115), Instructional II Chemistry 7-12 (8420), Instructional II Mid-Level Science 6-9 (2880)	K-5	Assistant Principal	1560	100%	0%
339	MIEDEL, JAMIE	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810)	K-5	Assistant Principal	1560	100%	0%
340	MILLER, ANNE	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Related Services Coordinator	1560	100%	0%
341	MILLER, KAYLA	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226), Program Specialist English as a Second Language (ESL) PK-12 (4499), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	6-8	ELA	1560	100%	0%
342	MILLER, MARY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	2000	100%	0%
343	MILLER, REBECCA	Instructional II Special Education PK-12 (9225)	6-8	ELA	1560	100%	0%
344	MILLS, CHRISTINE	Instructional II Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
345	MINNICK, SARAH	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
346	MOORE, PAIGE	Instructional I Grades PK-4 (2825), Instructional I Grades 5-6 (2826)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
347	MORGAN, ELYSE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
348	MORGAN DRAKE, LISA	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810),	K-5	Educational Technology	1560	100%	0%
349	MORRISON, LINDSAY	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
350	MOSER, HILLARY	Instructional II Mathematics 7-12 (6800)	9-12	Math Specialist	1560	100%	0%
351	MOSLEY III, JOHN	Instructional I Elementary K-6 (2810), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	EL Specialist	1560	100%	0%
352	MOUSER, KATELYN	Instructional II Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
353	MOYER, TRAVIS	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Mathematics 7-12 (6800)	9-12	STEM	1560	100%	0%
354	MURHON, RAYMOND	Instructional II Health & Physical Educ PK-12 (4805), Administrative I Principal PK-12 (1115)	K-5	Physical Education	1560	100%	0%

355	MURRAY, JENNIFER	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Life Skills - Math, Reading/English, Science, Social Studies	1560	100%	0%
356	MURRAY, REBECCA	Instructional II Elementary K-6 (2810), Instructional II Grades PK-4 (2825),	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
357	MURRAY, TYLER	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226),	K-5	Math	1560	100%	0%
358	NACE, EMILY	Instructional II Grades PK-4 (2825), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
359	NAIRN, SARA	Instructional II Chemistry 7-12 (8420), Instructional II Physics 7-12 (8470)	9-12	Science	1560	100%	0%
360	NAT, ASHLEY	Instructional I Elementary K-6 (2810), Private School - Assistant Teacher Nursery/Kindergarten N-K (12833)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
361	NAUGHTON, PATRICIA	Instructional I Earth and Space Science 7-12 (8440)	9-12	Science	1560	100%	0%
362	NAULTY, NICOLE	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
363	NEARY, KAITLYN	Instructional II Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Instructional II Special Education PK-8 (9226)	6-8	Social Studies	1560	100%	0%
364	NEILL, SARAH	Instructional II Mathematics 7-12 (6800)	6-8	Instructional Coach Math	1560	100%	0%
365	NELSON, CAITLIN	Instructional I Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
366	NEWCOMER, ASHLEY	Private School - Teacher Mentally Retarded K-12 (19220), Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
367	NEWELL, MAURA	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	6-8	ELA	1560	100%	0%
368	NIPAR, ELLEN	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	Special Education	1560	100%	0%
369	NTIAMOAH, KWAME	Administrative I Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875),	K-5	Assistant Principal	1560	100%	0%
370	O'CONNOR, ELLEN	Instructional I Earth and Space Science 7-12 (8440)	9-12	Science	1560	100%	0%
371	OKUM, ASHLEY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%

372	OPREAN, ALAINA	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825),	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
373	OWEN, AMY	Endorsement Mathematics Coach PK-12 (1183), Instructional II Mathematics 7-12 (6800)	9-12	Math Specialist	1560	100%	0%
374	PALM, KIMBERLY	Instructional II Social Studies 7-12 (8875), Instructional II English 7-12 (3230)	9-12	ELA	2000	100%	0%
375	PARIDA, ARCHANA	Instructional II Elementary K-6 (2810), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
376	PARK, BROOKE	Instructional II Elementary K-6 (2810), Instructional II Library Science PK-12 (6420)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
377	PARKER, RACHEL	Educational Specialist II Secondary School Counselor 7-12 (1837)	K-12	Director of Counseling	1560	100%	0%
378	PEARSON, MARIA ELENA	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	2000	100%	0%
379	PEARSON, MICHAEL	Instructional II Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
380	PEGG-ECCLESTON, KATHERINE	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
381	PEPPER, DAWN	Instructional II Health & Physical Educ PK-12 (4805)	6-8	Health and Physical Education	2000	100%	0%
382	PEREZ, SHEILA	Administrative I Principal PK-12 (1115), Instructional II Early Childhood N-3 (2840), Instructional II Special Education PK-12 (9225), HOUSSE Designation English 7-12 (3230), HOUSSE Designation Mathematics 7-12 (6800), HOUSSE Designation General Science 7-12 (8450), HOUSSE Designation Social Studies 7-12 (8875)	K-5	Assistant Director of Special Education	1560	100%	0%
383	PERKINS, ALYSSA	Instructional I Special Education Expansion 7-12 (9229), Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	9-12	Austic Support	1560	100%	0%
384	PERRI, EMILY	Endorsement Mathematics Coach PK-12 (1183), Instructional II Elementary K-6 (2810)	K-5	Instructional Coach Math	1560	100%	0%
385	PETERSON, KRISTIN	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
386	PETRASIC, MEGAN	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	Life Skills	1560	100%	0%
387	PETROSHUK, CASEY	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-12	Life Skills	1560	100%	0%
388	PETTA, STEPHANIE	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%

389	PETTI, KELSEY	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
390	PFROGNER, DONNA	Instructional I Elementary K-6 (2810), Instructional I Library Science PK-12 (6420)	K-12	Manager of Family Services	1560	100%	0%
391	PHILLIPS, JILL	Instructional II Elementary K-6 (2810), Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
392	PIASKOWSKI, JENNA	Instructional II Citizenship 7-12 (8825), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880), Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
393	PICCININI, KRISTI	Instructional I Mid-Level English 6-9 (2850), Instructional I Elementary K-6 (2810)	6-8	ELA	1560	100%	0%
394	PIEKARA, KIMBERLY	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Educational Technology	1560	100%	0%
395	PIERCE, JAMES	Instructional I Elementary K-6 (2810), Instructional II English 7-12 (3230), Educational Specialist I School Nurse PK-12 (1890)	K-5	Math	1560	100%	0%
396	PIZZANI, JENNIFER	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810)	6-8	Reading Specialist	1560	100%	0%
397	PIZZI, WENDY	Instructional I English 7-12 (3230), Instructional I Elementary K-6 (2810)	9-12	ELA	1560	100%	0%
398	POOR, CASSANDRA	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
399	POPOVSKI, LAURA	Private School - Teacher Elementary Education K-8 (12810), Educational Specialist II Elementary School Counselor K-6 (1836), Private School - Teacher Social Studies: Sec. Ed. 9-12 (18875), Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Counseling	1560	100%	0%
400	PORTERFIELD, RACHEL	Instructional I Communications 7-12 (3200), Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%
401	POWERS, TYLER	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
402	PRATTE, JOLLENE	Instructional II Mathematics 7-12 (6800)	9-12	Math	2000	100%	0%
403	PRONIO, MARY	Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235)	K-12	Gifted Education Specialist	1560	100%	0%
404	PURNELL, CHRISTINA	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
405	PURVIS, KELLY	Instructional I Elementary K-6 (2810)	6-8	Science, Summer Art	1560	100%	0%

406	PUSCIAN, NICOLE	Instructional II Health & Physical Educ PK-12 (4805), Instructional II Mid-Level Science 6-9 (2880)	K-5	Physical Education	1560	100%	0%
407	RABEL, BERNADETTE	Instructional II Biology 7-12 (8405), Endorsement Online Instruction Program PK-12 (1184)	9-12	AP Biology, Biology	2000	100%	0%
408	RAEDER, DANIEL	Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Social Studies	1560	100%	0%
409	RAFFERTY, ELIZABETH	Instructional II Elementary K-6 (2810), Endorsement Online Instruction Program PK-12 (1184)	6-8	Social Studies	1560	100%	0%
410	RALSTON, REBEKAH	Instructional II English 7-12 (3230)	9-12	ELA	1560	N/A	N/A
411	RANKIN, RACQUEL	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
412	REAM, CAITLIN	Instructional I General Science 7-12 (8450), Instructional I Social Studies 7-12 (8875), Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	9-12	Instructional Coach	1560	100%	0%
413	REAM, NOAH	Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Instructional I Grades PK-4 (2825)	K-5	Math, Science	1560	100%	0%
414	REEDY, TIMOTHY	Instructional I General Science 7-12 (8450), Instructional I Social Studies 7-12 (8875), Instructional I Special Education PK-12 (9231)	9-12	Science	1560	100%	0%
415	REID, JENNIFER	Educational Specialist I Elementary School Counselor K-6 (1836), Educational Specialist I Secondary School Counselor 7-12 (1837)	6-8	Counseling	1560	100%	0%
416	REIDER, STEVE	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
417	REMALEY, CATHERINE	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
418	REYES, CYNTHIA	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	STEM	1560	100%	0%
419	RHODY, RACHEL	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Social Studies	1560	100%	0%
420	RICE, KRISTINE	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
421	RICHAR, MICHELLE	Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%
422	RICHARDS, STACEE	Instructional II Health & Physical Educ PK-12 (4805), Instructional II Elementary K-6 (2810)	6-8	Health and Physical Education	1560	100%	0%

423	RICKERT, GIANNA	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
424	RIEGER, JENNIFER	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	K-5	ELA, Science, Social Studies	1560	100%	0%
425	RIGGS, TONI	Instructional I Biology 7-12 (8405), Instructional II English 7-12 (3230)	6-8	Science, Educational Technology	1560	100%	0%
426	RINGLING, MICALE	Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Social Studies	1560	100%	0%
427	RITCHIE, LEEANN	Instructional II English 7-12 (3230), Supervisory Supvr Curriculum & Inst PK-12 (2915), Administrative Principal PK-12 (1115)	K-12	Chief Academic Officer	1560	100%	0%
428	RITTER, KIMBERLY	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
429	ROBEY, ELIZABETH	Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	K-5	Math, Science	1560	100%	0%
430	ROBISON, ADAM	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	1560	100%	0%
431	RODGERS, MEGHAN	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
432	ROGERS, NICOLE	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
433	ROMAN, STACEY	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Counseling	1560	100%	0%
434	ROMANCHICK, THOMAS	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	1560	100%	0%
435	ROSS, DENISE	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650), Instructional II Special Education PK-12 (9225)	K-5	Reading Specialist	1560	100%	0%
436	ROTH, KATHRYN	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Math, Science	1560	100%	0%
437	ROURKE, MONICA	Instructional I Early Childhood N-3 (2840), Instructional I Special Education PK-12 (9225)	K-12	Related Service Specialist	1560	100%	0%
438	RUBINO, TIFFANY	Instructional I Communications 7-12 (3200), Instructional I English 7-12 (3230)	6-8	Gifted and Talented ELA, ELA	1560	100%	0%
439	RUFF, ALLYSON	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	Math	2000	100%	0%

440	RUPPE, MARCI	Instructional II Early Childhood N-3 (2840), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
441	RUTKOWSKI, KATHERINE	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115)	K-12	Director of MTSS	2000	100%	0%
442	RUX, ANNA	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
443	RYCHTARSKY, PAMELA	Instructional II Library Science PK-12 (6420), Instructional II Mathematics 7-12 (6800), Instructional II Physics 7-12 (8470)	9-12	Math	1560	100%	0%
444	RYDER, JEANNETTE	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
445	SADD, SAMANTHA	Instructional I Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathologist	1560	100%	0%
446	SANDERS, STEFANIE	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Social Studies	1560	100%	0%
447	SANTELLI, ALEXIS	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	Math	1560	100%	0%
448	SARGENT, LYDIA	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science Social Studies and Summer ELA, Math, Math K	1560	100%	0%
449	SAVAGE, BRITT	Instructional II Early Childhood N-3 (2840), Instructional II Special Education PK-12 (9225)	K-12	Life Skills - Math, Reading/English, Science, Social Studies	1560	100%	0%
450	SAYERS, JENNIFER	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
451	SCAVICCHIO, GRACE	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	ELA	1560	100%	0%
452	SCHAEFFER, DEBORAH	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235)	K-12	Supervisor of Special Education	1560	100%	0%
453	SCHEITRUM, RACHEL	Instructional II General Science 7-12 (8450), Instructional II Physics 7-12 (8470)	9-12	Science	1560	100%	0%
454	SCHRINER, ASHLEY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
455	SCHUSTER, ANDREA	Instructional I Elementary K-6 (2810)	6-8	Math	1560	100%	0%
456	SCHWARZ, JULIE	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	Science	1560	100%	0%

457	SEAMON, STACY	Instructional I General Science 7-12 (8450)	9-12	Science	1560	100%	0%
458	SELBY, NATALIE	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
459	SEVERN, BRITTANY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
460	SHAFFER, KARI	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650), Administrative I Principal PK-12 (1115)	K-5	Assistant Principal	1560	100%	0%
461	SHAFFERT, MELISSA	Instructional II Communications 7-12 (3200), Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
462	SHEEDY, CATHARINE	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
463	SHEETS, JAMIE	Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875), Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
464	SHIELDS, REBECCA	Instructional II English 7-12 (3230), Instructional II Health & Physical Educ PK-12 (4805), Instructional II Social Studies 7-12 (8875), Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Social Studies	1560	100%	0%
465	SHOLLENBERGER, HEATHER	Instructional I Reading Specialist PK-12 (7650), Instructional I Elementary K-6 (2810)	K-5	Reading Specialist	1560	100%	0%
466	SHUMBRES, STEVEN	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
467	SIBBETT, REBECCA	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	Life Skills - Math, Reading/English, Science, Social Studies	1560	100%	0%
468	SIFFORD, JUSTIN	Instructional I English 7-12 (3230)	9-12	ELA	1560	100%	0%
469	SIGADO, MEGAN	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825)	K-5	ELA, Social Studies	1560	100%	0%
470	SILVESTRI, COLETTE	Instructional II Music PK-12 (7205)	K-12	Gifted Education Specialist	1560	100%	0%
471	SIM, MICHAEL	Instructional II Mathematics 7-12 (6800), Administrative II Principal PK-12 (1115)	K-12	Math Improvement Facilitator	1560	100%	0%
472	SIMKO, KELLY	Instructional II Bus-Computer-Info Tech PK-12 (1603)	9-12	Educational Technology	1560	100%	0%
473	SKAUGEN, KRISTEN	Instructional II Safety Ed/Driver Ed 7-12 (5215), Instructional II Health & Physical Educ PK-12 (4805)	K-5	Physical Education	1560	100%	0%

474	SLEZAK, KRISTEN	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810), Instructional I Reading Specialist PK-12 (7650)	K-5	ELA, Social Studies	1560	100%	0%
475	SLOTHER, TANIA	Instructional II Elementary K-6 (2810), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	Math	1560	100%	0%
476	SMITH, ALYSSA	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
477	SMITH, AMY	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
478	SMITH, BRENDA	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II English 7-12 (3230), Instructional II Mathematics 7-12 (6800)	9-12	Educational Technology	1560	100%	0%
479	SMITH, BRITTANY	Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructional I Elementary K-6 (2810)	K-5	Educational Technology	1560	100%	0%
480	SMITH, CODY	Administrative I Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875)	9-12	Principal	1560	100%	0%
481	SMITH, ELLEN	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
482	SMITH, GRACE	Instructional II English 7-12 (3230)	9-12	English	1560	100%	0%
483	SMITH, JADIE	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	9-12	Speech Language Pathologist	1560	100%	0%
484	SMITH, JASON	Instructional II Special Education PK-8 (9226), Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
485	SMITH, JESSICA	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
486	SMITH, JORDANN	Administrative II Principal PK-12 (1115), Instructional II Bus-Computer-Info Tech PK-12 (1603)	K-12	Director of Career Readiness	1560	100%	0%
487	SMITH, KAILEY	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
488	SMITH, KATHLEEN	Related Occupational Area Veterinarian Assistant 7-12 (2550), Instructional I Biology 7-12 (8405), Career and Technical Instructional II Veterinarian Assistant 7-12 (2550)	9-12	Science	1560	100%	0%
489	SMITH, KELLY	Instructional I Biology 7-12 (8405), Instructional I General Science 7-12 (8450)	9-12	Science	1560	100%	0%
490	SMITH, KRISTA	Program Specialist English as a Second Language (ESL) PK-12 (4499), Administrative II Principal PK-12 (1115), Instructional II Health & Physical Educ PK-12 (4805)	K-5	Assistant Principal	1560	100%	0%

491	SMITH, TERREN	Instructional I English 7-12 (3230), Instructional I Special Education 7-12 (9227)	9-12	ELA	1560	100%	0%
492	SNEAD, TOSHIA	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
493	SNOVER, EILEEN	Instructional II Grades PK-4 (2825), Instructional II English 7-12 (3230), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	EL Specialist	1560	100%	0%
494	SPOTTS, NICOLE	Instructional II Elementary K-6 (2810)	K-5	ELA, Science, Math, Social Studies	1560	100%	0%
495	STANALONIS, MELISSA	Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450)	K-12	Family Mentor	1560	100%	0%
496	STARR, JULIA	Instructional II Biology 7-12 (8405), Instructional II Special Education PK-12 (9225), Instructional II Mid-Level Science 6-9 (2880), Instructional II Agriculture PK-12 (1200)	6-8	Science	1560	100%	0%
497	STEINBERG, NATALIE	Instructional I Elementary K-6 (2810)	K-5	ELA, Science, Social Studies	1560	100%	0%
498	STEPHENSON, THEMBI	Instructional II Biology 7-12 (8405), Instructional II Spanish PK-12 (4490)	9-12	Spanish	1560	100%	0%
499	STERN, NICOLE	Instructional II Health & Physical Educ PK-12 (4805)	K-5	Physical Education	1560	100%	0%
500	STITH, ANTIONETTE	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	STEM	1560	100%	0%
501	STOLL, COURTNEY	Instructional II English 7-12 (3230), Instructional II Library Science PK-12 (6420), Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
502	STOLTZFUS, ERIN	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
503	STONE, LEAH	Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
504	STONEBRAKER, ERIN	Instructional I General Science 7-12 (8450), Instructional I Earth and Space Science 7-12 (8440), Instructional I Special Education 7-12 (9227)	9-12	Science	1560	100%	0%
505	STRICKLER, BILLIE	Instructional I Grades PK-4 (2825)	K-4	ELA, Math, Science, Social Studies	1560	100%	0%
506	STRISHOCK, KRISTY	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Math, Science	1560	100%	0%
507	STROUP, LAUREN	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226), Private School - Teacher Nursery/Kindergarten N-K (12833)	K-5	Life Skills	1560	100%	0%

508	SULLIVAN, ALYSSA	Instructional II Art PK-12 (1405)	6-8	Art	1560	100%	0%
509	SWAN, JANE	Instructional II English 7-12 (3230), Administrative II Principal PK-12 (1115)	K-12	Chief Executive Officer	1560	100%	0%
510	SWEENEY, SARAH	Instructional II Spanish PK-12 (4490)	9-12	Spanish	1560	100%	0%
511	SWEIGART, RAELEE	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Mathematics 7-12 (6800)	9-12	Instruction Coach Math	1560	100%	0%
512	SWIDORSKI, SARA	Instructional II Chemistry 7-12 (8420)	9-12	Science	1560	100%	0%
513	SWITZER, KAYLA	Administrative I Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Citizenship 7-12 (8825), Instructional II English 7-12 (3230), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Social Studies 7-12 (8875)	K-12	Curriculum Coordinator	1560	100%	0%
514	SWOPE, ALICIA	Administrative II Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	Assistant Principal	1560	100%	0%
515	SWOPE, ASHLEY	Educational Specialist I School Nurse PK-12 (1890)	9-12	Science	1560	100%	0%
516	TABIN, DANIELLE	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226), Instructional I Special Education Expansion 7-12 (9229)	9-12	Math	1560	100%	0%
517	TALARICO, JILL	Instructional II Elementary K-6 (2810), Instructional II Library Science PK-12 (6420), Instructional II Mid-Level Science 6-9 (2880), Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Science	1560	100%	0%
518	TALIPAN, TONI	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	Instructional Coach Literacy	1560	100%	0%
519	TALLEY, TAMMY	Educational Specialist I Elementary School Counselor K-6 (1836), Educational Specialist I Secondary School Counselor 7-12 (1837)	K-12	Family Mentor	1560	100%	0%
520	TAYLOR, MARIA	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
521	TEJADA, JULING	Instructional I Ment and/or Phys Handicapped K-12 (9235), Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Career Readiness Coordinator	1560	100%	0%
522	THIEL, KATHLEEN	Instructional II Reading Specialist PK-12 (7650), Instructional II Social Studies 7-12 (8875), Instructional II English 7-12 (3230)	6-8	Instructional Coach Literacy	1560	100%	0%
523	THOMAS, MEAGHAN	Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%
524	THOMPSON, ANGELA	Instructional II Bus-Computer-Info Tech PK-12 (1603), Administrative I Principal PK-12 (1115)	6-8	Assistant Principal	1560	100%	0%

525	THOMPSON, KIMBERLY	Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
526	TINNA, KELLIE	Instructional II Biology 7-12 (8405)	6-8	Science	1560	100%	0%
527	TITUS, CHRISTINE	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
528	TOMASSONE, DAVID	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	1560	100%	0%
529	TRACHTENBERG, MICHELLE	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level English 6-9 (2850), Instructional II Mathematics 7-12 (6800)	K-5	Math Specialist	1560	100%	0%
530	TRACY, JAMIE	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	6-8	Math	1560	100%	0%
531	TRAUT, LAUREN	Instructional I English 7-12 (3230), Instructional I Reading Specialist PK-12 (7650), Instructional I Elementary K-6 (2810)	6-8	Reading Specialist	1560	100%	0%
532	TRIMBLE, CHRISTINA	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
533	TRUAX, MALLORY	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226), Instructional I Special Education Expansion 7-12 (9229)	K-5	Special Education - ELA, Math, Science, Social Studies	1560	100%	0%
534	TURNER, AMY	Instructional II Speech & Language Impaired PK-12 (9265)	K-12	Supervisor of Special Education	1560	100%	0%
535	TWEED, MELISSA	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
536	TWORZYDLO, ANDREW	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
537	UNIACKE, BRIAN	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
538	UNRATH, KELLEE	Instructional I Biology 7-12 (8405), Instructional I General Science 7-12 (8450)	9-12	Science	1560	100%	0%
539	VAMOSI, DYLAN	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional I Social Studies 7-12 (8875)	6-8	ELA, Social Studies	1560	100%	0%
540	VARGAS, BETH	Instructional II Elementary K-6 (2810)	K-12	Family Mentor	1560	100%	0%
541	VERNOUSKI, JESSICA	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Special Education PK-12 (9225)	6-8	STEM	1560	100%	0%

542	VINCENT, KRISTEN	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
543	VINSKIE, VICKI	Instructional I Special Education PK-8 (9226), Instructional I Elementary K-6 (2810)	K-5	Special Education - ELA, Math, Science, Social Studies	1560	100%	0%
544	VITORIO, LAUREN	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	ELA, Science, Social Studies	1560	100%	0%
545	VON ERCK, ERIKA	Instructional I Grades PK-4 (2825), Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	K-5	STEM	1560	100%	0%
546	WAGNER, ASHLEY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
547	WAIBEL, AMELIA	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
548	WALLACE, DENISE	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
549	WALTER, SARAH	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	6-8	Math	1560	100%	0%
550	WASICKO, JOHN	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Citiz. Ed 6-9 (2870), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880), Instructional II Special Education Expansion 7-12 (9229), Instructional II Special Education PK-8 (9226)	6-8	Math	1560	100%	0%
551	WATERHOUSE, RACHEL	Instructional I English 7-12 (3230)	6-8	ELA, Social Studies	1560	100%	0%
552	WATSON, SUZZANNE	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
553	WEAVER, AMANDA	Instructional I Family-Consumer Sci PK-12 (5600)	9-12	Educational Technology	1560	100%	0%
554	WEINTRAUB, MEGAN	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	ELA, Social Studies	1560	100%	0%
555	WENTZEL, NICOLE	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-12 (9225)	K-5	Special Education - ELA, Math, Science, Social Studies	1560	100%	0%
556	WERTZ, MORGAN	Instructional I English 7-12 (3230), Instructional I Special Education PK-12 (9225), Private School - Teacher Soc and Emotionally Dist K-12 (19260)	9-12	ELA	1560	100%	0%
557	WHITE, JILL	Administrative I Principal PK-12 (1115), Educational Specialist II School Psychologist PK-12 (1875)	K-12	Supervisor of Special Education	1560	100%	0%
558	WHITE, SANDRA	Instructional II Mid-Level Mathematics 6-9 (2860), Educational Specialist I Secondary School Counselor 7-12 (1837), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235), HOUSSE Designation Mid-Level Science 6-9 (2880), HOUSSE Designation Social Studies 7-12 (8875), HOUSSE Designation Mid-Level English 6-9 (2850)	6-8	Math	1560	100%	0%

559	WIEDMAN, ERIK	Educational Specialist II Elementary School Counselor K-6 (1836), Educational Specialist II Secondary School Counselor 7-12 (1837)	K-12	Manager of Counseling Services	1560	100%	0%
560	WILCZYNSKI, KAITLYN	Educational Specialist I School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
561	WILEY, ASHTIN	Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%
562	WILLIAMS, ANDREW	Instructional II Music PK-12 (7205)	9-12	Music	1560	100%	0%
563	WILLIAMS, BRITTNI	Instructional II Early Childhood N-3 (2840), Instructional II Special Education PK-12 (9225)	K-5	Special Education - ELA, Math, Science, Social Studies	1560	100%	0%
564	WILLIS, SHAYNA	Instructional I Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%
565	WISE, AMANDA	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
566	WISSINGER, CASSIE	Private School - Teacher Nursery/Kindergarten N-K (12833), Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Mid-Level Mathematics 6-9 (2860)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
567	WOOD, EMILY	Instructional II Mid-Level Citiz. Ed 6-9 (2870), Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	6-8	Social Studies	1560	100%	0%
568	WOODS, AMY	Instructional II Elementary K-6 (2810), Instructional I Mathematics 7-12 (6800)	K-5	ELA, Social Studies	1560	100%	0%
569	WOODWARD, NOELLE	Instructional II Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
570	WOOLER, AMY	Instructional I Grades PK-4 (2825), Instructional I Grades 5-6 (2826), Instructional I Reading Specialist PK-12 (7650)	6-8	ELA	1560	100%	0%
571	WRIGHT, MICHELLE	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810), Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%
572	WYDRA, AMANDA	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	Special Education - ELA, Math, Science, Social Studies	1560	100%	0%
573	YAHNER, JAISSA	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-8 (9226)	9-12	Department Chair of Special Education	1560	100%	0%
574	YANDRICH, CORTNEY	Instructional I Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%
575	YECKLEY, JENNA	Instructional II Elementary K-6 (2810)	6-8	Science	1560	100%	0%

576	YECKLEY, MARK	Instructional II Earth and Space Science 7-12 (8440), Instructional II Environmental Educ PK-12 (4820), Instructional II General Science 7-12 (8450)	K-5	STEM	1560	100%	0%
577	YOUNG, RAYNE	Instructional I Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
578	ZAMONSKI, LAUREN	Instructional I Reading Specialist PK-12 (7650), Instructional I Elementary K-6 (2810), Instructional I Special Education PK-8 (9226)	K-5	ELA, Science, Social Studies	1560	100%	0%
579	ZANGARI, KATHERINE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
580	ZEPKA, MARYBETH	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	Math	1560	100%	0%
581	ZIEGLER, GREGORY	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
582	ZIEGLER, KATIE	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%

Preliminary Statement of Revenues, Expenditures & Fund Balances Include ALL Funds			
6/30/2022			
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	\$ 169,290.07
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	\$ (1,013,792.71)
	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	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES/ PASS THROUGH	
	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 Contributions	\$ 500.00
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	\$ 118,436,377.34
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	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 Above	
	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	\$ 16,318.61
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	
	7280		Adult Literacy	
	7290		Additional Educational Program Revenues	
7300			REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310		Transportation /Regular and Additional)	
	7320		Rental and Sinkina Fund Payments/ Building Reimbursement Subsidy	
	7330		Health Services (Medical, Dental, Nurse, Act 25\	
	7340		Unassigned	
	7350		Sewage Treatment Operations/ Environmental Subsidies	
	7360		Safe Schools	
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF	
		7502	Dual Enrollment Grants	
		7503	Project 720/High School Reform	
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	\$ 3,750.00
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID	
	7810		State Share of Social Security and Medicare Taxes	

	7820	State Share of Retirement Contributions	
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	\$ 1,917.52
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	\$ 5,081,025.42
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION,	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	

Charter School Annual Report - Revenues			2	
	8670	Unassigned		
	8680	Unassigned		
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth		
	8741	ESSER FUNDING		\$ 9,544,674.34
8800		MEDICAL ASSISTANCE REIMBURSEMENTS		
9000		OTHER FINANCING SOURCES		
9100		SALE OF BONDS		
	9110	Bond Issue Proceeds (Gross)		
	9120	Proceeds from Refunding 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 ASSETS		
9500		Unassigned		
9600		Unassigned		
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS		
	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				\$ 132,240,060.59

Charter School Annual Report - Revenues			3	
Preliminary Statement of Revenues, Expenditures & Fund Balances as of June 30, 2020				
1100			REGULAR PROGRAMS - ELEMENTARY/ SECONDARY	\$ 66,898,969.77
1200			SPECIAL PROGRAMS - ELEMENTARY/ SECONDARY	\$ 18,435,110.87
1300			VOCATIONAL EDUCATION	
1400			OTHER INSTRUCTIONAL PROGRAMS -	\$ 491,907.06
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	\$ 1,896,959.07
	2120		Guidance Services	\$ 8,058,160.11
	2130		Attendance Services	\$ 719,586.44
	2140		Psychological Services	\$ 486,334.36
	2150		Speech Pathology and Audiology Services	\$ 715,982.37
	2160		Social Work Services	\$ 551,713.21
	2170		Student Accounting Services	\$ 23,464.47
	2190		Other Pupil Personnel Services	\$ 80,930.85
2200			SUPPORT SERVICES- INSTRUCTIONAL STAFF	
	2210		Supervision of Educational Media Services	
	2220		Technology Support Services	\$ 356,042.61
	2230		Educational Television Services	
	2240		Computer-Assisted Instruction Support Services	\$ 14,217.21
	2250		School Library Services	
	2260		Instruction and Curriculum Development Services	\$ 1,253,769.15
	2270		Instructional Staff Professional Development Services	\$ 1,337,382.22
	2280		Nonpublic Support Services	
2300			SUPPORT SERVICES - ADMINISTRATION	
	2310		Board Services	\$ 23,037.16
	2320		Board Treasurer Services	
	2340		Staff Relations and Negotiations Services	\$ 36,778.00
	2350		Legal Services	\$ 1,077,141.09
	2360		Office of the Superintendent (Executive Director) Services	\$ 1,973,386.73
	2370		Community Relations Services	\$ 333,238.37
	2380		Office of the Principal Services	\$ 2,210,984.82
	2390		Other Administration Services	\$ 911,107.18
2400			SUPPORT SERVICES - PUPIL HEALTH	\$ 638,130.82

2500			SUPPORT SERVICES - BUSINESS
	2510		Fiscal Services \$ 761,952.59
	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 \$ 755,263.17
	2630		Care and Upkeep of Grounds Services
	2640		Care and Upkeep of Equipment Services \$ 25,426.00
	2650		Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)
	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 \$ 2,125,081.23
	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 \$ 193,316.62
	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 \$ 1,493,198.71
3400			SCHOLARSHIPS AND AWARDS

4000			FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT	
4100			SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200			EXISTING SITE IMPROVEMENT SERVICES	
4300			ARCHITECTURE AND ENGINEERING SERVICES/ EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND	
4400			ARCHITECTURE AND ENGINEERING SERVICES/ EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500			BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600			EXISTING BUILDING IMPROVEMENT SERVICES	
5000			OTHER EXPENDITURES AND FINANCING USES	
5100			DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200			FUND TRANSFERS	
5300			TRANSFERS INVOLVING COMPONENT UNITS	
5400			INTRAFUND TRANSFERS OUT	
5800			SUSPENSE ACCOUNT	
5900			BUDGETARY RESERVE	
TOTAL EXPENDITURES				\$ 113,878,572.26
TOTAL REVENUES MINUS TOTAL EXPENDITURES= CURRENT FUND BALANCE AS OF JUNE 30, 2021				\$ 18,361,488.33

Reach Cyber Charter School
Financial Statements
And
Independent Auditor's Report
Year Ended June 30, 2021

**Reach Cyber Charter School
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Year Ended June 30, 2021**

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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, 2021, 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 and the major fund of Reach Cyber Charter School as of June 30, 2021, 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

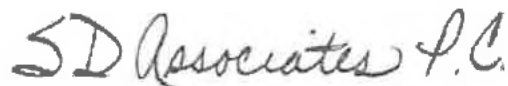
Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the 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 July 15, 2022, 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

July 15, 2022

Reach Cyber Charter School Management's Discussion and Analysis June 30, 2021

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, 2021. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- Total revenues increased by approximately \$77,500,000 due primarily to increased enrollment.
- At the close of the current fiscal year, the School reports an ending fund balance of \$44,208,588. This balance was the result of a \$31,566,509 surplus for the year ended June 30, 2021.
- The School's cash balance at June 30, 2021 was \$25,924,243 representing an increase of \$10,081,405 from June 30, 2020.

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, 2021**

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 a governmental general fund.

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.

	2021	2020
Assets		
Current assets	\$ 57,514,603	\$ 20,746,702
Noncurrent assets	553,059	218,600
	58,067,662	20,965,302
 Liabilities		
Current liabilities	13,314,932	8,113,540
Long-term liabilities	394,542	-
	13,709,474	8,113,540
 Net Position	\$ 44,358,188	\$ 12,851,762

**Reach Cyber Charter School
Management's Discussion and Analysis
June 30, 2021**

Government-Wide Financial Analysis (Continued)

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 \$44,358,188 as of June 30, 2021.

The School's revenues are predominately from local school districts based on student enrollment. For the year ended June 30, 2021, the School's total revenues of \$132,734,834 exceeded expenditures of \$101,228,408 by \$31,506,426.

	<u>2021</u>	<u>2020</u>
Revenues		
Program revenues		
Local educational agency assistance	\$127,554,932	\$ 53,260,917
Federal sources	5,007,888	1,714,638
State sources	143,679	66,310
General revenues		
Other	28,335	211,271
Total revenues	<u>132,734,834</u>	<u>55,253,136</u>
 Expenditures		
Instruction	79,624,912	38,184,003
Support services	20,456,060	13,737,431
Noninstructional services	1,003,407	153,141
Depreciation	144,029	59,224
Total expenditures	<u>101,228,408</u>	<u>52,133,799</u>
 Change in net position	31,506,426	3,119,337
Net position, beginning	<u>12,851,762</u>	<u>9,732,425</u>
 Net position, ending	<u>\$ 44,358,188</u>	<u>\$ 12,851,762</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 \$44,208,588.

Budget Variations

Actual revenues were \$69,428,384 higher than the budget due to increases as follows:

**Reach Cyber Charter School
Management's Discussion and Analysis
June 30, 2021**

Budget Variations (Continued)

Local educational agency assistance	\$ 67,261,405
Federal sources	2,206,392
State sources	142,252
Other revenues	<u>(181,665)</u>
	<u>\$ 69,428,384</u>

Actual expenditures were \$39,039,524 higher than the budget due to increases (decreases) as follows:

Instruction	\$ 31,923,455
Support services	6,828,698
Noninstructional services	467,903
Capital outlay	<u>(180,532)</u>
	<u>\$ 39,039,524</u>

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2021, the School's investment in capital assets for its governmental activities totaled \$544,142 (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 \$478,488 for furniture and equipment

Additional information on the School's capital assets can be found in Note 5 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 decrease by approximately \$7,150,000 for fiscal year 2021-2022 due the stabilization of enrollment after the impact of COVID-19 on the 2020-2021 year.

Reach Cyber Charter School Management's Discussion and Analysis June 30, 2021

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, 2021

	Governmental Activities
Assets	
Cash and cash equivalents	\$ 25,924,243
Investments	21,753,232
Receivable from school districts, net of allowance	7,336,703
Federal subsidies receivable	2,250,678
State subsidies receivable	144,631
Prepaid expenses	105,116
Property and equipment, net	544,142
Security deposit	8,917
Total assets	58,067,662
Liabilities	
Accounts payable and accrued expenses	268,416
Accrued salaries and benefits	6,396,464
Due to Connections Education, LLC	5,355,547
Due to school districts	1,294,505
Long-term liabilities	
Due after one year	
Compensated absences	394,542
Total liabilities	13,709,474
Net Position	
Invested in capital assets, net	544,142
Unrestricted	43,814,046
Total net position	\$ 44,358,188

See accompanying notes to financial statements.

**Reach Cyber Charter School
Statement of Activities
Year Ended June 30, 2021**

<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	\$ 79,624,912	\$ 101,483,329	\$ 5,007,888	26,866,305
Support services	20,456,060	26,071,603	143,679	5,759,222
Noninstructional services	1,003,407	5,156	-	(998,251)
Depreciation expense	144,029	-	-	(144,029)
Total governmental activities	<u>\$ 101,228,408</u>	<u>\$ 127,560,088</u>	<u>\$ 5,151,567</u>	31,483,247
				<u>23,179</u>
				31,506,426
				<u>12,851,762</u>
				<u>\$ 44,358,188</u>

See accompanying notes to financial statements.

Reach Cyber Charter School
Balance Sheet-Governmental Fund
June 30, 2021

	General Fund
Assets	
Cash and cash equivalents	\$ 25,924,243
Investments	21,753,232
Receivable from school districts, net of allowance	7,336,703
Federal subsidies receivable	2,250,678
State subsidies receivable	144,631
Prepaid expenses	105,116
Security deposit	8,917
Total assets	\$ 57,523,520
Liabilities	
Accounts payable and accrued expenses	\$ 268,416
Accrued salaries and benefits	6,396,464
Due to Connections Education, LLC	5,355,547
Due to school districts	1,294,505
Total liabilities	13,314,932
Fund Balances	
Nonspendable	114,033
Assigned	12,045,988
Unassigned	32,048,567
Total fund balances	44,208,588
Total liabilities and fund balances	\$ 57,523,520

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, 2021

Total Fund Balance for Governmental Funds		\$ 44,208,588
--------------------------------------------------	--	---------------

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	805,520	
Accumulated depreciation and amortization	<u>(261,378)</u>	
		544,142

Certain liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:

Compensated absences		<u>(394,542)</u>
----------------------	--	------------------

Total Net Position of Governmental Activities		<u>\$ 44,358,188</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, 2021

	General Fund
Revenues	
Local educational agency assistance	\$ 127,554,932
Federal sources	5,007,888
State sources	143,679
Other revenues	28,335
Total revenues	132,734,834
Expenditures	
Instruction	79,230,370
Support services	20,456,060
Noninstructional services	1,003,407
Capital outlay	478,488
Total expenditures	101,168,325
Net Change In Fund Balance	31,566,509
Fund Balance - Beginning of Year	12,642,079
Fund Balance - End of Year	\$ 44,208,588

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, 2021**

Net Change in Fund Balances - Total Governmental Funds	\$ 31,566,509
---------------------------------------------------------------	----------------------

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	(144,029)
Capital outlays	478,488

In the statement of activities, certain operating expenses - compensated absences (vacations and sick time) - are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used.

(394,542)

Change in Net Position of Governmental Activities	<u>\$ 31,506,426</u>
----------------------------------------------------------	-----------------------------

See accompanying notes to financial statements.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2021

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.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2021

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

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

The government reports the following major governmental fund:

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:

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2021

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

Method of Accounting (Continued)

- 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.
- 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. The School assigned \$12,045,988 of the fund balance as follows:
 - a) \$5,336,725 for salaries and benefits
 - b) \$2,995,644 for capital expenditures
 - c) \$1,252,698 for STEM enhancements and mobile lab
 - d) \$998,315 for career pathways initiatives
 - e) \$878,596 for professional development
 - f) \$500,000 for internal teacher mini-grants
 - g) \$84,010 for benevolent outreach
- 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.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2021

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

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.

Deposits and Investments

The School's cash and cash equivalents are considered to be cash on hand and demand deposits. The School's investments consist of obligations of the U.S. Treasury and commercial paper. Investments are reported at fair value.

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. The benefits are accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the General Fund only if they have matured, for example, as a result of employee resignations or treatments.

Advertising Costs

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

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2021

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

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 2020, 2019 and 2018 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, 2021, was \$25,924,243. The actual amount of cash on deposit in the School's bank accounts at June 30, 2021 was \$25,990,214. As of June 30, 2021, the School's bank balance was exposed to custodial credit risk as follows:

Uninsured and collateralized with securities held by the pledging bank's trust department, not in the School's name	\$ 25,740,214
Insured amount	\$ 250,000

Custodial credit risk is the risk that 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 Investments

At June 30, 2021, the School's investment balances were as follows:

Investment Type	Fair Value	Investment Maturities (In Years)		Rating
		Less Than 1	1 - 5	
U.S. Treasury Bonds	\$ 17,654,730	\$ 2,274,498	\$15,380,232	AAA
Commercial paper	4,098,502	4,098,502	-	P-1
	\$ 21,753,232	\$ 6,373,000	\$15,380,232	

Interest Rate Risk. The School does not have any restrictions in any of its investment policies that limit investment maturities.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2021

Note 3 Investments (Continued)

Credit Risk. The School's investment policy is to apply the "prudent investor" standard: "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived." Investment ratings are listed above.

Concentration of Credit Risk. The School places no limit on the amount that may be invested in any one issuer.

Note 4 Receivables

Receivables as of June 30, 2021 consist primarily of subsidies from federal, state, and local authorities. Receivables are shown net of an allowance for uncollectible accounts of \$304,347.

Note 5 Capital Assets

Capital asset activity for the year ended June 30, 2021 was as follows:

	Balance, 7/1/2020	Additions	Deletions	Balance, 6/30/2021
Equipment and furniture	375,153	478,487	48,121	805,519
Less: accumulated depreciation	165,470	144,028	48,121	261,377
	\$ 209,683	\$ 334,459	\$ -	\$ 544,142

Depreciation expense was \$144,029 for the year ended June 30, 2021.

Note 6 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 7 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 \$541,024 for the year ended June 30, 2021.

Future minimum lease payments are as follows as of June 30, 2021:

**Reach Cyber Charter School
Notes to Financial Statements
June 30, 2021**

Note 7 Lease Commitment (Continued)

Year ended June 30,	
2022	\$ 481,891
2023	80,707
	\$ 562,598

Note 8 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, 2021 totaled \$1,570,513.

Note 9 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 10 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, 2021 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 11 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.

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

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2021

Note 11 Professional Services Agreement (Continued)

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 \$52,112,811 for the year ended June 30, 2021.

Required Supplementary Information

**Reach Cyber Charter School
Governmental Fund Budgetary Comparison Schedule
Year Ended June 30, 2021**

	<u>Budgeted Amounts</u>		Actual	Variance With Budget
	Original	Final	Revenues/ Expenditures	
Revenues				
Local educational agency assistance	\$ 60,293,527	\$ 60,293,527	\$ 127,554,932	\$ 67,261,405
Federal sources	2,801,496	2,801,496	5,007,888	2,206,392
State sources	1,427	1,427	143,679	142,252
Other revenues	<u>210,000</u>	<u>210,000</u>	<u>28,335</u>	<u>(181,665)</u>
Total revenues	<u>63,306,450</u>	<u>63,306,450</u>	<u>132,734,834</u>	<u>69,428,384</u>
Expenditures				
Instruction	47,306,915	47,306,915	79,230,370	(31,923,455)
Support services	13,627,362	13,627,362	20,456,060	(6,828,698)
Noninstructional services	535,504	535,504	1,003,407	(467,903)
Capital outlay	<u>659,020</u>	<u>659,020</u>	<u>478,488</u>	<u>180,532</u>
Total expenditures	<u>62,128,801</u>	<u>62,128,801</u>	<u>101,168,325</u>	<u>(39,039,524)</u>
Net Change in Fund Balance	1,177,649	1,177,649	31,566,509	30,388,860
Fund Balance, Beginning	<u>12,642,079</u>	<u>12,642,079</u>	<u>12,642,079</u>	<u>-</u>
Fund Balance, Ending	<u>\$ 13,819,728</u>	<u>\$ 13,819,728</u>	<u>\$ 44,208,588</u>	<u>\$ 30,388,860</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, 2021 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated July 15, 2022.

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.

A handwritten signature in cursive script that reads "SD Associates P.C.".

Certified Public Accountants
Elkins Park, Pennsylvania

July 15, 2022

Single Audit Requirements

Reach Cyber Charter School
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2021

Federal Grantor/ Pass-Through Grantor	Federal Assistance Listing Number	Pass- Through Grantor's Number	Grant Period	Program or Award	Accrued (Deferred) Revenue 7/1/2020	Total Received for the Year	Revenue Recognized	Federal Expenditures	Accrued (Deferred) Revenue 6/30/2021
U.S. Department of Education									
<u>Pass-Through PA Department of Education</u>									
Title I - Improving Basic Programs	84.010	013-201150	7/1/19-9/30/20	\$ 887,058	\$ (86)	\$ (86)	-	-	-
Title I - Improving Basic Programs	84.010	013-211150	7/1/20-9/30/21	2,941,880	-	1,179,333	2,941,880	2,941,880	1,762,547
Title I - Program Improvement Set Aside	84.010	042-201150	9/9/20-9/30/21	75,000	-	57,692	74,562	74,562	16,870
					(86)	1,236,939	3,016,442	3,016,442	1,779,417
Title II - Improving Teacher Quality	84.367	020-211150	7/1/20-9/30/21	327,910	-	117,840	327,910	327,910	210,070
Title II - Improving Teacher Quality	84.367	020-201150	7/1/19-9/30/21	123,271	-	26,857	26,857	26,857	-
					-	144,697	354,767	354,767	210,070
Title IV - Student Support and Academic Enrichment	84.424	144-211150	7/1/20-9/30/21	67,273	-	56,569	67,273	67,273	10,704
Title IV - Student Support and Academic Enrichment	84.424	144-201150	7/1/19-9/30/20	67,506	4,501	4,501	-	-	-
					4,501	61,070	67,273	67,273	10,704
COVID-19 Elementary and Secondary School Emergency Relief Fund	84.425D	200-201150	3/13/20-9/30/22	728,580	-	651,887	728,580	728,580	76,693
COVID-19 Special Education COVID-19 Impact Mitigation	84.027	252-201150	7/1/20-9/30/21	5,000	-	5,000	5,000	5,000	-
<u>Pass-Through Capital Area Intermediate Unit</u>									
<u>Individuals with Disabilities Education</u>									
Act Part B	84.027	N/A	7/1/20-9/30/21	742,640	-	655,980	742,640	742,640	86,660
Individuals with Disabilities Education	84.027	N/A	7/1/19-9/30/20	579,815	84,763	-	-	-	84,763
Individuals with Disabilities Education	84.173	N/A	7/1/20-6/30/21	672	-	672	672	672	-
Total Special Education Cluster					84,763	661,652	748,312	748,312	171,423
Title III - Language Instruction For English Learners	84.365	N/A	7/1/20-6/30/21	2,544	-	-	2,544	2,544	2,544
Title III - Language Instruction For English Learners	84.365	N/A	7/1/19-6/30/20	1,680	1,680	1,680	-	-	-
					1,680	1,680	2,544	2,544	2,544
Total U.S. Department of Education					90,858	2,757,925	4,917,918	4,917,918	2,250,851
U.S. Department of the Treasury									
<u>Pass-Through PA Commission on Crime and Delinquency</u>									
COVID-19 Coronavirus Relief Fund	21.019	N/A	3/1/20-10/30/20	90,000	-	90,000	90,000	90,000	-
Total U.S. Department of the Treasury					-	90,000	90,000	90,000	-
Total Federal Awards					\$ 90,858	\$ 2,847,925	\$ 5,007,918	\$ 5,007,918	\$ 2,250,851

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, 2021

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, 2021. 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, 2021. 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 School 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, 2021.

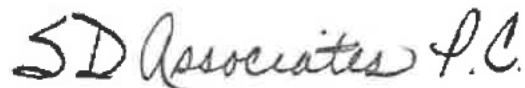
Report on Internal Control Over Compliance

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

July 15, 2022

**Reach Cyber Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2021**

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 programs tested as major programs were Elementary and Secondary Education Relief Fund, Assistance Listing No.84.425, and Special Education Cluster, Assistance Listing No. 84.027/84.173.
8. The threshold for distinguishing Types A and B programs was \$750,000.
9. Reach Cyber Charter School qualified as a low-risk auditee.

B. Findings-Financial Statement Audit

None.

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

None.

**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333**

**Division of Federal Programs
Consolidated Program Review**

2017-2018 School Year

**Reach Cyber CS
750 East Park Drive
Suite 204
Harrisburg**

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Jane Swan	7177048437	<input checked="" type="checkbox"/>
Business Manager:	Karen Yeslevage	7177048437	<input checked="" type="checkbox"/>
Title I Coordinator:	Jean Swenk/Erin Erdley	5707138694	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Jean Swenk/Erin Erdley	5707138694	<input type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Title IV Part A Coordinator:	Jean Swenk/Erin Erdley	5707138694	<input type="checkbox"/>
Ed-Flex Waiver Review Coordinator:	NA	NA	<input type="checkbox"/>
Title VI-B REAP Coordinator:	NA	NA	<input type="checkbox"/>

Program(s) Reviewed:

- | | |
|-----------------------------------------------------|-----------------------------------------------------|
| <input checked="" type="checkbox"/> Title I | <input checked="" type="checkbox"/> Title IV Part A |
| <input checked="" type="checkbox"/> Title II Part A | <input type="checkbox"/> Ed-Flex Waiver Review |
| <input type="checkbox"/> Title III | <input type="checkbox"/> Title VI-B REAP |

Program Reviewer(s): BJIrvin

Program Review Date: 05/17/2018

Title I

Component I: Appropriately State Certified

The Local Education Agency (LEA) will ensure that all teachers and paraprofessionals working in a program supported with Title I and Title II funds meet applicable State certification and licensure requirements.

Section 1112(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of staff working in the Title I and Title II program and their certifications <input checked="" type="checkbox"/> Samples of valid level 1 or 2 certificates with appropriate content areas aligned with class schedules. <input type="checkbox"/> Emergency permits unacceptable except for charter schools 25% rule <input checked="" type="checkbox"/> Report generated by the LEA data system on staff qualifications		District Comments
						4/16/2018 3:09:38 PM Federal Programs Specialist Erin Erdley All teachers at Reach Cyber Charter School who are funded with Title I or Title IIA funding are appropriately state certified/licensed in the subject area and grade level assigned.
If you have additional comments to make about this section, enter them here:						

Component II: Equity Plan

The Local Education Agency (LEA) will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Section 1111(g)(1)(B)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equity Plan <input type="checkbox"/> Documentation of annual review of Equity Plan <input type="checkbox"/> Teachers are reassigned, if applicable <input type="checkbox"/> Changes to union contract are made, if applicable <input type="checkbox"/> Sample class schedules with applicable staff and student percentages		District Comments
						4/17/2018 11:31:00 AM Federal Programs Specialist Erin Erdley Reach Cyber Charter School is a single building school district at which all teachers are fully state certified/licensed. Only 11 out of 106 total staff (10.4%) have less than 3 years' experience.
						Monitor Comments
						5/31/2018 8:37:04 AM monitor Betty Jane Irvin The school was under the misunderstanding that this does not apply to them. They can check with their regional reviewer for additional help.
If you have additional comments to make about this section, enter them here:						

Component III: Foster Care

The Local Education Agency (LEA) must develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Section 1111(g)(1)(E)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
1. The LEA developed transportation procedures for students in foster care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written transportation procedures		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1215 380 2001 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1215 431 2001 675"> <p>4/17/2018 11:32:27 AM Federal Programs Specialist Erin Erdley Unless specifically stated otherwise, the school's Homeless Education Procedures are also applicable to students in foster care. The Procedures include guidelines related to transportation services.</p> </td> </tr> <tr> <th data-bbox="1215 675 2001 727" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1215 727 2001 974"> <p>5/17/2018 9:57:20 AM monitor Betty Jane Irvin The school is a virtual school and therefore transportation is not required. However, in those instances where transportation is needed arrangements have been made by the need of transportation.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 11:32:27 AM Federal Programs Specialist Erin Erdley Unless specifically stated otherwise, the school's Homeless Education Procedures are also applicable to students in foster care. The Procedures include guidelines related to transportation services.</p>	Monitor Comments	<p>5/17/2018 9:57:20 AM monitor Betty Jane Irvin The school is a virtual school and therefore transportation is not required. However, in those instances where transportation is needed arrangements have been made by the need of transportation.</p>
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If you have additional comments to make about this section, enter them here:										

Component IV: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> states how the LEA involves parents in the joint development of the Title I Plan (Title I Application) states how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1118(e) parent and family involvement activities to improve student academic achievement and school performance states how the LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs 	☑	☐	☐	<p>☑ LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.</p>	<p>Board Minutes approving Parent and Family Engagement Policy, Parent Policy and Compact Annual Evaluation Ticket</p>	District Comments
						<p>4/17/2018 11:37:25 AM Federal Programs Specialist Erin Erdley The Parent and Family Engagement policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Parents and other stakeholders provide feedback at the annual Title I Parent Meeting and/or the Board meeting during which the policy is reviewed and approved. The Policy is Board approved each year and included in the school handbook which is available 24/7 via Connexus. The policy is distributed to all parents, students, and staff with the School-parent Compact via must read webmail with a read receipt request.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>states how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under this part, including identifying</p> <ul style="list-style-type: none"> - barriers to greater participation in activities, - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers - Strategies to support successful school and family interactions <p>use the findings of the evaluation to design evidence based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies involve parents in the activities of the Title I schools</p>						
<p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds</p>		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>	☑	☐	☐	<p>☑ Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 11:42:39 AM Federal Programs Specialist Erin Erdley The school has recruited a group of Community Coordinators who are parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I. Parents are also invited to attend the annual Title I parent meeting and to serve on the Title I Planning committee during which budget and uses of Title funding are discussed.</p>
<p>4. If the LEA receives \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with LEA parent and Family Engagement Policy, including at least one of the following;</p> <ul style="list-style-type: none"> - Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies - Supporting programs that reach parents and family members at home, in the community, and at school - Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members 	☑	☐	☐	<p>☑ LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet</p>		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>- Collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement</p> <p>- Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the Parent and Family Engagement (This can be marked N/A if the LEA received less than \$500,000 in Title I funds.)</p>								
<p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>	☑	☐	☐	<p>☑ Agendas and sign in sheets from meeting with parents to discuss the evaluation</p> <p>☑ Surveys and collated results to demonstrate evaluation process</p>	<p>Board Minutes approving Parent and Family Engagement Policy, Parent Policy and Compact Annual Evaluation Ticket</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1293 708 2003 756" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1293 756 2003 1464"> <p>4/17/2018 11:48:01 AM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>The Parent and Family Engagement policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Parents and other stakeholders provide feedback on the policy and on parent involvement activities at the annual Title I Parent Meeting and/or the Board meeting during which the policy is reviewed and approved. Parents and staff also provide feedback on the school program, including parent involvement activities, at the Title I Planning Committee meeting. In addition, a survey is administered to parents each year to request feedback on the school's program and inform potential changes to the program and areas of improvement related to parent involvement activities.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 11:48:01 AM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>The Parent and Family Engagement policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Parents and other stakeholders provide feedback on the policy and on parent involvement activities at the annual Title I Parent Meeting and/or the Board meeting during which the policy is reviewed and approved. Parents and staff also provide feedback on the school program, including parent involvement activities, at the Title I Planning Committee meeting. In addition, a survey is administered to parents each year to request feedback on the school's program and inform potential changes to the program and areas of improvement related to parent involvement activities.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>If you have additional comments to make about this section, enter them here:</p>						

Component V: Schoolwide Programs

A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

Section 1114

If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Financial reports		<table border="1"> <thead> <tr> <th data-bbox="1480 506 1999 553">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1480 553 1999 802"> 4/17/2018 2:10:36 PM Federal Programs Specialist Erin Erdley Though the school operates a schoolwide program, it does not consolidate funds. </td> </tr> <tr> <th data-bbox="1480 802 1999 849">Monitor Comments</th> </tr> <tr> <td data-bbox="1480 849 1999 1026"> 5/16/2018 9:57:19 PM monitor Betty Jane Irvin The school does not consolidate state, local and federal funds. </td> </tr> </tbody> </table>	District Comments	4/17/2018 2:10:36 PM Federal Programs Specialist Erin Erdley Though the school operates a schoolwide program, it does not consolidate funds.	Monitor Comments	5/16/2018 9:57:19 PM monitor Betty Jane Irvin The school does not consolidate state, local and federal funds.
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Monitor Comments										
5/16/2018 9:57:19 PM monitor Betty Jane Irvin The school does not consolidate state, local and federal funds.										
If you have additional comments to make about this section, enter them here:										

Component VI: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

ESEA sections 1117 and 8501, 8503
 UGG Sec. 200.313 and 200.320

If the LEA has no participating nonpublic schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has procedures for provision of services to eligible children attending nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing nonpublic student's measurable goals and detailing the services provided to nonpublic students.		
2. Consultation has occurred between LEA and nonpublic officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials <input type="checkbox"/> Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools		
3. The results of agreement following consultation have been transmitted to the SEAs equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Affirmation of Consultation <input type="checkbox"/> eGrants affirmation upload <input type="checkbox"/> LEA documentation that consultation has, or attempts at such consultation have, taken place (see Additional Evidence required ONLY if the nonpublic official fails to sign the affirmation).	<input type="checkbox"/> Return Receipt mail card <input type="checkbox"/> Certified Letter postage receipt	
4. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nonpublic school visitation documentation by LEA		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment survey form and collated results <input type="checkbox"/> Assessment data		
6. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement if allocation is \$500,000 and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Non-Public Organizations Summary and Non-Public Institutions sections of eGrants <input type="checkbox"/> Announcements/sign-in sheets for Parent & Family Engagement opportunities for nonpublic teachers and parents if required		
7. LEA has budgets that document appropriate set-asides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I budget / Budget Summary section of eGrants		
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title I A nonpublic funds <input type="checkbox"/> Documentation that a physical inventory is conducted annually at the end of the school year		
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts that include a breakdown of instructional costs, amount of services to be delivered, and administrative costs for nonpublic schools		
10. LEA has Title I complaint procedures available for nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of complaint procedure and verification of distribution to nonpublic schools		
If you have additional comments to make about this section, enter them here:						

Component VII: General Fiscal Requirements/Uniform Grants Guidance (UGG)

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantees financial operations, which may include a review of internal controls for program funds in accordance with state and federal requirements, an examination of principles, laws and regulations, and a determination of whether costs are reasonable and necessary to achieve program objectives. This activity involves an assessment of financial statements, records, and procedures. It is similar to an audit, but has a lesser degree of detail and depth and, usually, a higher degree of frequency.

Fiscal monitoring includes, but is not limited to:

- Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.
- Comparing budgets or budget limits to actual costs to determine if the LEAs expenditures are likely to be more or less than budgeted
- Obtaining documentation that services billed or items purchased were actually delivered according to the contract
- Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

An expenditure is allowable if it is an approved use of funds under the statute or regulations governing a program and meet the intent of the program.

An expenditure is necessary if it is part of an approved application for funding.

An expenditure is allocable to the extent that the expenditure is used to meet the intent of the grant program (costs are pro-rated across grants if used to meet several grant program objectives).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented Uniform Grants Guidance Section 200.501	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Two most recent audit reports (federal programs only) <input type="checkbox"/> LEA response to findings <input type="checkbox"/> PDE follow-up review of findings <input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions		District Comments 4/17/2018 11:54:50 AM Federal Programs Specialist Erin Erdley This is only the school's second year in operation so only one audit is available. The school's single audit for the 1617 school year was recently completed and no findings were noted.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$1500) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$1499)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1642 131 2003 180" style="background-color: #e0e0e0;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 180 2003 740"> <p>4/17/2018 11:56:02 AM Federal Programs Specialist Erin Erdley The school has not purchased equipment, computing devices, or special purpose equipment with federal funds. The school does have written procedures for maintaining inventory records should the school use federal funds to purchase equipment in the future.</p> </td> </tr> <tr> <th data-bbox="1642 740 2003 789" style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 789 2003 1000"> <p>5/16/2018 9:58:35 PM monitor Betty Jane Irvin No equipment or related property was purchased with title I funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 11:56:02 AM Federal Programs Specialist Erin Erdley The school has not purchased equipment, computing devices, or special purpose equipment with federal funds. The school does have written procedures for maintaining inventory records should the school use federal funds to purchase equipment in the future.</p>	Monitor Comments	<p>5/16/2018 9:58:35 PM monitor Betty Jane Irvin No equipment or related property was purchased with title I funds.</p>
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<p>5/16/2018 9:58:35 PM monitor Betty Jane Irvin No equipment or related property was purchased with title I funds.</p>											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA conducts a physical inventory of all items every two years	☑	☐	☐	☑ Documentation that physical inventory was conducted within the last two years		<div data-bbox="1640 131 2003 175" style="background-color: #e0e0e0; padding: 2px;">District Comments</div> <div data-bbox="1640 183 2003 813"> <p>4/17/2018 11:57:02 AM Federal Programs Specialist Erin Erdley The school has not purchased equipment, computing devices, or special purpose equipment with federal funds. The school does have written procedures for maintaining inventory records, including conducting physical inventory counts, should the school use federal funds to purchase equipment in the future.</p> </div> <div data-bbox="1640 821 2003 865" style="background-color: #e0e0e0; padding: 2px;">Monitor Comments</div> <div data-bbox="1640 873 2003 1247"> <p>5/17/2018 10:10:28 AM monitor Betty Jane Irvin The school has not purchased any equipment but has a template ready should they need to do an inventory. Currently equipment is inventoried by the parent company, Pearson.</p> </div>
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved date	☑	☐	☐	☑ Documentation that program funds were not spent prior to program approval date		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that records are maintained for a period of seven years		<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">District Comments</p> <p>4/17/2018 11:59:23 AM Federal Programs Specialist Erin Erdley Note this is only the school's second year in operation. The school has a Board policy regarding Records Retention and procedures for records retention are included in the school's Federal Programs Procedures Manual.</p> </div>
5. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title I, Title ID, and/or Title III Immigrant and EL, where applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title I, Title ID, and/or Title III Immigrant and EL.		
	2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>6. Conflict of Interest UGG Sec 200.112</p>	<p>1. Conflict of Interest Requirement - the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <p>Standards of Conduct - (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)</p> <p>Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)</p> <p>Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)</p> <p>Mandatory Disclosure- (potential conflict disclosed in writing)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board Approved policy,</p> <p><input checked="" type="checkbox"/> self-disclosure form,</p> <p><input type="checkbox"/> resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)</p>		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
7. Allowability of Costs UGG Sec 200.43	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles: Necessary, reasonable and allocable Conform with federal law and grant terms Consistent with state and local policies Adequately documented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Review program expenditures <input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1640 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2003 529"> 4/17/2018 12:01:56 PM Federal Programs Specialist Erin Erdley The school's Federal Programs Procedures Manual includes a process for ensuring that budget items meet allowability of cost requirements. </td> </tr> </tbody> </table>	District Comments	4/17/2018 12:01:56 PM Federal Programs Specialist Erin Erdley The school's Federal Programs Procedures Manual includes a process for ensuring that budget items meet allowability of cost requirements.
District Comments									
4/17/2018 12:01:56 PM Federal Programs Specialist Erin Erdley The school's Federal Programs Procedures Manual includes a process for ensuring that budget items meet allowability of cost requirements.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
8. Procurement UGG Sec 200.300	1. Procurement the LEA maintains purchasing procedures Micro-purchases (purchase up to \$3,500) Small Purchase (between \$3,500-\$150,000) Sealed Bids (purchases over \$150,000 with formal advertising) Competitive Proposals (more than one source submitting a proposal) Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source) Note: if opting to take procurement extension mark N/A, and answer question 9.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels <input type="checkbox"/> Evidence that procurement procedures were followed for 3-5 tested random expenditures.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th data-bbox="1640 131 2003 180" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1640 180 2003 391"> 4/17/2018 12:02:33 PM Federal Programs Specialist Erin Erdley School opting to take procurement extension. </td> </tr> <tr> <th data-bbox="1640 391 2003 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 440 2003 610"> 5/16/2018 10:12:50 PM monitor Betty Jane Irvin School opted to take the Procurement extension. </td> </tr> </table>	District Comments	4/17/2018 12:02:33 PM Federal Programs Specialist Erin Erdley School opting to take procurement extension.	Monitor Comments	5/16/2018 10:12:50 PM monitor Betty Jane Irvin School opted to take the Procurement extension.
District Comments											
4/17/2018 12:02:33 PM Federal Programs Specialist Erin Erdley School opting to take procurement extension.											
Monitor Comments											
5/16/2018 10:12:50 PM monitor Betty Jane Irvin School opted to take the Procurement extension.											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>9. Procurement extension</p> <p>EDGAR 80.36</p>	<p>1. Procurement the LEA must still maintain procurement procedures using more restrict thresholds:</p> <p>Any expenditure under \$100,000 price or rate quotes obtained by adequate number of qualified sources</p> <p>Bids obtained for costs over \$100,000</p> <p>Note: if opting not to take procurement extension mark N/A, and answer question 8.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels and documentation that LEA is taking the Procurement extension</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:03:55 PM Federal Programs Specialist Erin Erdley The Federal Programs Procedures Manual includes the schools process for procuring goods and services using Federal Funds, as does the Board Policy for Procurement with Federal Grant Funds. The school is in the process of reviewing recently released State guidelines for procurement and making any necessary updates to the Procedures Manual and Procurement process.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>10. Cash Management UGG Sec 200.305</p>	<p>1. Cash Management the District must maintain written procedures to implement the following cash management requirements:</p> <p>Reimbursements explain what happens if the District is initially charging federal grant expenditures to nonfederal funds</p> <p>Advances explain what happens if the District receives advance payments of federal grant funds</p> <p>Interest explain how the District will manage interest earned on federal grant awards</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procedures are available that address the three components</p> <p><input type="checkbox"/> Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable</p>		<table border="1"> <thead> <tr> <th data-bbox="1640 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2003 597"> <p>4/17/2018 12:14:49 PM Federal Programs Specialist Erin Erdley The school's Federal Programs Procedures Manual includes procedures related to cash management. The school has not earned interest in excess of \$500 related to federal funding.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 12:14:49 PM Federal Programs Specialist Erin Erdley The school's Federal Programs Procedures Manual includes procedures related to cash management. The school has not earned interest in excess of \$500 related to federal funding.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
11. Travel Reimbursement UGG Sec 200.474	1. Travel the District must have written travel policies for travel costs to be allowable Types of travel (single day, overnight or out-of-state) What expenses may be reimbursed (food, lodging, transportation, airfare) What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board approved policies available for review <input type="checkbox"/> Samples of travel requests reviewed followed policy <input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
12. Prior Written Approval for Various Expenditures	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) Out of State Travel for workshops/conferences (200.474) Entertainment Costs (200.438) Equipment (200.439) Student Activity Costs Memberships, subscriptions, and Professional Activities (200.454) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives <input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures. 						
<p>13. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127 ESEA</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Consolidated Application Carryover section <input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter 		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1640 959 2003 1008" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 1008 2003 1252"> <p>4/17/2018 12:05:07 PM Federal Programs Specialist Erin Erdley The school did not carryover any funds from 1617 to 1718.</p> </td> </tr> <tr> <th data-bbox="1640 1252 2003 1300" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 1300 2003 1474"> <p>5/16/2018 10:00:02 PM monitor Betty Jane Irvin The school did not carry over any funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 12:05:07 PM Federal Programs Specialist Erin Erdley The school did not carryover any funds from 1617 to 1718.</p>	Monitor Comments	<p>5/16/2018 10:00:02 PM monitor Betty Jane Irvin The school did not carry over any funds.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>14. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1007 ESEA, amends Sec. 1113 ESEA</p>	<p>1. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span"</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application, Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:05:32 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not have to select schools via rank order.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:00:53 PM monitor Betty Jane Irvin The school is a single building and does not require rank order.</p>
	<p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. The same analysis should occur for buildings below 75% regardless of grade span when that ranking methodology is chosen, and when the ranking by grade span methodology is chosen then this analysis should occur within any established grade span.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application, Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:05:41 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not have to select schools via rank order.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:11:55 PM monitor Betty Jane Irvin The school is a single building and does not require rank order.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. High schools (grades 9-12) may be served out of rank order at the discretion of the LEA. In this case, any High School that is over 50% low-income shall be treated and ranked as if it is at the 75% low-income level. In this manner a High School would have to be served in rank order regardless of grade span as it would be considered to be at the 75% level.	☐	☐	☑	☑ Consolidated Application, Selection of Schools		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:05:49 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not have to select schools via rank order.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:01:52 PM monitor Betty Jane Irvin The school is a single building and does not require rank order.</p>
	4. Allocations to each eligible school remain in rank order per the method established during the Consolidated Application submission and as analyzed in the bullets above, however variance in per pupil expenditure may vary and may only be in an anticipated format as this analysis is occurring mid-year	☐	☐	☑	☑ The Title I budget, including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:05:55 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not have to select schools via rank order.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:02:26 PM monitor Betty Jane Irvin The school is a single building and does not require rank order.</p>
	5. Pre-kindergarten children are excluded from the poverty count of any school	☑	☐	☐	☑ PIMS Report on Economically Disadvantaged		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>15. Supplement/Supplant</p> <p>The LEA ensures that Title funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.</p> <p>Sec. 1012 of ESSA amending Sec. 1118 of ESEA</p>	<p>1. LEA approved budget and records of expenditures of Title funds at the district level match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Title I A and D, Title II and Title III, and Title IV budgets</p> <p><input checked="" type="checkbox"/> LEA budget</p> <p><input checked="" type="checkbox"/> Statement of Expenditures for Title I A and D, Title II, Title III, and Title IV</p> <p><input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.</p>		<table border="1"> <thead> <tr> <th data-bbox="1640 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2003 565"> <p>4/17/2018 12:07:12 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>Note that Reach is a single building school district and funds are not allocated to separate buildings. There is one budget for Reach which includes Title I funding.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 12:07:12 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>Note that Reach is a single building school district and funds are not allocated to separate buildings. There is one budget for Reach which includes Title I funding.</p>
District Comments									
<p>4/17/2018 12:07:12 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>Note that Reach is a single building school district and funds are not allocated to separate buildings. There is one budget for Reach which includes Title I funding.</p>									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. For Schoolwide Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of federal, state and local allocations for past two years <input checked="" type="checkbox"/> Federal expenditures match Schoolwide Plan activities <input type="checkbox"/> MOE letter <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:08:51 PM Federal Programs Specialist Erin Erdley Reach operates a schoolwide program for which Title I is used to provide supplemental interventions and additional services and contact to students who are identified as at risk. Note that this is the school's second year in operation and MOE calculations cannot be completed until this school year has been completed. Also note that Reach is a single building school district and does not allocate funds to separate buildings.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	3. For Targeted Assistance Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Federal expenditures match Consolidated Application <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings. <input type="checkbox"/> Evidence of intent of Title I being met through availability of services to students at-risk of failing.		<table border="1"> <tr> <td data-bbox="1640 131 2003 180">District Comments</td> </tr> <tr> <td data-bbox="1640 180 2003 423">4/17/2018 12:09:34 PM Federal Programs Specialist Erin Erdley Reach Cyber Charter School operates a schoolwide program.</td> </tr> <tr> <td data-bbox="1640 423 2003 472">Monitor Comments</td> </tr> <tr> <td data-bbox="1640 472 2003 675">5/16/2018 10:03:22 PM monitor Betty Jane Irvin The school does not operate a targeted assistance program.</td> </tr> </table>	District Comments	4/17/2018 12:09:34 PM Federal Programs Specialist Erin Erdley Reach Cyber Charter School operates a schoolwide program.	Monitor Comments	5/16/2018 10:03:22 PM monitor Betty Jane Irvin The school does not operate a targeted assistance program.
District Comments											
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Monitor Comments											
5/16/2018 10:03:22 PM monitor Betty Jane Irvin The school does not operate a targeted assistance program.											
16. Comparability The LEA complies with the comparability provisions of Title I. Sec 1120A(c)	1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Detailed Data Sheet and Assurance page <input type="checkbox"/> Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) <input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>17. Maintenance of Effort (MOE)</p>	<p>1. LEAs combined fiscal effort per student on the aggregate expenditures of the LEA from the preceding year must not be less than 90% of the second preceding year</p>	☐	☐	☑	<p>☐ Maintenance of Effort Letter indicating compliance/non-compliance</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:10:12 PM Federal Programs Specialist Erin Erdley Reach is in its second year of operation and therefore only has one year of expenditures completed (1617 school year). Once the 1718 school year is complete, the school will ensure to comply with maintenance of effort requirements.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:04:24 PM monitor Betty Jane Irvin This is only the second year that the school has been an operation and therefore the MOE letter is not available.</p>
<p>18. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113 ESEA, 42 U.S.C 11432</p> <p>Sec. 9103</p>	<p>1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.</p>	☑	☐	☐	<p>☑ Consolidated Application Reservation of Funds page</p> <p>☑ Consolidated Application Title I budget</p> <p>☐ Statement of expenditures for homeless</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:16:33 PM Federal Programs Specialist Erin Erdley Reach reserved an appropriate amount of funds for Homeless students. Note that, to date, no expenditures have been incurred related to this set aside.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA reserved appropriate funds for Neglected Institution served.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page <input checked="" type="checkbox"/> Consolidated Application Title I budget <input type="checkbox"/> Statement of expenditures for Neglected Institution		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:10:39 PM Federal Programs Specialist Erin Erdley Reach has no participating neglected institutions for which to reserve funds.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:05:04 PM monitor Betty Jane Irvin The school does not serve any neglected institutions.</p>
	3. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page <input checked="" type="checkbox"/> Consolidated Application Title I budget <input type="checkbox"/> Statement of expenditures for Foster		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:11:12 PM Federal Programs Specialist Erin Erdley Reach did not reserve funds for foster students. Based on needs assessment, number of identified foster students is low and did not require a set-aside amount.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:05:27 PM monitor Betty Jane Irvin The school did not set aside funds for foster students.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	4. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived and shows how the set-aside amount was allocated back to the appropriate Title I school? (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Reservation of Funds <input type="checkbox"/> Spreadsheet demonstrating calculations		<div style="background-color: #e0e0e0; padding: 2px;">District Comments</div> <p>4/17/2018 12:11:05 PM Federal Programs Specialist Erin Erdley Reach did not set-aside salary and fringe benefits.</p> <div style="background-color: #e0e0e0; padding: 2px;">Monitor Comments</div> <p>5/16/2018 10:11:08 PM monitor Betty Jane Irvin The school did not set aside funds for salary and benefits.</p>
	5. The LEA may reserve funds at the LEA-level for Priority and Focus schools and associated requirements. The LEA does NOT need to reserve 20% for Priority and Focus schools (only applies to those LEAs that set aside 20%, all others mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Statement of expenditures for interventions		<div style="background-color: #e0e0e0; padding: 2px;">District Comments</div> <p>4/17/2018 12:11:26 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and is not Priority or Focus and therefore reservation of funds is not required.</p> <div style="background-color: #e0e0e0; padding: 2px;">Monitor Comments</div> <p>5/16/2018 10:05:50 PM monitor Betty Jane Irvin The school has not been designated as priority or focus.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	6. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds <input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance		<div style="background-color: #cccccc; padding: 2px;">District Comments</div> 4/17/2018 12:12:09 PM Federal Programs Specialist Erin Erdley Reach has reserved at least 1% of its Title I allocation for 1718 for parent and family engagement initiatives. Note that Reach is a single building school district which does not allocate the reserved funds across multiple schools or buildings.
19. Title I, Part D Subpart 2: Sec. 1424	1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for delinquent		<div style="background-color: #cccccc; padding: 2px;">District Comments</div> 4/17/2018 12:12:21 PM Federal Programs Specialist Erin Erdley Reach does not receive Title I, Part D funding. <div style="background-color: #cccccc; padding: 2px; margin-top: 5px;">Monitor Comments</div> 5/16/2018 10:07:25 PM monitor Betty Jane Irvin School does not receive Title I, part D funding.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>20. Community Eligibility Provision (CEP) 7 CFR 245.9(f)(7)(iii)</p>	<p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 16-17 SY? This is asked for 17-18 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 17-18 SY this answer is no.</p> <p>Note: If a no answer the remaining questions can be marked N/A.</p>	☐	☐	☑	<p>☑ Consolidated Application Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:12:35 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not participate in Community Eligibility Provision.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:07:55 PM monitor Betty Jane Irvin The school does not participate in the CEP program.</p>
	<p>2. Were all buildings in 16-17 CEP or were some CEP and others non-CEP? If all schools CEP, select MET. If not, select N/A, then discuss per bullet 3 how data was made uniform.</p>	☐	☐	☑	<p>☑ Consolidated Application Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:12:46 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not participate in Community Eligibility Provision.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:08:33 PM monitor Betty Jane Irvin The school does not participate in the CEP program.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Selection of Schools <input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools. <input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not. <input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey but which made clear that it was not a requirement of the food subsidy program was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms.		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:12:52 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not participate in Community Eligibility Provision.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:08:45 PM monitor Betty Jane Irvin The school does not participate in the CEP program.</p>
21. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditures aligned to transferred into subprogram <input checked="" type="checkbox"/> Consolidated Application, Transferability page		<p style="text-align: center;">Monitor Comments</p> <p>5/17/2018 10:54:47 AM monitor Betty Jane Irvin Part of the Title IV funding has recently been transferred to Title I. Plans are to use Title IV for the projects anticipated in next years funding.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	2. Evidence of Non-public school consultation to discuss transferred amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect consultation occurred		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; background-color: #f2f2f2;">District Comments</td> </tr> <tr> <td>4/17/2018 12:13:19 PM Federal Programs Specialist Erin Erdley Reach is not required to consult with non-public schools.</td> </tr> <tr> <td style="text-align: center; background-color: #f2f2f2;">Monitor Comments</td> </tr> <tr> <td>5/16/2018 10:10:15 PM monitor Betty Jane Irvin The school has no participating non-public schools.</td> </tr> </table>	District Comments	4/17/2018 12:13:19 PM Federal Programs Specialist Erin Erdley Reach is not required to consult with non-public schools.	Monitor Comments	5/16/2018 10:10:15 PM monitor Betty Jane Irvin The school has no participating non-public schools.
District Comments											
4/17/2018 12:13:19 PM Federal Programs Specialist Erin Erdley Reach is not required to consult with non-public schools.											
Monitor Comments											
5/16/2018 10:10:15 PM monitor Betty Jane Irvin The school has no participating non-public schools.											
If you have additional comments to make about this section, enter them here:											

Component VIII: Supplement not Supplant

Sect. 1118(b)(2)

Description	Requirements	Response				Comments
		1	2	3		
Methodology to Allocate State and Local Funds	1. Federal funds must be used to supplement and in no case supplant state and local resources. LEAs must show methodology used to allocate State and local funds is the same as it would be in the absence of Title I funds. This is an LEA decision, and PDE does not prescribe methods. Please explain your methodology used at the LEA level to allocate funds equitable to schools despite Title I status.	Not applicable - Reach is a single building school district and does not allocate funds to separate school buildings.				

Comments

The LEA is to complimented on their preparation for this monitoring visit. Documentation was readily available. The only finding was the lack of an equity plan. The staff enthusiastically shared how the program operates and appears to be very student and parent centered.

Title II Part A

Component I: Title IIA Requirements

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Sec. 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of a needs assessment with data indicating large class sizes or justification for the types of professional development activities offered.		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:47:39 PM Federal Programs Specialist Erin Erdley Professional Development needs assessment is ongoing throughout the school year. Planning Committee meetings are held to discuss plans, including professional development to be funded with Title. Staff and families can also provide informal feedback throughout the year. Staff also provided feedback in evaluating 1617 Goals and 1718 suggestions for the Title IIA Performance Goal Report. The Schoolwide Plan submitted June 2017 further explains the schools process for needs assessment including data reviewed and related goals.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff</p>	☑	☐	☐	<p>☑ Meeting notices, agenda, sign-in sheets, invitations</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:48:55 PM Federal Programs Specialist Erin Erdley All parents are invited to attend the annual Title I parent meeting and to serve on the Title I Planning Committee during which budget and uses of Title I and Title IIA funding are discussed. Staff also attend the committee meetings. PLCs meet weekly and departments meet monthly throughout the school year to discuss needs and ways to address needs and to attend or provide professional development. See List of Technical Assistance and Schoolwide Planning Meetings for a list of meetings held with different stakeholders throughout the school year, including PLC meetings, during which planning for Title I and IIA and data-driven needs assessment are discussed.</p>
<p>3. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.</p> <p>Detailed list of ESSA-authorized activities:</p> <p>Teacher/principal evaluation.</p> <p>Recruitment and retention.</p> <p>Class size reduction.</p>	☑	☐	☐	<p>☑ Expenditure printouts indicating detailed Title II activities</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:49:21 PM Federal Programs Specialist Erin Erdley Title IIA funds are used only for those professional development activities that are supplemental to the schools required professional development and meet Allowability requirements.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>PD tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments.</p> <p>Identify trauma, mental illness, and intervention.</p> <p>Safety, drug and alcohol abuse, chronic absenteeism.</p> <p>Gifted learning.</p> <p>Library programs.</p> <p>Sex abuse.</p> <p>STEM.</p> <p>Improved staff working conditions (feedback).</p> <p>Career/tech ed integration and work-based learning to prepare for workforce or post-secondary transition</p> <p>Other uses that at meet the intent of Title IIA</p>						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. The LEA utilizes appropriately state certified teachers to reduce class size.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class-size reduction teacher rosters <input type="checkbox"/> List of CSR staff and their certifications <input type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers)		District Comments
						4/17/2018 12:49:39 PM Federal Programs Specialist Erin Erdley Reach does not use Title IIA funds for class size reduction.
						Monitor Comments
3. LEA has submitted the Performance Goal Output Report for Title II.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.		
4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries		
If you have additional comments to make about this section, enter them here:						

Title IV, Part A

Component I. Title IV, Part A Student Support and Academic Enrichment Grants

The Student Support and Academic Enrichment (SSAE) program is intended to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:56:09 PM Federal Programs Specialist Erin Erdley All parents are invited to attend the annual Title I parent meeting and to serve on the Title I Planning Committee during which budget and uses of Title funding are discussed. Staff also attend the committee meetings. PLCs meet weekly and departments meet monthly throughout the school year to discuss needs and ways to address needs and to attend or provide professional development. See List of Technical Assistance and Schoolwide Planning Meetings for a list of meetings held with different stakeholders throughout the school year, including PLC meetings, during which planning for Title funding and data-driven needs assessment were discussed.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified for priority and focus; or are identified as persistently dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Focus/Priority school status <input checked="" type="checkbox"/> Consolidated application Selection of Schools ranking page		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:56:19 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not allocate funds to separate school buildings.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:16:15 PM monitor Betty Jane Irvin Reach as a single building school district.</p>
3. LEA completed a performance goal for each area where funds are spent under Title IV.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Title IV Performance Goal Section		
4. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets, meeting minutes		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:57:52 PM Federal Programs Specialist Erin Erdley In addition to meetings listed in #1 of this section, Parent Outreach and Events provide families and school staff opportunities to come together face-to-face and for the school to coordinate with local community organizations for learning activities. Parent meetings and committee meetings provide venues for stakeholders to provide feedback on those activities.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section		<p align="center">District Comments</p> <p>4/17/2018 12:58:13 PM Federal Programs Specialist Erin Erdley Reach did not budget any Title IVA funding for Effective Use of Technology.</p>
6. If the LEA has received more than \$30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Needs Assessment with date		<p align="center">District Comments</p> <p>4/17/2018 12:58:36 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000. Note that comprehensive needs assessment is completed as part of the schoolwide planning process and yearly evaluation. The most recent schoolwide update was submitted in June 2017 and approved by the state</p> <p align="center">Monitor Comments</p> <p>5/16/2018 10:20:04 PM monitor Betty Jane Irvin School did not receive more than \$30,000.</p>
7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application well-rounded narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section		<p align="center">District Comments</p> <p>4/17/2018 12:59:02 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.</p> <p align="center">Monitor Comments</p> <p>5/16/2018 10:17:02 PM monitor Betty Jane Irvin School did not receive more than \$30,000.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
8. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application safe and healthy narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/17/2018 12:59:09 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/16/2018 10:19:24 PM monitor Betty Jane Irvin School did not receive more than \$30,000.</td> </tr> </tbody> </table>	District Comments	4/17/2018 12:59:09 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.	Monitor Comments	5/16/2018 10:19:24 PM monitor Betty Jane Irvin School did not receive more than \$30,000.
District Comments										
4/17/2018 12:59:09 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.										
Monitor Comments										
5/16/2018 10:19:24 PM monitor Betty Jane Irvin School did not receive more than \$30,000.										
9. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/17/2018 12:59:15 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/16/2018 10:19:37 PM monitor Betty Jane Irvin School did not receive more than \$30,000.</td> </tr> </tbody> </table>	District Comments	4/17/2018 12:59:15 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.	Monitor Comments	5/16/2018 10:19:37 PM monitor Betty Jane Irvin School did not receive more than \$30,000.
District Comments										
4/17/2018 12:59:15 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.										
Monitor Comments										
5/16/2018 10:19:37 PM monitor Betty Jane Irvin School did not receive more than \$30,000.										
10. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title IV activities						

Ed-Flex Waiver Review

Ed-Flex Waiver Review

A Local Educational Agency (LEA) that receives funds under a program authorized under this Act and desires a waiver of any statutory or regulatory requirement of this Act shall submit a request containing the information described in subsection (b)(1) to the appropriate State educational agency. The State educational agency determines if the waiver is appropriate.

SEC. 8401

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 1 Waiver Application		
2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		
4. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		
5. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 5 Waiver Application		
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Waiver Performance Report		
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Approval Letter from PDE <input type="checkbox"/> eGrants Budget and Selection of Schools		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
If you have additional comments to make about this section, enter them here:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Title VI-B REAP

Title VI-B REAP

It is the purpose of this part to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Sec. 5201

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for REAP-Flex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Applicable Funding for REAP-Flex: Title II-A Uses of Applicable Funding <input type="checkbox"/> Title I-A <input type="checkbox"/> Title II-A <input type="checkbox"/> Title III	
2. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for Rural and Low Income Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Uses of Funds: <input type="checkbox"/> Teacher Recruitment and Retention <input type="checkbox"/> Teacher Professional Development <input type="checkbox"/> Educational Technology <input type="checkbox"/> Parent and Family Engagement Activities <input type="checkbox"/> Title I-A <input type="checkbox"/> Title III	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>If you have additional comments to make about this section, enter them here:</p>						

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Reach	5/17/2018	Scott Stuccio	Marketing Outreach
Reach Cyber Charter School	5/17/2018	Brad Testa	Asst. HS Principal
Reach Cyber Charter School	5/17/2018	Christy Purnell	ES Reading Specialist
Reach Cyber Charter School	5/10/2018	Clara Keeports	Office Manager
Reach Cyber Charter School	5/17/2018	Cody Smith	Master Teacher of MS
Reach Cyber Charter School	5/17/2018	David Tomassone	MS Math Teacher
Reach Cyber Charter School	5/17/2018	Erin Erdley	Programs Coordinator
Reach Cyber Charter School	5/17/2018	Grace Smith	Professional Development Coordinator
Reach Cyber Charter School	5/17/2018	Jane Swan	Principal
Reach Cyber Charter School	5/17/2018	John Murray	STEM Manager
Reach Cyber Charter School	5/17/2018	Karen Yeselavage	Business
Reach Cyber Charter School	5/17/2018	Kimberly Polonsky	Social Worker
Reach Cyber Charter School	5/17/2018	LeeAnn Ritchie	ES Principal
Reach Cyber Charter School	5/17/2018	Michael Hinshaw	Asst.HS Principal
Reach Cyber Charter School	5/17/2018	Nancy Wagner	Middle School Principal
Reach Cyber Charter School	5/17/2018	Rachel Parker	Guidance Manager
Reach Cyber Charter School	5/17/2018	Raelee Sweigart	Math Specialist

Title I: School Level

Component I: Appropriately State Certified

The Local Education Agency (LEA) and the Title I School has professional standards for paraprofessionals working in a program supported with Title I and Title II funds.

Sec. 1112(c)(6)

Sec. 1112(e)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. All instructional paraprofessionals working in a Title I and Title II program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment		<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:00:39 PM Federal Programs Specialist Erin Erdley Reach Cyber Charter School does not hire paraprofessionals.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/17/2018 10:58:15 AM monitor Betty Jane Irvin School does not hire paraprofessionals to work in their cyber school.</p>
2. Parents (in Title I schools only) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know Teacher Qualifications letter and evidence of distribution date	School Handbook excerpt	<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:02:15 PM Federal Programs Specialist Erin Erdley All parents are sent the Parents Right to Know letter via must read webmail with a read receipt request at the beginning of the school year. The webmail was sent to all families on 9/28/2017. The parents are also alerted of their right to request information regarding the professional qualifications of their child's teacher(s) via the General Handbook which is available 24/7 on Connexus and of which families must certify receipt during enrollment.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	☑	☐		<input checked="" type="checkbox"/> Copy of Right-to-Know Four Consecutive Week letter <input checked="" type="checkbox"/> Evidence of distribution date, if applicable	Certified Status IssueAware Ticket	<div style="text-align: center;">District Comments</div> 4/17/2018 1:03:27 PM Federal Programs Specialist Erin Erdley When/if students are taught by a teacher who is not fully state certified/ licensed, parents are notified. A Certified Status IssueAware Ticket is used to track this requirement by reviewing staff assignments every 4-6 weeks to determine if a notice is required to be sent. A notice was sent on 4/9/2018 to parents of students taught by a substitute teacher who was not fully certified in the area in which the teacher was subbing.
If you have additional comments to make about this section, enter them here:						

Component II: Transition Plan

The Title I School will support, coordinate, and integrate Title I services with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs. The Title I School will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

Sec. 1112(b)(8)

Sec. 1112(b)(10)

Sec. 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. The School implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1327 448 2003 500">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1327 500 2003 708"> 4/17/2018 1:03:49 PM Federal Programs Specialist Erin Erdley Though Reach does not serve pre-K students, the school implements strategies to facilitate effective transitions for students. </td> </tr> </tbody> </table>	District Comments	4/17/2018 1:03:49 PM Federal Programs Specialist Erin Erdley Though Reach does not serve pre-K students, the school implements strategies to facilitate effective transitions for students.
District Comments								
4/17/2018 1:03:49 PM Federal Programs Specialist Erin Erdley Though Reach does not serve pre-K students, the school implements strategies to facilitate effective transitions for students.								

Component III: Parent and Family Engagement

The Local Education Agency (LEA) may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Sec. 1116(b)(1-4)

Sec. 1116(c)(1-5)

Sec. 1116(d)(1-2)

Sec. 1116(e)(1-5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. 1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Required components:</p> <ul style="list-style-type: none"> Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution</p>	<p>Parent Policy and Compact Annual Evaluation IssueAware Ticket, Board minutes approving Policy</p>	<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:06:37 PM Federal Programs Specialist Erin Erdley The Parent and Family Engagement Policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. The yearly evaluation and any revisions to the policy are tracked via IssueAware ticket (the school's internal tracking system). The Policy is approved by the Board, included in the school Handbook which is available 24/7 on Connexus, and is distributed to all parents, students, and teachers via must read webmail with a read receipt request.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/31/2018 8:40:16 AM monitor Betty Jane Irvin The school did not have a separate school level parent engagement policy. They used the same one for both LEA and school level. Please note that there are different components for each of these in the new ESEA requirements.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement • Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> ○ Timely information about Title I programs ○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards ○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. • If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> • Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. • Describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. • States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> • Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. • States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. • States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<ul style="list-style-type: none"> States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). 								
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	☑	☐	☐	<p>☑ Title I meeting agenda & sign-in sheets</p>		<table border="1"> <thead> <tr> <th data-bbox="1419 660 2003 711">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1419 711 2003 1005"> <p>4/17/2018 1:07:03 PM Federal Programs Specialist Erin Erdley All enrolled parents are invited to an annual Title I Parent Meeting via must read webmail with a read receipt request. The 1718 meeting was held 12/13/2017 via LiveLesson.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 1:07:03 PM Federal Programs Specialist Erin Erdley All enrolled parents are invited to an annual Title I Parent Meeting via must read webmail with a read receipt request. The 1718 meeting was held 12/13/2017 via LiveLesson.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>3. 3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall</p> <ul style="list-style-type: none"> - describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and 	☑	☐	☐	<p>☑ School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:08:26 PM Federal Programs Specialist Erin Erdley In conjunction with the Parent and Family Engagement Policy, the School-Parent Compact is developed and reviewed and revised annually by several groups of stakeholders, including parents. The yearly evaluation and any revisions to the policy and compact are tracked via IssueAware ticket (the school's internal tracking system). The Compact is included with the Policy in the school Handbook which is available 24/7 on Connexus. The policy and compact are also distributed to all parents, students, and teachers via must read webmail with a read receipt request.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>- address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their child's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.</p>						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>4. Title I Schools shall provide assistance to parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>	☑	☐	☐	<p>☑ Title I meeting agenda & sign-in sheets</p> <p>☐ Staff/Parent meeting agendas and sign-in sheets</p>	<p>Caretaker and Learning Coach Message Boards, Reach Schoolhouse Message Boards, Learning Coach Link_Sept_2017 Newsletter, Reach School Newsletter November Final, Learning Coach Link website, Family 411 Website, Connexus Gradebook screenshots, Connexus Parent/Learning Coach Homepage</p>	<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:10:48 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>Parent and family involvement and engagement are critical to the success of the school and integral to improving student academic achievement. The school is in constant contact with parents and Connexus provides real-time student achievement data, message boards, newsletters, and websites to connect parents to the school and to each other, and a virtual library and Learning Coach Central website and Family 411 Website full of resources to help families understand challenging academic standards, state and local academic assessments, student progress and improving achievement of their children. Families can view their child's progress on Connexus 24/7 via the Connexus GradeBook and LC Connexus Homepage.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>5. Title I Schools shall provide materials and training to help parents to work with their children to improve their childrens achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.</p>	☑	☐	☐	<ul style="list-style-type: none"> ☑ Training materials, evaluations, agendas & sign-in sheets, calendar of events ☑ Workshops 		<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:12:09 PM Federal Programs Specialist Erin Erdley The resources noted above in Component III.4 offer families access to materials and training to help parents work with their children and their children's teachers to improve student achievement. In addition to those resources, all parents and students complete New and Returning Student and Learning Coach Orientation each year. Training Tutorials for parents and students are also available on Connexus, Family 411 and Learning Coach Central. Parent Outreach and Events include Back-to-School days during which staff and parents can meet to discuss student achievement and parent involvement.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents.</p>	☑	☐	☐	<p>☑ Staff/Parent meeting agendas and sign-in sheets</p> <p>☐ SPAC skits and staff agendas and sign in sheets</p>	<p>New Teacher Orientation Getting Started with Families section; Teacher Central Website; Back to School Teacher Orientation Agendas</p>	<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:14:08 PM Federal Programs Specialist Erin Erdley Teachers are required to complete a new teacher orientation online which includes a section on connecting with families. Back to School Orientation held at the beginning of the school year for all teachers included information on Welcome Calls to families, preparation for assisting with Back to School events with families, and details about daily checklists for teachers including communicating with families. Teachers work closely with families throughout the school year via phone, webmail, or face-to-face. The Teacher Central Website offers teachers 24/7 access to resources and best practices, including how to engage families and provide families with the support and resources needed to succeed. Teachers may also attend parent and family outreach events.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.</p>	☑	☐	☐	<p>☑ Transition Plan</p> <p>☑ Parent training materials, evaluations, agendas, calendar of events</p> <p>☑ Staff/Parent meeting agendas and sign-in sheets</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:16:09 PM Federal Programs Specialist Erin Erdley The resources noted above in Component III.4 and 5 offer families access to materials and training and parent involvement programs and activities to encourage and support families in more fully participating in the education of their children. Parent Outreach and Events held throughout the year included field trips and coordination with local programs to provide parents and students with collaborative learning activities and allowing them to connect with other families and staff in a face-to-face environment.</p>
<p>8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.</p>	☑	☐	☐	<p>☑ Translated documents such as fliers, letters, web site postings</p> <p>☐ Translated Schoolwide Plan</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:17:47 PM Federal Programs Specialist Erin Erdley The school has not had to translate documents. A copy of the school handbook is available in Spanish and the school has translation services available when needed.</p>
<p>If you have additional comments to make about this section, enter them here:</p>						

Component IV: Schoolwide Programs

An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

Sec. 1114

If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.</p>		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1526 472 2003 521">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1526 521 2003 1252"> <p>4/17/2018 1:19:04 PM Federal Programs Specialist Erin Erdley The Schoolwide Plan is developed and reviewed and revised on an annual basis by multiple stakeholders using prior year data, including evaluation of all federal and state supplementary programs/services, to determine the effectiveness and impact on student achievement. Updates take into account student achievement data, perception data (including feedback from Parent meetings, Planning Committee Meetings, and parent and employee surveys), demographic data, etc. The SWP was first submitted to the state in June 2017 and approved 7/10/2017.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 1:19:04 PM Federal Programs Specialist Erin Erdley The Schoolwide Plan is developed and reviewed and revised on an annual basis by multiple stakeholders using prior year data, including evaluation of all federal and state supplementary programs/services, to determine the effectiveness and impact on student achievement. Updates take into account student achievement data, perception data (including feedback from Parent meetings, Planning Committee Meetings, and parent and employee surveys), demographic data, etc. The SWP was first submitted to the state in June 2017 and approved 7/10/2017.</p>
District Comments								
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
If you have additional comments to make about this section, enter them here:						

Component V: Targeted Assistance

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Sec. 1009 of ESSA 1115

If the LEA operates only Schoolwide Programs in Title I schools, this section can be skipped

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria and student roster with test scores that includes rank order listing.		
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of programs, activities, and academic courses provided to eligible children		
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of instructional strategies including activities that strengthen the academic program provided to eligible children		
4. The Title I school coordinates with and supports the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of regular team meetings, agenda, sign-in sheets, and minutes		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities, agendas, and sign in sheets		
If you have additional comments to make about this section, enter them here:						

Component VI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Semi-annual time certifications</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:19:39 PM Federal Programs Specialist Erin Erdley Semi-annual certifications are completed for personnel whose salaries are funded through Title funding as required. Note that the school operates a schoolwide program and 100% of all staff time is devoted to the single cost objective of schoolwide academic improvement.</p>
	<p>2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Time logs</p> <p><input type="checkbox"/> Staff schedules</p> <p><input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:20:05 PM Federal Programs Specialist Erin Erdley As noted above, Reach operates a schoolwide program and all staff time is devoted 100% to a single cost objective of schoolwide academic improvement. All staff funded with Title funds complete semi-annual certifications which are included above.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting Title I expenditures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis		<p align="center">District Comments</p> <p>4/17/2018 1:22:08 PM Federal Programs Specialist Erin Erdley Reach is a single building school district which uses one budget for the entity. The 1718 Board Approved Budget includes estimated/planned budgets approved by the Board prior to the beginning of the school year which includes Title Funding. Grant expenditures are tracked throughout the school year, including specific salary and benefits for personnel funded with grant funds..</p>
If you have additional comments to make about this section, enter them here:							

Comments

The school was well prepared. The only two compliance issue was the lack of a separate school level parent engagement policy.



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	D K	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	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	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	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	

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>P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			
					5 0 0 0 0 0	<p>P 58. My child's progress is reported to me by the school in a manner that I understand.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			

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.



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</i> <i>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</i> <i>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.
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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)



**REACH CYBER
CHARTER
SCHOOL**

750 East Park Drive
Suite 204
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National Autism Conference

Amy Turner	<p>DocuSigned by: <i>Amy Turner</i> F062B5C13C1245C...</p>	<input checked="" type="checkbox"/> YES NO
Jaissa Yahner	<p>DocuSigned by: <i>Jaissa Yahner</i> 28B9DA11A9FC47F...</p>	<input checked="" type="checkbox"/> YES NO

National Autism Conference 2022

R Recording Available

AUGUST 1 • MONDAY

7:00am – 5:00pm	Registration	The Penn Stater Hotel & Conference Center — registration desk
9:00am – 10:00am	R 01. Conference Welcome and Pennsylvania Updates	The Penn Stater Hotel & Conference Center — Presidents Hall 1, 2, 3 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Angela Kirby, Amiris Dipuglia</i>
10:00am – 11:30am	R 02. Opening Keynote — All Students Can Learn if We Teach Effectively: Using Evidence-Based Educational Programming to Ensure No Child Is Truly Left Behind	The Penn Stater Hotel & Conference Center — Presidents Hall 1, 2, 3 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Andrew Bulla</i>
11:30am – 1:00pm	Lunch	The Penn Stater Hotel & Conference Center (215 Innovation Blvd, State College, PA 16803, USA)
1:00pm – 4:00pm	06. Session canceled	The Penn Stater Hotel & Conference Center (215 Innovation Blvd, State College, PA 16803, USA)
1:00pm – 4:00pm	09. Assessing Social Communication in Young Children with ASD and Implementing Evidence-Based Interventions	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 208 (215 Innovation Blvd, State College, PA 16803, USA) <i>Patricia Prelock</i>
1:00pm – 4:00pm	R 03. Getting the Most Out of the Conference: An Introduction to the 2022 National Autism Conference	<i>Speakers:</i> The Penn Stater Hotel & Conference Center 207 (215 Innovation Blvd, State College, PA 16803, USA) <i>Jolin Jackson</i>
1:00pm – 4:00pm	R 04. Every Child Can Learn Math	The Penn Stater Hotel & Conference Center — Presidents Hall 4 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Jared Campbell</i>
1:00pm – 4:00pm	R 05. Recent Advances in Research and Community Solutions Focused on Early Development of Social Responding in Infants and Toddlers with Autism	The Penn Stater Hotel & Conference Center — Presidents Hall 1 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Ami Klin</i>
1:00pm – 4:00pm	R 07. An Update of Legal Issues for Students with Autism: Eligibility and Methodology	Online <i>Speakers: Perry Zirkel</i>
1:00pm – 4:00pm	R 08. Token Economies: Bridging the Gap from Research to Practice	The Penn Stater Hotel & Conference Center Presidents Hall 2 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Francesca degli Espinosa, Tim Hackenberg</i>
1:00pm – 4:00pm	R 10. Five Things We Can Do Better	The Penn Stater Hotel & Conference Center — Presidents Hall 3 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Timothy Vollmer</i>
1:00pm – 4:00pm	R 11. Why Science Matters for Serving Individuals with Autism	<i>Speakers:</i> The Penn Stater Hotel & Conference Center 206 (215 Innovation Blvd, State College, PA 16803, USA) <i>Jason Travers</i>

4:15pm – 5:15pm

R 12. Special Parent Session — Contracting: A Positive Way to Improve Family Dynamics and Learn New Skills

The Penn Stater Hotel & Conference Center — Presidents Hall 1, 2, 3 (215 Innovation Blvd, State College, PA 16803, USA)

Speakers: Jill Dardig, William Heward

R Recording Available

AUGUST 2 • TUESDAY

7:30am – 4:30pm	Registration	The Penn Stater Hotel & Conference Center — registration desk
9:00am – 12:00pm	14. Why Applied Behavioral Analysis (ABA) Practitioners No Longer Rely on Punishment, Extinction, and Other Aversive Procedures	Online <i>Speakers: A. Charles Catania</i>
9:00am – 12:00pm	R 13. Designing Instruction for All Learners Across the Three Stages of Learning (Part 1)	The Penn Stater Hotel & Conference Center — Presidents Hall 2 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Andrew Bulla</i>
9:00am – 12:00pm	R 15. Universally Designing Instruction: How to Be Effective for All Learners in All Settings	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 207 (215 Innovation Blvd, State College, PA 16803, USA) <i>Lori Chamberlain</i>
9:00am – 12:00pm	R 16. Creating a Culture of Feedback	<i>Speakers</i> The Penn Stater Hotel & Conference Center — 106 (215 Innovation Blvd, State College, PA 16803, USA) <i>Rebekah Houck, Somer Wiggins, Brianna Troyer</i>
9:00am – 12:00pm	R 17. Finding Online Information about ASD: Tips for Families and Professionals	The Penn Stater Hotel & Conference Center — Presidents Hall 1 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Rebecca McCauley</i>
9:00am – 12:00pm	R 18. Communication Is More than Just Requesting: Considerations for Selecting and Teaching AAC System for Non Vocal Children with Autism	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 206 (215 Innovation Blvd, State College, PA 16803, USA) <i>Amy Foor</i>
9:00am – 12:00pm	R 19. The Return of Facilitated Communication: Recent Events and Implications for Misrepresenting Autism	The Penn Stater Hotel & Conference Center — Presidents Hall 3 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Jason Travers</i>
9:00am – 12:00pm	R 20. Lessons Learned from Autism Support: How the Science of ABA can Improve Outcomes for All Students Regardless of Disability or Placement	The Penn Stater Hotel & Conference Center — Presidents Hall 4 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers Ashley Harned, Bruce Tinor</i>
9:00am – 12:00pm	R 21. County Connection and Post School Support Exploring the Transition from High School to Adulthood	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 107 (215 Innovation Blvd, State College, PA 16803, USA) <i>Andrea Layton</i>
12:00pm – 1:00pm	Early Intervention Family Luncheon	The Penn Stater Hotel & Conference Center — Deans Hall (215 Innovation Blvd, State College, PA 16803, USA)
12:00pm – 1:15pm	Lunch	The Penn Stater Hotel & Conference Center (215 Innovation Blvd, State College, PA 16803, USA)
1:15pm – 4:15pm	24 Session canceled	The Penn Stater Hotel & Conference Center (215 Innovation Blvd, State College, PA 16803, USA)
1:15pm – 4:15pm	29. Addressing Concerns and Misconceptions Related to Applied Behavioral Analysis (ABA)-Based Interventions	The Penn Stater Hotel & Conference Center — Presidents Hall 1 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers Justin Leaf</i>

1:15pm – 4:15pm	R 22. Designing Instruction for All Learners Across the Three Stages of Learning (Part 2) The Penn Stater Hotel & Conference Center — Presidents Hall 2 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Andrew Bulla</i>
1:15pm – 4:15pm	R 23. Fortify Your Lessons with Active Student Responding The Penn Stater Hotel & Conference Center — Presidents Hall 3 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: William Heward</i>
1:15pm – 4:15pm	R 25. PLAY-SAY: Beyond Pairing — Improve Assent, Social Engagement and Verbal Behavior Via Social Play Chains <i>Speakers:</i> The Penn Stater Hotel & Conference Center — 206 (215 Innovation Blvd, State College, PA 16803, USA) <i>Tamara Kasper</i>
1:15pm – 4:15pm	R 26. Learning by Listening <i>Speakers:</i> The Penn Stater Hotel & Conference Center — 207 (215 Innovation Blvd, State College, PA 16803, USA) <i>Sarah Frampton</i>
1:15pm – 4:15pm	R 27. Participation or Proximity? Essential Ethical Considerations for Least Restrictive Environment (LRE) Selection <i>Speakers:</i> The Penn Stater Hotel & Conference Center — 208 (215 Innovation Blvd, State College, PA 16803, USA) <i>Christina Scenna</i>
1:15pm – 4:15pm	R 28. Beyond the Table and the Cards: Effective Instructional Practices for Learners with Autism The Penn Stater Hotel & Conference Center — Presidents Hall 4 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Amiris Dipuglia</i>
4:30pm – 6:00pm	R 30. Special Panel — Evidence-Based Practices: "Because We Can't Leave it up to Chance" The Penn Stater Hotel & Conference Center — Presidents Hall 1, 2, 3 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Angela Kirby, Amiris Dipuglia, Bruce Tinor</i>

R Recording Available

AUGUST 3 • WEDNESDAY

8:00am – 4:30pm	Registration	The Penn Stater Hotel & Conference Center — registration desk
9:00am – 12:00pm	R 31. An Instructional Framework to Establish Generative Multiple Verbal Control (Part 1)	The Penn Stater Hotel & Conference Center — Presidents Hall 2 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Francesca degli Espinosa</i>
9:00am – 12:00pm	R 32. The Role of Verbal Behavior in Recalling Past Events	<i>Speakers</i> The Penn Stater Hotel & Conference Center 207 (215 Innovation Blvd, State College, PA 16803, USA) <i>Stephanie Keeseey-Phelan</i>
9:00am – 12:00pm	R 33. Guiding Instructional Decisions: The Role of Data in School-based Programs for Students with Autism	The Penn Stater Hotel & Conference Center — Presidents Hall 4 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers Mike Miklos</i>
9:00am – 12:00pm	R 34. The Echoic: The Little Verbal Operant That Could	Online <i>Speakers: Henry Schlinger</i>
9:00am – 12:00pm	R 35. Think Big Picture: Teaching for Long-Term Outcomes and Maximum Independence (Part 1)	The Penn Stater Hotel & Conference Center — Presidents Hall 3 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Amiris Dipuglia</i>
9:00am – 12:00pm	R 36. Implementing ABA-Based Treatment in the Deaf and Hard-of-Hearing Autistic Population: Ethical Considerations and Insights for Clinicians, Educators, and Families	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 107 (215 Innovation Blvd, State College, PA 16803, USA) <i>Stephanie Dille-Huggins</i>
9:00am – 12:00pm	R 37. Social Skills Instruction in the Preschool Classroom	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 206 (215 Innovation Blvd, State College, PA 16803, USA) <i>Jessica Stamper, Ryan Delaney</i>
9:00am – 12:00pm	R 38. Caring and Transparent Leadership	The Penn Stater Hotel & Conference Center — Presidents Hall 1 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Ellie Kazemi</i>
9:00am – 12:00pm	R 39. IEP, SDI, LRE.... Someone Tell Me What These Letters Mean! A Guide to Understanding the Components of the IEP and How to Become a Fully Active Central Member of the Team	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 208 (215 Innovation Blvd, State College, PA 16803, USA) <i>Cindy Sheehan</i>
12:00pm – 1:15pm	Lunch	The Penn Stater Hotel & Conference Center (215 Innovation Blvd, State College, PA 16803, USA)
1:15pm – 2:30pm	43a. The Importance of Behavior Analytic Terminology in ASL	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 208 (215 Innovation Blvd, State College, PA 16803, USA) <i>Jacqueline Wunderlich</i>
1:15pm – 2:30pm	R 40a. SPP/APR Team Stakeholder Engagement Session	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 105 (215 Innovation Blvd, State College, PA 16803, USA) <i>John Cica</i>
1:15pm – 2:30pm	R 41a. Calling All Administrators: How to Support Your Staff for Successful Student Outcomes	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 106 (215 Innovation Blvd, State College, PA 16803, USA) <i>Cindy Sheehan, Amy Filipovich, Jaime Baker</i>

1:15pm – 2:30pm	R	42a. Making Kindergarten a Cake Walk: How to Increase the Odds of Student Success in Inclusive Setting <i>Speakers:</i> The Penn Stater Hotel & Conference Center — 107 (215 Innovation Blvd, State College, PA 16803, USA) <i>Christina Scenna, Kayla Burt</i>
1:15pm – 4:15pm		47. Session canceled The Penn Stater Hotel & Conference Center (215 Innovation Blvd, State College, PA 16803, USA)
1:15pm – 4:15pm	R	44. An Instructional Framework to Establish Generative Multiple Verbal Control (Part 2) The Penn Stater Hotel & Conference Center — Presidents Hall 2 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Francesca degli Espinosa</i>
1:15pm – 4:15pm	R	45. Progressive ABA as it Relates to Individuals Diagnosed with Autism Spectrum Disorder: Recent Advancements in Research and Clinical Practice The Penn Stater Hotel & Conference Center — Presidents Hall 1 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers Justin Leaf</i>
1:15pm – 4:15pm	R	46 Promoting Staff Retention and Effective Instruction Through Evidence Based Staff Training Practices <i>Speakers:</i> The Penn Stater Hotel & Conference Center — 206 (215 Innovation Blvd, State College, PA 16803, USA) <i>Miguel Ampuero</i>
1:15pm – 4:15pm	R	48. Think Big Picture: Teaching for Long-Term Outcomes and Maximum Independence (Part 2) The Penn Stater Hotel & Conference Center — Presidents Hall 3 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Amiris Dipuglia</i>
1:15pm – 4:15pm	R	49. Guiding Instructional Practices for Students with Autism Using Research Syntheses The Penn Stater Hotel & Conference Center — Presidents Hall 4 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers Bill Therrien</i>
1:15pm – 4:15pm	R	50 Including Parent in Communication Intervention for Minimally Vocal Children <i>Speakers:</i> The Penn Stater Hotel & Conference Center — 207 (215 Innovation Blvd, State College, PA 16803, USA) <i>Cindy Gevarter</i>
3:00pm – 4:15pm		43b. The Importance of Behavior Analytic Terminology in ASL <i>Speakers:</i> The Penn Stater Hotel & Conference Center — 208 (215 Innovation Blvd, State College, PA 16803, USA) <i>Jacqueline Wunderlich</i>
3:00pm – 4:15pm	R	40b SPP/APR Team Stakeholder Engagement Session <i>Speakers:</i> The Penn Stater Hotel & Conference Center — 105 (215 Innovation Blvd, State College, PA 16803, USA) <i>John Cica</i>
3:00pm – 4:15pm	R	41b. Calling All Administrators: How to Support Your Staff for Successful Student Outcomes <i>Speakers:</i> The Penn Stater Hotel & Conference Center — 106 (215 Innovation Blvd, State College, PA 16803, USA) <i>Cindy Sheehan, Amy Filipovich, Jaime Baker</i>
3:00pm – 4:15pm	R	42b Making Kindergarten a Cake Walk How to Increase the Odds of Student Success in Inclusive Settings <i>Speakers:</i> The Penn Stater Hotel & Conference Center — 107 (215 Innovation Blvd, State College, PA 16803, USA) <i>Christina Scenna, Kayla Burt</i>
4:30pm – 6:30pm		51. Poster Session, Reception, and Art of Expression Exhibit The Penn Stater Hotel & Conference Center — Deans Hall (215 Innovation Blvd, State College, PA 16803, USA)

R Recording Available

AUGUST 4 • THURSDAY

8:00am – 9:00am	Registration	The Penn Stater Hotel & Conference Center — registration desk
9:00am – 12:00pm	55. Resurgence, Renewal, Treatment Relapse Following Successful Treatment, Mitigation of Treatment Relapse and How This Might Inform Function-based Treatments	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 208 (215 Innovation Blvd, State College, PA 16803, USA) <i>Kayla Randall</i>
9:00am – 12:00pm	R 52. Overcoming the Current Crisis of Staff Shortages for Students with Intensive Learning Needs	The Penn Stater Hotel & Conference Center — 206 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Aimee Miller, Danielle Leshak, Logan Buffington</i>
9:00am – 12:00pm	R 53. A Tutorial on the Applications of Lowenkron's Concept of Joint Control for Educational Programs with Students with Verbal Skill Deficits	The Penn Stater Hotel & Conference Center — Presidents Hall 2 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Mike Miklos, Willow Hozella</i>
9:00am – 12:00pm	R 54. Shaping Early Social Responses Through Social Behavioural Chains, Daily Parental Routines and Pattern Games	The Penn Stater Hotel & Conference Center — Presidents Hall 1 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Francesca degli Espinosa</i>
9:00am – 12:00pm	R 56. It's Not Just About Asking for What you Want	The Penn Stater Hotel & Conference Center — Presidents Hall 3 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Kristen Huot, Jessica Scranton, Natalie Coe</i>
9:00am – 12:00pm	R 57. Successful Toilet Training Procedures for Parents and School-based Teams	The Penn Stater Hotel & Conference Center — Presidents Hall 4 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Jen Shade</i>
9:00am – 12:00pm	R 58. Building a Positive Context for Learning through A Responsive Social Partnership	<i>Speakers:</i> The Penn Stater Hotel & Conference Center — 207 (215 Innovation Blvd, State College, PA 16803, USA) <i>Alice Shillingsburg</i>
12:00pm – 1:15pm	Lunch	The Penn Stater Hotel & Conference Center (215 Innovation Blvd, State College, PA 16803, USA)
1:15pm – 3:15pm	R 63. Teaching Problem Solving to Students with Autism	Online <i>Speakers: Judah Axe</i>
1:15pm – 4:15pm	61. Session canceled	The Penn Stater Hotel & Conference Center (215 Innovation Blvd, State College, PA 16803, USA)
1:15pm – 4:15pm	R 59. Word Problems Without Worry	The Penn Stater Hotel & Conference Center — Presidents Hall 3 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Jared Campbell</i>
1:15pm – 4:15pm	R 60. Supervising Behavior Analysts for Successful School Implementation	The Penn Stater Hotel & Conference Center — Presidents Hall 1 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Miguel Ampuero, Willow Hozella</i>
1:15pm – 4:15pm	R 62. Contemporary Practices in Skill Acquisition: Getting More with Less Using Matrix Training	The Penn Stater Hotel & Conference Center — Presidents Hall 4 (215 Innovation Blvd, State College, PA 16803, USA) <i>Speakers: Sarah Frampton</i>

1:15pm – 4:15pm

R **64. Behavior Management Survival Guide**

The Penn Stater Hotel & Conference Center — Presidents Hall 2 (215 Innovation Blvd, State College, PA 16803, USA)

Speakers: Amiris Dipuglia

1:15pm – 4:15pm

R **65. Toward Individualized AAC Practices for Emergent Communicators: A Case for Functional Assessment**

Speakers: The Penn Stater Hotel & Conference Center — 206 (215 Innovation Blvd, State College, PA 16803, USA)

Tracie Lindblad, Lilith Reuter-Yuill

4:30pm – 5:30pm

R **66. Closing Keynote: Applied Behavior Analysis - Scaling up Lessons in Science and Compassion to Education**

The Penn Stater Hotel & Conference Center — Presidents Hall 1, 2, 3 (215 Innovation Blvd, State College, PA 16803, USA)

Speakers: Robert Pennington

How to write a PBSP

It's all fun and games until someone figures out the function of your behavior.



Purpose of an FBA

An individualized Functional Behavioral Assessment is used in instances where behavior interferes *significantly* with the student's learning or that of his/her peers despite the consistent implementation of behavioral intervention developed from less formal behavioral assessments.

Academic Systems

Tier 3: Intensive, Individual Interventions

Individual Students
Assessment-based
High Intensity
Of longer duration

Tier 2: Targeted Group Interventions

Some students (at-risk)
High efficiency
Rapid response

Tier 1: Universal Interventions

All students
Preventive,
proactive

← 1-5%

← 5-10%

← 80-90%

1-5% →

5-10% →

80-90% →

Students

Behavioral Systems

Tier 3: Intensive, Individual Interventions

Individual Students
Assessment-based
Intense, durable procedures

Tier 2: Targeted Group Interventions

Some students (at-risk)
High efficiency
Rapid response

Tier 1: Universal Interventions

All settings, all
students
Preventive, proactive



FBA's

As with other individualized evaluation procedures and consistent with regulatory requirements, **parental consent is required for an FBA** to be conducted as part of the initial evaluation or reevaluation when new data are collected. When teams use previously obtained data (e.g., schoolwide screening and/or disciplinary data), consent is not required; however, parental involvement in the FBA process is essential.



I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS YES MUST BE ADDRESSED IN THE IEP.

Is the student blind or visually impaired?

- Yes. The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

No

Is the student deaf or hard of hearing?

- Yes. The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.cetta.net

No

Does the student have communication needs?

- Yes. Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)

Speech

No

Does the student need assistive technology devices and/or services?

- Yes. Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

No

Does the student have limited English proficiency?

- Yes. The IEP team must address the student's language needs and how those needs relate to the IEP

No

Does the student exhibit behaviors that impede his learning or that of others?

- Yes. The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pbsan.net

FBS?

No

Other (specify):

FBA's

There is no one way to complete an FBA; rather the goal of the FBA process is to develop a hypothesis statement. The hypothesis is based on **measurable** and **observational** data, which leads a school team to identify the function of the behavior(s) of concern.



Hypothesis Statement

A completed FBA fills in the missing information of the hypothesis statement: When this occurs (antecedent) _____, the student does (behavior of concern) _____, in order to get or avoid (function) _____.

Positive Behavior Support Plans (PBSP)

- A Positive Behavior Support Plan needs to be opened in Power School
- A positive behavior support plan shall be developed by the IEP team, be based on an FBA, and become part of the individual eligible student's IEP.
- PBSP goals need to go into the IEP too
- PBSP is an extension of the IEP-includes signature page

PBSP

- If needed, schedule one-on-one meeting with school psychologist to review the FBA documents and data available
 - Particularly applicable to students who move in with a PBSP
- Hypothesis(es) relevant to goals?
 - If yes, revise PBSP goals with school psychologist to fit virtual setting

PBSP

These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Ongoing revisions to the positive behavior support plan should continue to be driven by data analyses.

PBSP should include:

- Procedures for teaching new REPLACEMENT skills
- Strategies for RESPONDING so that the new skills are maintained and acknowledged
- Strategies for modifying the curriculum, environment, activity, or interactions to PREVENT to occurrence of the behavior

When generating interventions we use ***function*** to develop ideas to change A, B & C

Targeted
Routine

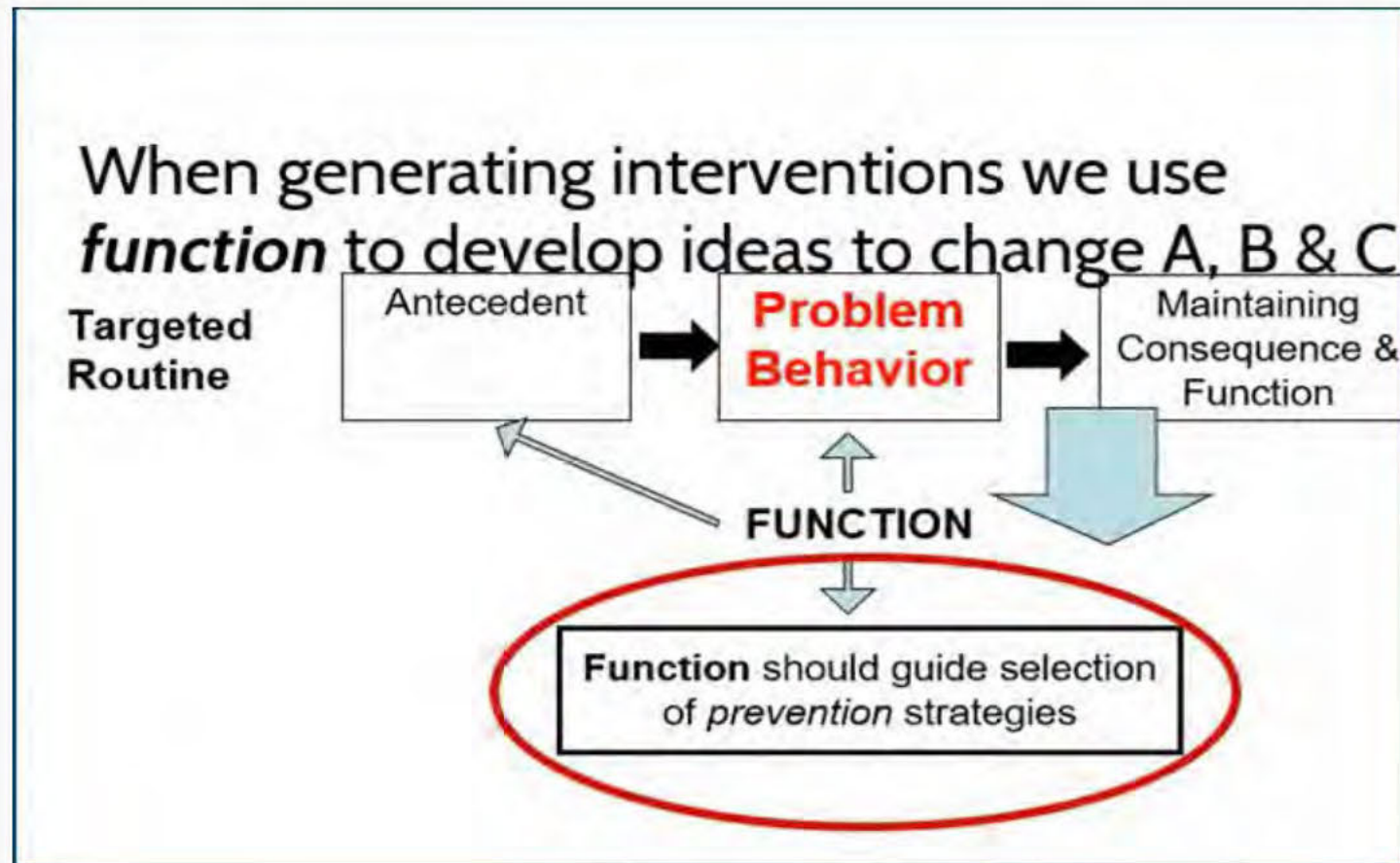
Antecedent

**Problem
Behavior**

Maintaining
Consequence &
Function

FUNCTION

Function should guide selection
of *prevention* strategies



ASSESSMENT SUMMARY

Antecedents to the behavior of concern	Behavior of concern	Consequences maintaining the behavior of concern	Perceived function of the behavior of concern
<p>(What is occurring before the behavior of concern)</p> <p>-Taken directly from "Step 3: Assessment Summary" of the FBA where it says <u>Antecedent and Consequence Factors</u>.</p>	<p>Operationally defined behavior of concern.</p> <p>-Taken directly from "Step 3: Assessment Summary" of the FBA</p>	<p>What is happening after the behavior occurs.</p> <p>-Taken directly from "Step 3: Assessment Summary" of the FBA where it says <u>Antecedent and Consequence Factors</u>.</p> <p>(What are actions taken by adults/peers? What activities does the student engage in or stop engaging in? What does the student gain, or what does the student avoid, escape, or postpone?)</p>	<p>To gain Taken from "Consequence Factors" listed in Section 1 of FBA</p> <p>To avoid, escape, or postpone Taken from "Consequence Factors" listed in Section 1 of FBA</p>
<p>When (<i>antecedents to the behavior of concern</i>) Taken directly from "Hypothesis Statement" at the end of Section 3 of the FBA.</p> <p>the student (<i>behavior of concern</i>) Taken directly from "Hypothesis Statement" at the end of Section 3 of the FBA.</p> <p>in order to (<i>perceived function of the behavior of concern</i>) Taken directly from "Hypothesis Statement" at the end of Section 3 of the FBA.</p>			
<p>Identify educational (skill) deficit(s) related to the behavior of concern: <i>Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits.</i> Can be taken from "Skill Deficits Related to Behavior of Concern" in Section 1.</p>			
<p><input type="checkbox"/> Refer for further assessment: (<i>check here and describe plan for assessment if skill deficits have not previously been assessed and identified</i>).</p> <p><input checked="" type="checkbox"/> Educational deficits addressed in other areas of IEP: (<i>check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP</i>).</p> <p>Describe: Areas of IEP that address the identified skill deficit(s). Educational deficits are being addressed in the IEP. Fake Student follows a modified curriculum based on his skill level in reading, writing, and math. Additionally, Fake receives weekly speech and language services as well as weekly virtual counseling services.</p>			

FBA - Step 3: Summary

Antecedent and Consequence Factors

1. Describe the antecedents that are present when the behavior of concern occurs.
 - When new concepts are introduced
 - When he is asked to be engaged
 - When he is asked go back and check her work/ redo an assignment
 - When an adult ask he if she needs help/clarification on work/assignments/ concepts
 - When peers/teachers are loud around her
 - When instruction is lengthy
2. Describe the consequences that appear to be maintaining the behavior of concern.
 - He will escape/avoid the undesirable/challenging academic task.

Hypothesis Regarding Function of the Behavior of Concern (The team may identify more than one hypothesis.)

1. When presented with an undesirable/challenging academic task, Fake will make comments and leave her seat in order to escape/avoid the challenging academic task.

ASSESSMENT SUMMARY

Antecedents to the behavior of concern	Behavior of concern	Consequences maintaining the behavior of concern	Perceived function of the behavior of concern
<p>(What is occurring before the behavior of concern)</p> <p>-Taken directly from "Step 3: Assessment Summary" of the FBA where it says <u>Antecedent and Consequence Factors</u>.</p>	<p>Operationally defined behavior of concern.</p> <p>-Taken directly from "Step 3: Assessment Summary" of the FBA</p>	<p>What is happening after the behavior occurs.</p> <p>-Taken directly from "Step 3: Assessment Summary" of the FBA where it says <u>Antecedent and Consequence Factors</u>.</p> <p>(What are actions taken by adults/peers? What activities does the student engage in or stop engaging in? What does the student gain, or what does the student avoid, escape, or postpone?)</p>	<p>To gain Taken from "Consequence Factors" listed in Section 1 of FBA</p> <p>To avoid, escape, or postpone Taken from "Consequence Factors" listed in Section 1 of FBA</p>
<p>When (<i>antecedents to the behavior of concern</i>) Taken directly from "Hypothesis Statement" at the end of Section 3 of the FBA.</p> <p>the student (<i>behavior of concern</i>) Taken directly from "Hypothesis Statement" at the end of Section 3 of the FBA.</p> <p>in order to (<i>perceived function of the behavior of concern</i>) Taken directly from "Hypothesis Statement" at the end of Section 3 of the FBA.</p>			
<p>Identify educational (skill) deficit(s) related to the behavior of concern: <i>Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits.</i> Can be taken from "Skill Deficits Related to Behavior of Concern" in Section 1.</p>			
<p><input type="checkbox"/> Refer for further assessment: (<i>check here and describe plan for assessment if skill deficits have not previously been assessed and identified</i>).</p> <p><input checked="" type="checkbox"/> Educational deficits addressed in other areas of IEP: (<i>check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP</i>).</p> <p>Describe: Areas of IEP that address the identified skill deficit(s). Educational deficits are being addressed in the IEP. Fake Student follows a modified curriculum based on his skill level in reading, writing, and math. Additionally, Fake receives weekly speech and language services as well as weekly virtual counseling services.</p>			



FBA: Step 1 - Skill Deficits Related to Behavior of Concern

Skill Deficits Related to Behavior of Concern:

1. Could the behavior be related to any skill deficits? (check all that apply*)

- Academic Skills:** Task requirements as presented are not at the student's instructional level in the core areas of Reading, Math, or Writing.
- Participation Skills:** The student has difficulty with participating in non-directed, semi-directed, teacher-directed, or peer-directed activities. The student has difficulty in small or large group instruction.
- Social Skills:** The student has difficulty acquiring and/or maintaining peer friendships. The student often withdraws from social interaction. The student is often verbally and/or physically aggressive in social interactions.
- Communication Skills:** The student has difficulty requesting what he/she needs, including items, activities, attention, information, changes in the environment, or help. He/she has difficulties in conversational skills and answering questions, understanding nonverbal or verbal language, or following directions.
- Organizational Skills:** The student has difficulty organizing school supplies, study area, time or projects, organizing class notes, or dividing assignments into tasks.
- Self-Regulation Skills:** The student has difficulties staying on-task; completing work assignments; handling stressful situations; calming self when agitated; following rules; or difficulty transitioning between activities, places, or people. The student has difficulty with problem solving.
- Study Skills:** The student has difficulty studying for tests, taking tests, taking notes from lectures, or using studying techniques.
- Motor Skills:** The student has difficulty with gross motor skills (e.g., running, raising arms, putting feet together, squatting, bending at waist) or fine motor skills (e.g. pointing, counting with fingers, holding a pencil/pen, holding a fork/spoon, pressing a computer key, using a mouse. The student has difficulty imitating others' actions.
- Functional Skills:** The student has difficulty performing activities of daily living (e.g., eating, dressing, toileting, grooming).
- Play Skills:** The student has difficulty actively exploring activities/toys in their environment (inside or outside) to play with during leisure time, playing with the items as designated, or engaging in interactive play with peers during activities.

* If checked, please refer for further assessment (i.e., Speech & Language evaluation, Occupational Therapy evaluation, curriculum-based assessments, specific skills assessments).

ASSESSMENT SUMMARY

Antecedents to the behavior of concern	Behavior of concern	Consequences maintaining the behavior of concern	Perceived function of the behavior of concern
<p>(What is occurring before the behavior of concern)</p> <p>-Taken directly from "Step 3: Assessment Summary" of the FBA where it says <u>Antecedent and Consequence Factors</u>.</p>	<p>Operationally defined behavior of concern.</p> <p>-Taken directly from "Step 3: Assessment Summary" of the FBA</p>	<p>What is happening after the behavior occurs.</p> <p>-Taken directly from "Step 3: Assessment Summary" of the FBA where it says <u>Antecedent and Consequence Factors</u>.</p> <p>(What are actions taken by adults/peers? What activities does the student engage in or stop engaging in? What does the student gain, or what does the student avoid, escape, or postpone?)</p>	<p>To gain Taken from "Consequence Factors" listed in Section 1 of FBA</p> <p>To avoid, escape, or postpone Taken from "Consequence Factors" listed in Section 1 of FBA</p>

When (*antecedents to the behavior of concern*) Taken directly from "Hypothesis Statement" at the end of Section 3 of the FBA.
the student (*behavior of concern*) Taken directly from "Hypothesis Statement" at the end of Section 3 of the FBA.
in order to (*perceived function of the behavior of concern*) Taken directly from "Hypothesis Statement" at the end of Section 3 of the FBA.

Identify educational (skill) deficit(s) related to the behavior of concern:
Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits.
 Can be taken from "Skill Deficits Related to Behavior of Concern" in Section 1.

- Refer for further assessment: (*check here and describe plan for assessment if skill deficits have not previously been assessed and identified*).
- Educational deficits addressed in other areas of IEP: (*check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP*).
- Describe:** *Areas of IEP that address the identified skill deficit(s).* Educational deficits are being addressed in the IEP. Fake Student follows a modified curriculum based on his skill level in reading, writing, and math. Additionally, Fake receives weekly speech and language services as well as weekly virtual counseling services.

Writing Meaningful and Measurable Social/Behavior Goals

- Focus on acquiring skills by addressing what the student WILL DO, not what they won't do.
- Consider what you will see at the end of the IEP year. Focus on the outcome
- Measure the student behavior, not the adult behavior
- Monitor the behavior frequently enough to be able to make decisions about the student's progress with specific skills.

Examples:

Poor Example: Mary will decrease the number of times she blurts out during class from a level of 4 times per class to a level of 0 times per class...

Still a Poor Example: Mary will increase the number of days she refrains from blurting in class from a level of 1 day per week to a level of 5 days per week...

Better Example: Mary will increase her use of hand raising to get the teacher's attention, from a level of 70% of opportunities to a level....

Poor Example: By x date, Johnny will improve his rate of following adult directions with 4 or less redirections as measured monthly by special education staff.

Better Example: By x date,, when given verbal directions by adults across special and general education settings, Johnny will improve his rate of following adult directions from 50% to 90% as measured by special education staff using his daily report card.

Goals Continued

-Define a specific skill and/or behavior that is objective and can be observed.

Poor Example: By August 2016, Bobby will reduce the number of elopements and aggressive behaviors from 4 times per week to 1 or less per week, as measured by...

Better Example: By August 2016, Bobby will increase his use of coping/calming strategies (i.e. request a break, deep breathing) from a rate of 50% of opportunities to a rate of 90% of opportunities, as measured by...



PBSP Example Goals

Given a virtual student planner with assigned lessons and scheduled LiveLessons each week and check-ins with hxx learning support teacher, Xxx will demonstrate hxx organization and executive functioning skills by completing lessons as assigned on hxx planner within 3 days of the date assigned with 85% accuracy for 3 consecutive weeks per month.

Given positive behavior supports across all school environments, Xxx will demonstrate improved self-regulation skills by seeking support from staff and expressing hxxself in a appropriate manner when emotionally triggered, as measured by completing a check-in with a staff member once a week for the duration of the school year.

When given a frustrating situation (such as an undesired task, demand, and/or undesired behavior), with 1 prompt, Xxx will utilize coping strategies (such as take a break, deep breaths, etc.) and return to and remain on task with a calm body and mind for a minimum of 10 minutes.

Xxx will display appropriate coping skills when frustrated by increasing hxx ability to remain in the LiveLesson 90% of the time for 4 out of 4 days.

Xxx will self advocate for hxxself by communicating with teachers to seek help, clarify instructions or requirements of academic tasks, on 4/5 opportunities 80% of the time.

PBSP Example Goals (Continued)

Xxx will self advocate for hxxself by communicating with teachers to seek help when feeling frustrated and overwhelmed on 4/5 opportunities 80% of the time.

Given a social opportunity with peers or with xxx teachers such as a LiveLesson or phone call, Xxx can display appropriate communication skills by using appropriate voice, tone, and volume and engaging in productive conversation with 95% accuracy on 3 consecutive conversations as measured by teacher observation.

While engaged in a shared activity during Live Lessons, Xxx will comment, ask questions appropriate to the activity, and respond to questions or comments provided by the peer for 5 conversational turns with 80% success across 3 consecutive weeks during Live Lessons.

When assigned an academic task during a Live Lesson, Xxx will begin the assignment/task and maintain attention to the assignment/task for at least 15 minutes, with no more than 1 verbal/nonverbal prompts during 80% of hxx core subject areas; as measured biweekly.

Given weekly check-ins, XXX will improve organizational skills (following hxx planner) as measured by review of timely completion of assignments and teacher reports 80% of the time.

Given a graded assessment, XXX will take a minimum of one minute per question to complete the assessment (For example, a twenty question assessment should take a minimum of 20 minutes) as measured by hxx assessments in Connexus.

Powerschool Example

Student's Name: Fake Student

V. GOALS AND OBJECTIVES

Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective and/or listed in Section VI.

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
Given a virtual student planner with assigned lessons and scheduled LiveLessons each week and check-ins with her learning support teacher, Fake student will demonstrate her organization and executive functioning skills by completing lessons as assigned on her planner within 3 days of the date assigned with 85% accuracy for 3 consecutive weeks per month.	Teacher/Parent/Counselor observations LiveLessons Logs Progress Monitoring/Data collection	-Quarterly (Anytime a progress report is sent out)	

How to Progress Monitor-Options

- Through the use of LiveLesson, phone calls or webmails, student will schedule one-on-one sessions to advocate his/her needs when he/she needs help in content areas.
- Student will attend Open Office hours to advocate for help with his/her Case Manager
- Send out google form to teachers
- Teacher Observations
- Student Logs
- Teacher Logs

Case manager: Remember to follow up with counselor and/or other related services consistently to ensure services are being delivered!

In Forms create questionnaire for teachers to progress monitor

Example Questions:

Was a potentially frustrating or difficult daily situation presented to the student in the class?

Did the student respond to the situation?

Was the student's response appropriate/were appropriate problem solving strategies used?

Was a cooperative learning activity presented to the student/the class?

Was the student's response appropriate/were appropriate social etiquettes or learned strategies used?

Comments

VI. Program Modifications and Specially Designed Instruction

A Antecedent (prevention) Strategies:

How will we prevent behavior of concern?

Tip: Comes from “Step 3: Summary”

B Replacement Behavior:

What behavior would we like the student to do instead?

Example: Requesting a break vs eloping

C Consequences (reinforcement) for when the student performs the replacement behavior:

How will we reinforce the replacement behavior?

Example: Verbal Praise

D Consequences (including procedures to follow) when the student performs the behavior of concern:

What will we do when the student engages in the behavior of concern?

Tip: Comes from “Step 3: Summary”

Tip: More examples found on Fake Student (FAKE) PBSP in Power School

STEP 3: SUMMARY

List strategies used in the past and note their effectiveness:

- Use of visual schedules
- Use of planner
- Frequent breaks (monitored by the learning coach)
- Rules/ expectations, paired with visual reinforcers
- Chunking of assignments
- Positive Reinforcement
- Gradually increase the number of difficult demands presented to the student (monitored by the learning coach)
- Intersperse difficult demands (monitored by the learning coach)
- The opportunity to work at a slower pace to allow for practice of new skills to check for understanding.

Antecedent (prevention) strategies:



- Teacher will provide encouragement and support and use creative and novel ways of reviewing and teaching new concepts.
- A quiet, comfortable learning environment encourages (positive behavior) expression of feelings and helps Fake Student to focus on her own strengths.
- Consistency in expectations and daily routines and structure for all academic activities(e.g. specific directions, routine format for task) and on-going monitoring help to facilitate on task behavior.
- Teacher's positive comments and acknowledgment of successes builds self
- Visuals

Consequence strategies:

- Verbal prompting from learning coach and teachers
- Redirection
- Positive praise when a peer/staff interaction is appropriate
- Immediate delivery of reinforcer (monitored by the learning coach)
- Wait time given to allow her to process/de-escalate and encourage self-monitoring/ self-advocacy skills (monitored by the learning coach)
- Time after engaging in the behavior of concern to process through the issue that was bothering Fake Student, therefore allowing her to develop strategies to work through and cope independently.



Resources

- 1) Example on Power School for “Fake Student (FAKE)”
- 2) [Creating Positive Behavior Support Plan](#) Webinar
- 3) Special Education One Stop Shop  Example Documents  PBSP
- 4) Example PBSP Goals:
<https://docs.google.com/document/d/1Kea8OC3Py2j28xHGyXROchfqFT1jr0q8mwbSGWnLqw4/edit>



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

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

Topic: Writing good PBSPs from a FBA

Date : January 21, 2022

Staff Name	Signature	Attended: YES or NO
Adams, Danielle		X Yes No
Aliberto, Kimberly		X Yes No
Bac, Kara		X Yes No
Baker, Stacey		X Yes No
Beatty, Katherine		X Yes No
Bendis, Jessica		X Yes No
Bigham, Blakeley		X Yes No
Blair, Carissa		X Yes No
Boandl, Shannon		X Yes No
Bongivengo, Kellie		X Yes No
Borger, Christina		X Yes No
Brown, Ashley		X Yes No
Bubb, Kathryn		X Yes No
Burt, Judy		X Yes No
Busch, Lauren		X Yes No
Byers, Megan		X Yes No
Carulli, Kaycee		X Yes No
Chacon, Andy		X Yes No
Chase, Katerilynn		Yes X No
Coates, Cristin		X Yes No
Cornacchia, Michelle		X Yes No
Cooper, Kimberly		X Yes No
Craig, Lauren		X Yes No
Dando, Rebecca		Yes X No
Desmond, Diane		X Yes No
Dibert, Jennifer		X Yes No
Diegel, Cristen		Yes X No
Ferraro, Ashley		Yes X No
Fix, Lauren		X Yes No
Flamino, Alexandria		X Yes No
Ford, Whitney		X Yes No
Fritz, Nicole		X Yes No
Garner, Krista		X Yes No
Gentzyel, Kaetha		X Yes No
Giovannangelo, Rachael		Yes No X



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

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

Topic: Writing good PBSPs from a FBA

Date : January 21, 2022

Staff Name	DocuSigned by: Signature	Attended: YES or 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 E. 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
Petroshuk, Casey	Casey Petroshuk	X	Yes No
Ritchie, Rebecca	Rebecca Ritchie	X	Yes No
Rourke, Monica	Monica Rourke	X	Yes No
Ruff, Allyson	Allyson Ruff	X	Yes No
Rux, Anna	Anna Rux	X	Yes No
Santello, Alexis	Alexis Santello	X	Yes No
Savage, Britt	Britt Savage	X	Yes No
Scavicchio, Grace	Grace Scavicchio	X	Yes No
Schaeffer, Debbie	Debbie Schaeffer	X	Yes No
Sheedy, Clare	Clare Sheedy	Yes	X No
Sibbett, Rebecca	Rebecca Sibbett	Yes	X No
Silvestri, Colette	Colette Silvestri	Yes	X No
Smith, Jadie	Jadie Smith	X	Yes No
Smith, Terren	Terren Smith	X	Yes No
Snead, Toshia	Toshia Snead	X	Yes No
Stroup, Lauren	Lauren Stroup	X	Yes No
Tabin, Danielle	Danielle Tabin	X	Yes No
Tracy, Jamie	Jamie Tracy	X	Yes No
Truax, Mallory	Mallory Truax	X	Yes No
Turner, Amy	Amy Turner	Yes	X No
Vinskie, Vicki	Vicki Vinskie	Yes	X No
Waibel, Amelia	Amelia Waibel	X	Yes No
Walter, Sarah	Sarah Walter	X	Yes No
Wasicko, JP	JP Wasicko	X	Yes No
Watson, Samantha	Samantha Watson	X	Yes No
Wentzel, Nicole	Nicole Wentzel	X	Yes No
Wertz, Morgan	Morgan Wertz	X	Yes No
White, Jill	Jill White	Yes	X No
Wilczynski, Kaitlyn	Kaitlyn Wilczynski	X	Yes No



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

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

Topic: Writing good PBSPs from a FBA

Date : January 21, 2022

Staff Name	Signature	Attended: YES or NO		
Williams, Brittni	<i>Brittni Williams</i>	<input checked="" type="checkbox"/>	Yes	No
Wise, Amanda	<i>Amanda Wise</i>	<input checked="" type="checkbox"/>	Yes	No
Wydra, Amanda	<i>Amanda Wydra</i>		Yes	No
Yahner, Jaissa	<i>Jaissa Yahner</i>	<input checked="" type="checkbox"/>	Yes	No
Young, Staci	<i>Staci Young</i>		Yes	No
Zacchero, Megan	<i>Megan Zacchero</i>		Yes	<input checked="" type="checkbox"/> No
Zepka, Marybeth	<i>Marybeth Zepka</i>	<input checked="" type="checkbox"/>	Yes	No
Azar, Lori	<i>Lori Azar</i>		Yes	<input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Kauffman, Holly	<i>Holly Kauffman</i>		Yes	<input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Kennell, Lisa	<i>Lisa Kennell</i>		Yes	<input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Webb, Judy	<i>Judith Webb</i>		Yes	<input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>



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

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

Topic: Writing good PBSPs from a FBA

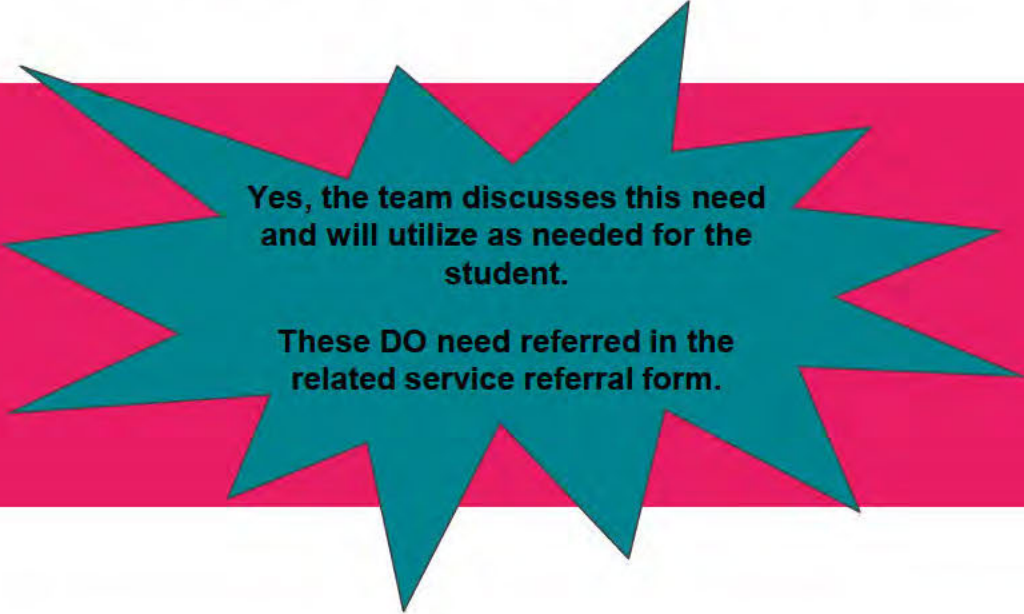
Date: January 21, 2022

Staff Name	DocuSigned by: Signature	Attended: YES or NO
Glasser, Sheryl	DocuSigned by: Sheryl Glasser	X Yes No X
Graw, Sarah	DocuSigned by: Sarah Graw	X Yes No
Guerra, Rachel	DocuSigned by: Rachel Guerra	X Yes No
Haberern, Holly	DocuSigned by: Holly Haberern	X Yes No
Haines, Kimberly	DocuSigned by: Kimberly Haines	X Yes No
Haines, Paula	DocuSigned by: Paula Haines	X Yes No
Hapstak, Aimee	DocuSigned by: Aimee Hapstak	X Yes No
Harmer, Lorraine	DocuSigned by: Lorraine Harmer	X Yes No
Hartos, Leslie	DocuSigned by: Leslie Hartos	X Yes No
Hartley, Ranelle	DocuSigned by: Ranelle Hartley	X Yes No
Hottenstein, Jennifer	DocuSigned by: Jennifer Hottenstein	X Yes No
Hoy, Shelby	DocuSigned by: Shelby Hoy	X Yes No
Hull, James	DocuSigned by: James Hull	Yes No
Hulsebos, Kyra	DocuSigned by: Kyra Hulsebos	X Yes No
Jones, Greta	DocuSigned by: Greta Jones	X Yes No
Kamarunas, Laurel	DocuSigned by: Laurel Kamarunas	X Yes No
Karpen, Heather	DocuSigned by: Heather Karpen	X Yes No
Keith, Karen	DocuSigned by: Karen Keith	Yes X No
Kelly, Ellen	DocuSigned by: Ellen Kelly	X Yes No
Kepner, Lindsey	DocuSigned by: Lindsey Kepner	X Yes No
Kioalicas, Krista	DocuSigned by: Krista Kioalicas	X Yes No
Kirchner, Carly	DocuSigned by: Carly Kirchner	X Yes No
Klinger, Francesca	DocuSigned by: Francesca Klinger	X Yes No
Knorr, Sheree-Lee	DocuSigned by: Sheree-Lee Knorr	X Yes No
Koschoff, Katie	DocuSigned by: Katie Koschoff	X Yes No
LeCause, Nicole	DocuSigned by: Nicole LeCause	X Yes No
Loughrie, Grace	DocuSigned by: Grace Loughrie	X Yes No
Lorah, Kathryn	DocuSigned by: Kathryn Lorah	X Yes No
Makara, Juliana	DocuSigned by: Juliana Makara	X Yes No
Malis, Sarah	DocuSigned by: Sarah Malis	X Yes No
Marghella, Gabrielle	DocuSigned by: Gabrielle Marghella	X Yes No
Matlin, Daphne	DocuSigned by: Daphne Matlin	X Yes No
Matejka, Kelly	DocuSigned by: Kelly Matejka	X Yes No
McCurdy, Gregory	DocuSigned by: Gregory McCurdy	X Yes No
Miller, Kayla	DocuSigned by: Kayla Miller	X Yes No
Miller, Rebecca	DocuSigned by: Rebecca Miller	X Yes No

Paraprofessionals in the Virtual World

Presented by Monica and Ashley

Do we even do that here?



**Yes, the team discusses this need
and will utilize as needed for the
student.**

**These DO need referred in the
related service referral form.**

[NEW Referral Form](#)

[Change in Service Form](#)

Para/IA vs. PCA

— — —

Paraprofessional or Instructional Aide

- ★ Support teachers in advancing students toward learning goals
- ★ Implement teacher-developed instructional activities with activities
- ★ Work collaboratively with related service providers to support the student
- ★ Follow policies of confidentiality, security and safety
- ★ Support implementation of behavior plans under the direction of the teacher
- ★ Know how to operate assistive technology used by the student

Personal Care Assistant (PCA)

- ★ Provide one-to-one support to individual students using medical equipment, augmentative and assistive technology, support daily living and monitoring health and behavior
- ★ PCAs are not instructional in nature

What is a Paraprofessional?

School professionals that work under the direction of a certified teacher to support and assist students in providing instructional programs and services to student with disabilities.

What kinds of things do paras do in the virtual environment?

The Role of the Paraprofessional

Under the guidance and supervision of special educators, paraprofessionals are an essential part of the special education team in delivering individual services and playing an increasingly prominent role in the support of instruction of individuals with exceptionalities at all ages.

Many special education paraprofessionals...	Traditional Classroom	Virtual Classroom
Implement team-based assignments	<ul style="list-style-type: none"> • May circulate around the room to keep students on-task, restate directions or re-teach concepts • May work with students individually or in a small group 	<ul style="list-style-type: none"> • May circulate <i>by observing the chat</i> from students around the <i>virtual classroom</i> to keep students on-task, restate directions or re-teach concepts. • May work with students individually or in a small group, <i>in an approved chat, or breakout room</i>
Build and maintain effective communication and relationships	<ul style="list-style-type: none"> • Follows school, and districts, communication and relationship policies • Maintains appropriate student/professional relationship • Provides positive praise, or feedback, on assignments or behavior in all school settings 	<ul style="list-style-type: none"> • Follows school, and districts, communication and relationship <i>virtual communication</i> policies • Maintains appropriate student/professional relationship • Provides positive praise, or feedback, on assignments or behavior in all school <i>virtual</i> settings • <i>Is familiar with ways to communicate with students and families virtually through the school's learning management system (LMS), communication apps and platforms.</i>
Maintain student-centered, supportive environments	<ul style="list-style-type: none"> • Works collaboratively with classroom teacher to support classroom rules and expectations • Provides supports to students by restating directions, reteaching concepts or providing praise and feedback 	<ul style="list-style-type: none"> • Works collaboratively with classroom teacher to support <i>virtual classroom</i> rules and expectations <i>by observing student chat</i> • Provides supports to students by restating directions, reteaching concepts or providing praise and feedback <i>in a virtual classroom or breakout room</i>
Organize learning experiences for students	<ul style="list-style-type: none"> • May work with students individually or in a small group 	<ul style="list-style-type: none"> • May work with students individually or in a small group, <i>in an approved chat, or breakout room</i>

What kinds of things do paras do in the virtual environment?

	<ul style="list-style-type: none"> • May provide students with individual supports as stated in their IEP • Provides supports at the direction of the teacher and related service providers 	<ul style="list-style-type: none"> • May provide students with individual supports as stated in their IEP • Provides supports at the direction of the teacher and related service providers through the learning management system (LMS)
Implement lessons initiated by the teacher or related services personnel	<ul style="list-style-type: none"> • Works collaboratively with teacher and related services personnel to understand the concepts of the lesson and appropriate adaptations and supports for the student • May circulate around the room to keep students on-task, restate directions or re-teach concepts • May work with students individually or in a small group 	<ul style="list-style-type: none"> • Works collaboratively with teacher and related services personnel to understand the concepts of the lesson and appropriate adaptations and supports for the student • May circulate by observing the student chat around the virtual classroom to keep students on-task, restate directions or re-teach concepts • May work with students individually or in a small group, in an approved chat, or breakout, room
Assess student needs and progress under teacher direction	<ul style="list-style-type: none"> • Supports ongoing assessment of students • Supports progress monitoring • Provides observations to the teacher and related services personnel • Tracks data, as directed 	<ul style="list-style-type: none"> • Supports ongoing virtual assessment of students • Supports virtual progress monitoring in an approved chat, or breakout, room • Provides virtual/chat observations to the teacher and related services personnel • Keeps track of data in LMS, App or SIM (Student Information System), as directed
Maintain a safe learning environment	<ul style="list-style-type: none"> • Knows, follows and reinforces, district and school policies, rules and expectations • Knows, follows and reinforces classroom rules and expectations • Maintains appropriate student/professional relationship • Provides positive praise, or feedback, on assignments or behavior in all school settings 	<ul style="list-style-type: none"> • Knows, follows and reinforces, district and school virtual policies, rules and expectations • Knows, follows and reinforces virtual classroom rules and expectations • Maintains appropriate virtual student/professional relationship • Provides positive praise, or feedback, on assignments or behavior in all virtual school settings

What kinds of things do paras do in the virtual environment?

<p><i>Assist in the instructional process and communicating with the teacher their perceptions of student progress and needs</i></p>	<ul style="list-style-type: none"> • Works collaboratively with teacher and related services personnel to understand the concepts of the lesson and appropriate adaptations and supports for the student • May circulate around the room to keep students on-task, restate directions or re-teach concepts • May work with students individually or in a small group • Supports progress monitoring • Provides observations to the teacher and related services personnel • Tracks data, as directed 	<ul style="list-style-type: none"> • Works collaboratively with teacher and related services personnel to understand the concepts of the lesson and appropriate <i>virtual</i> adaptations and supports for the student • May circulate around <i>by observation of student chat in the virtual classroom</i> to keep students on-task, restate directions or re-teach concepts • May work with students individually or in a small group, <i>in an approved chat, or breakout room</i> • Supports progress monitoring <i>in an approved chat, or breakout room</i> • Provides <i>virtual/chat</i> observations to the teacher and related services personnel • Tracks data <i>LMS, App or SIM (Student Information System)</i>, as directed
<p><i>Participate in training to develop their knowledge and skills to become more effective paraeducators</i></p>	<ul style="list-style-type: none"> • Works collaboratively with teacher and related services personnel to understand the concepts of the lesson and appropriate adaptations and supports for the student • Seeks out appropriate professional development to support their work • Stays knowledgeable on current best practices and supports 	<ul style="list-style-type: none"> • Works collaboratively with teacher and related services personnel to understand the concepts of the lesson and appropriate <i>virtual</i> adaptations and supports for the student • Seeks out appropriate <i>virtual</i> professional development to support their work • Stays knowledgeable on current best practices and supports <i>for virtual learning</i> • <i>Is familiar with the school's learning management system (LMS), technology and technology policies</i>

Role of the LST with the Paraprofessional



Prepare them for virtual instruction

Schedule a time or create a video of how/where to find materials

Provide any supplemental materials needed

Create a Google Folder containing the materials and share it with them

Aide them in monitoring student progress

Share PM data collection spreadsheet with them

Communicate, Communicate, Communicate!

Ensure you are communicating with them on a regular basis

Communication

At **minimum** you should be communicating with your students Para at the beginning of the week and the end of the week via email, meet, or zoom

You are their guide as to what they should be doing with the student, communicating these needs must be explicit

Imagine this is a brick and mortar school.... As the LST you would be communicating daily, multiple times a day with the Para(s) of your students. The same goes for the virtual setting.



Paras and the LRE

Paraprofessionals are part of the specially designed instruction for a student

When a student receives this support, it should be placed as an SDI, not in the related services section of the IEP

Paras are there to support, therefore, this time **DOES NOT** count towards the LRE calculation

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI):				
<ul style="list-style-type: none">• SDI may be listed with each goal or as part of the table below.• Include supplementary aids and services as appropriate.• For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.				
Modifications & SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
Paraprofessional	Reach Cyber Charter School	2 hours per day Monday-Friday	10/20/2021	10/18/2022

Checklists

[Annual IEP Checklist](#)

[IEP Revision Checklist](#)

[Move-In IEP Checklist](#)



Questions?





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

Audience: Special Education Teachers (Elementary, Middle, High)
Topic: What is a paraprofessional?
Date : October 1, 2021

Staff Name	Signature	Attended: YES or NO
Adams, Danielle	<i>Danielle Adams</i>	X Yes No
Aliberto Kimberly	<i>Kimberly Aliberto</i>	X Yes No
Azar, Lori		Yes No X
Bac, Kara	<i>Kara Bac</i>	X Yes No
Baker, Stacey	<i>Stacey Baker</i>	X Yes No
Beatty, Katherine	<i>Katherine Beatty</i>	X Yes No
Bendis, Jessica	<i>Jessica Bendis</i>	X Yes No
Bigham, Blakeley	<i>Blakeley Bigham</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
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
Coates, Cristin	<i>Cristin Coates</i>	X Yes No
Cornacchia, Michelle	<i>Michelle Cornacchia</i>	X Yes No
Cooper, Kimberly	<i>Kimberly Cooper</i>	X Yes No
Craig, Lauren	<i>Lauren Craig</i>	X Yes No
Dando, Rebecca	<i>Rebecca Dando</i>	X Yes No
Desmond, Diane	<i>Diane Desmond</i>	X Yes No
Dibert, Jennifer	<i>Jennifer Dibert</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
Gentzyl, Kaetha	<i>Kaetha Gentzyl</i>	X Yes No
Giordano, Kathryn	<i>Kathryn Giordano</i>	X Yes No



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

Audience: Special Education Teachers (Elementary, Middle, High)
Topic: What is a paraprofessional?
Date: October 1, 2021

Staff Name	DocuSigned by: Signature	Attended: YES or NO
Giovannangelo, Rachael	Rachael Giovannangelo	x Yes No
Glasser, Sheryl	Sheryl Glasser	x Yes No
Graw, Sarah	Sarah Graw	Yes x No
Guerra, Rachel	Rachel Guerra	x Yes No
Haberem, Holly	Holly Haberem	x Yes No
Haines, Kimberly	Kimberly Haines	Yes No X
Hapstak, Aimee	Aimee Hapstak	x Yes No
Harmer, Lorraine	Lorraine Harmer	x Yes No
Hartos, Leslie	Leslie Hartos	Yes x No
Hartley, Ranelle	Ranelle Hartley	Yes No X
Hottenstein, Jennifer	Jennifer Hottenstein	x Yes No
Hoy, Shelby	Shelby Hoy	x Yes No
Hull, James	James Hull	x Yes No
Hulsebos, Kyra	Kyra L. Hulsebos	x Yes No
Karpen, Heather	Heather Karpen	x Yes No
Kauffman, Holly	Holly Kauffman	Yes No X
Keith, Karen	Karen Keith	Yes x No
Kelly, Ellen	Ellen Kelly	x Yes No
Kennell, Lisa	Lisa Kennell	Yes No X
Kioalicas, Krista	Krista Kioalicas	x Yes No
Kirchner, Carly	Carly Kirchner	x Yes No
Klinger, Francesca	Francesca Klinger	Yes x No
Knorr, Sheree-Lee	Sheree-Lee S. Knorr	x Yes No
Koschoff, Katie	Katie Koschoff	x Yes No
LeCause, Nicole	Nicole LeCause	Yes No
Loughrie, Grace	Grace Loughrie	x Yes No
Makara, Juliana	Juliana Makara	x Yes No
Malis, Sarah	Sarah M. Malis	x Yes No
Marghella, Gabrielle	Gabrielle Marghella	x Yes No
Matlin, Daphne	Daphne Matlin	x Yes No
Matejka, Kelly	Kelly Matejka	x Yes No
McCurdy, Gregory	Gregory McCurdy	x Yes No
Miller, Kayla	Kayla Miller	x Yes No
Miller, Rebecca	Rebecca Miller	x Yes No
Mort, Ashley	Ashley Mort	x Yes No

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

Audience: Special Education Teachers (Elementary, Middle, High)
Topic: What is a paraprofessional?
Date: October 1, 2021

Staff Name	DocuSigned by: Signature	Attended: YES or 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 E. 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
Ritchie, Rebecca	Rebecca Ritchie	x Yes No
Rourke, Monica	Monica Rourke	x Yes No
Ruff, Allyson	Allyson Ruff	x Yes No
Rux, Anna	Anna Rux	x Yes No
Santello, Alexis	Alexis Santello	x Yes No
Savage, Britt	Britt Savage	x Yes No
Scavicchio, Grace	Grace Scavicchio	x Yes No
Schaeffer, Debbie	Debbie Schaeffer	x Yes No
Sheedy, Clare	Clare Sheedy	x Yes No
Sibbett, Rebecca	Rebecca Sibbett	x Yes No
Silvestri, Colette	Colette Silvestri	x Yes No
Smith, Jadie	Jadie Smith	x Yes No
Snead, Toshia	Toshia Snead	x Yes No
Spindler, Amber	Amber Spindler	x Yes No
Stroup, Lauren	Lauren Stroup	x Yes No
Sutton, Megan	Megan Sutton	Yes No X
Tabin, Danielle	Danielle Tabin	x Yes No
Tracy, Jamie	Jamie Tracy	x Yes No
Truax, Mallory	Mallory Truax	x Yes No
Turner, Amy	Amy Turner	x Yes No
Vinskie, Vicki	Vicki Vinskie	x Yes No
Walter, Sarah	Sarah Walter	x Yes No
Ward, Takiyah	Takiyah Ward	Yes No X
Wasicko, JP	JP Wasicko	x Yes No
Watson, Samantha	Samantha Watson	x Yes No
Webb, Judy	Judy Webb	Yes No X
Wentzel Nicole	Nicole Wentzel	x Yes No
Wertz, Morgan	Morgan Wertz	x Yes No



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

Audience: Special Education Teachers (Elementary, Middle, High)
Topic: What is a paraprofessional?
Date: October 1, 2021

Staff Name	DocuSigned by: Signature	Attended: YES or NO
White, Jill	<i>Jill White</i> DocuSigned by: 03A256E331D34B3...	x Yes No
Wilczynski, Kaitlyn	<i>Kaitlyn Wilczynski</i> DocuSigned by: 03A256E331D34B3...	x Yes No
Williams Brittni	<i>Brittni Williams</i> DocuSigned by: 03A256E331D34B3...	x Yes No
Wise, Amanda	<i>Amanda Wise</i> DocuSigned by: 03A256E331D34B3...	x Yes No
Wydra, Amanda	<i>Amanda Wydra</i> DocuSigned by: 03A256E331D34B3...	x Yes No
Yahner Jaissa	<i>Jaissa Yahner</i> DocuSigned by: 03A256E331D34B3...	x Yes No
Youells, Ashley	<i>Ashley Youells</i> DocuSigned by: 03A256E331D34B3...	x Yes No
Young, Staci	<i>Staci Young</i> DocuSigned by: 03A256E331D34B3...	x Yes No
Zacchero, Megan	<i>Megan Zacchero</i> DocuSigned by: 03A256E331D34B3...	x Yes No
Zepka, Marybeth	<i>Marybeth Zepka</i> DocuSigned by: 03A256E331D34B3...	x Yes No

The background is a dark blue and purple gradient space scene. It features a large planet with horizontal stripes in the top left, a ringed planet in the top center, a small astronaut floating in the bottom left, and a cratered moon in the bottom right. The scene is filled with numerous small white stars and larger four-pointed starburst patterns. The text is centered in a white, clean, sans-serif font.

TRANSITION TUNE-UP
APRIL 29, 2022

PLC AGENDA

- ★ Review of the Transition IA
- ★ Review of Transition Resources in the Padlet
- ★ Review of OVR Process
- ★ Review of Data Collection (plus helpful tips!)
- ★ Time for Additional Questions

A space-themed background with a dark blue and purple gradient. It features several planets: a large striped planet in the top left, a ringed planet in the middle left, and a cratered planet in the bottom right. An astronaut in a white suit is floating in the upper right, tethered to a white line. The background is filled with numerous small white stars and larger four-pointed starburst patterns.

1.

THE TRANSITION IΔ

Your Transition One-Stop-Shop and How it
Should Be Used

TRANSITION IA - WHAT IS IN IT?

- ★ The IA's Description Has Links to:
 - ★ Transition Padlet
 - ★ Teacher Transition Resources Google Folder
 - ★ Signed OVR Consent Forms Folder
 - ★ OVR Point of Contacts Doc
 - ★ Transition Assessments and Activities Doc
 - ★ Work Experience Folder
 - ★ [Secondarytransition.org](https://www.secondarytransition.org)

TRANSITION IA - WHAT IS IN IT?

- ★ The IA's Description Also Has:
 - ★ A template for wording OVR Rep email requests
 - ★ IEP Wording for Work Experience
 - ★ IEP Wording for the Transition PLAAFP
 - ★ Directions for Setting Up Smart Futures
 - ★ Updates in the Comments section that include:
 - ★ Links to Recordings of Transition Trainings
 - ★ Flyers and Newsletters for STs and CTs



TRANSITION IA - HOW IT SHOULD BE USED?

- ★ To access resources in the description
- ★ To check updates, recordings, and new uploads in the comments

It should NO LONGER be used for:

- ★ OVR Rep Requests
- ★ Uploading signed OVR Consents in the comments
 - ★ ^These should be loaded into the Signed OVR Forms Folder (linked in the IA's Description)



REMEMBER:

When in doubt, check the description of the Transition IA or send one of us a ping!

A space-themed background with a dark blue and purple gradient. It features several celestial bodies: a large planet with horizontal stripes in the top left, a planet with a ring system in the middle left, and a cratered moon in the bottom right. An astronaut in a white suit is floating in the upper right, tethered to a white line. The background is filled with numerous small white stars and larger, four-pointed starburst patterns.

2.

THE TRANSITION PADLET

Your #1 Resource for Data Collection Tools

The background is a dark space-themed gradient transitioning from purple on the left to teal on the right. It is filled with numerous small white stars and four larger celestial bodies: a ringed planet in the top left, a cratered moon-like sphere in the top left, a striped planet in the bottom right, and a small white sphere in the bottom right.

TRANSITION PADLET

LET'S TAKE A CLOSER LOOK!

The background is a dark blue and purple gradient representing outer space. It features several celestial bodies: a large planet with horizontal stripes in the top left, a smaller planet with a ring system below it, and a cratered moon in the bottom right. An astronaut in a white suit is floating in the upper right quadrant, holding a long, thin, white rope that loops through the space. Numerous small white stars and larger four-pointed starburst patterns are scattered throughout the scene.

3.

THE OVR PROCESS

A Quick Review of How to Prepare the Form,
Where to Load Completed Forms, and How to
Contact OVR

How to Prepare
the Form...

**Let's Walk
Through an
Example
Together**

:)



The background is a dark blue and purple gradient space scene. It features several celestial bodies: a large planet with horizontal stripes in the top left, a smaller planet with a ring system below it, and a cratered moon in the bottom right. Numerous white stars of varying sizes are scattered throughout the scene.

DON'T WORRY!

That example will be loaded into the comments of the Transition IA.
if you need to review it in the future! :)



WHERE TO UPLOAD COMPLETED OVR FORMS

- ★ In the Transition IA's Description, click on the link to the folder titled "Signed OVR Parent Consent Forms"

OR:

- ★ Upload the signed form into the AA IA

STEPS OF THE OVR INVITE PROCESS

Step 1

Download the new OVR PETS form (found in the IA and Google Folder) and send to CT and ST via DocuSign

NOTE: Make sure to download as a PDF ONLY, no Word Docs!

Step 2

Confirm the correct OVR office you need to contact by reviewing the ST's county of residence and by reviewing the OVR Point of Contacts document (found in the IA and Google Folder)

Step 3

Using the template for contacting OVR (found in the IA), email the OVR office directly. Remember to attach the completed OVR PETS form!

NOTE: Make sure to CC the General Cyber email AND the OVR Office email

The background is a dark blue and purple gradient representing outer space. It features several stylized planets: a large striped planet in the top left, a ringed planet in the middle left, and a cratered planet in the bottom right. Numerous white stars of varying sizes are scattered throughout. An astronaut in a white suit is floating in the upper right quadrant, holding a long, thin, white rope that loops across the sky.

4.

DATA COLLECTION FOR THE IEP

Resources for Data Collection and Advice to Make the
Data Collection Process a Bit Easier!

DATA COLLECTION TIPS

- ★ Use multiple methods to get data: webmail, personal email, phone call, text, etc.
- ★ LOG contact attempts & state in the PLs
- ★ NO DATA IS DATA! If a student/family is hard to reach, this proves lack of engagement and participation
- ★ When able to contact students, it's a great idea to do an initial Transition Survey interview style.



DATA COLLECTION CONTINUED

- ★ For more thorough information, look at the student's previous data and compare results of the assessments to see what may have changed or has remained consistent.
- ★ Use the student's areas of need to select follow up assessments.
- ★ Encourage students to use SmartFutures.

The background is a dark blue and purple gradient space scene. It features several celestial bodies: a large planet with horizontal stripes in the top left, a ringed planet in the middle left, and a cratered planet in the bottom right. An astronaut in a white suit is floating in the upper right, tethered to a white line. The scene is filled with numerous small white stars and larger four-pointed starburst patterns.

5.

ADDITIONAL QUESTIONS

The Floor is Yours!

The background is a vibrant space scene with a purple and blue gradient. It features several celestial bodies: a large planet with horizontal stripes in the top left, a smaller planet with a ring system in the top center, a bright yellow star in the top right, and a grey cratered moon in the bottom right. A white rocket with a yellow flame is in the top right, and a white astronaut is in the bottom left. The text is centered in a white, stylized font.

THANKS!

AND AS ALWAYS... PLEASE PING
US IF YOU NEED A REFRESHER,
CLARIFICATION, OR SUPPORT!
WE'RE HERE TO HELP AND
HAPPY TO DO SO!



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

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

Topic: Elementary Team: How to Wrap up the School Year; Secondary Team: Transition Refresher

Date: 04/29/2022

Staff Name	Signature	Attended: YES or NO
Glasser, Sheryl		x Yes No
Graw, Sarah		x Yes No
Guerra, Rachel		Yes x No
Haberern, Holly		x Yes No
Haines, Kimberly		x Yes No
Haines, Paula		x Yes No
Hapstak, Aimee NA		Yes No X
Harmer, Lorraine		Yes No
Hartos, Leslie		x Yes No
Hartley, Ranelle		x Yes No
Hottenstein, Jennifer		Yes x No
Hoy, Shelby		x Yes No
Hull, James		Yes No
Hulsebos, Kyra		x Yes No
Jones, Greta		Yes x No
Kamarunas, Laurel		x Yes No
Karpen, Heather		x Yes No
Keith, Karen		x Yes No
Kelly, Ellen		x Yes No
Kepner, Lindsey		x Yes No
Kioalicas, Krista		x Yes No
Kirchner, Carly		x Yes No
Klinger, Francesca		x Yes No
Knorr, Sheree-Lee		x Yes No
Koschoff, Katie		x Yes No
LeCause, Nicole		x Yes No
Loughrie, Grace		x Yes No
Lorah, Kathryn		x Yes No
Makara, Juliana		x Yes No
Malis, Sarah		x Yes No
Marghella, Gabrielle		Yes x No
Matlin, Daphne		x Yes No
Matejka, Kelly		x Yes No
McCurdy, Gregory		x Yes No
Miller, Kayla		x Yes No
Miller, Rebecca		x Yes No
Moussa, Rachel		x Yes No



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Staff Name	DocuSigned by: Signature	Attended: YES or 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 E. Perez	Yes	X No
Perkins, Alyssa	Alyssa Perkins	X Yes	No
Petrasic, Megan	Megan Petrasic	X Yes	No
Pronio, Mary Kay	Mary Kay Pronio	X Yes	No
Petroshuk, Casey	Casey Petroshuk	X Yes	No
Ritchie, Rebecca	Rebecca Ritchie	X Yes	No
Rourke, Monica	Monica Rourke	X Yes	No
Ruff, Allyson	Allyson Ruff	X Yes	No
Rux, Anna	Anna Rux	X Yes	No
Santello, Alexis	Alexis Santello	X Yes	No
Savage, Britt	Britt Savage	X Yes	No
Scavicchio, Grace	Grace Scavicchio	X Yes	No
Schaeffer, Debbie	Debbie Schaeffer	X Yes	No
Sheedy, Clare	Clare Sheedy	X Yes	No
Sibbett, Rebecca	Rebecca Sibbett	X Yes	No
Silvestri, Colette	Colette Silvestri	X Yes	No
Smith, Jadie	Jadie Smith	X Yes	No
Smith, Terren	Terren Smith	X Yes	No
Snead, Toshia	Toshia Snead	X Yes	No
Stroup, Lauren	Lauren Stroup	X Yes	No
Tabin, Danielle	Danielle Tabin	X Yes	No
Tracy, Jamie	Jamie Tracy	X Yes	No
Truax, Mallory	Mallory Truax	X Yes	No
Turner, Amy	Amy Turner	X Yes	No
Vinskie, Vicki	Vicki Vinskie	X Yes	No
Waibel, Amelia	Amelia Waibel	X Yes	No
Walter, Sarah	Sarah Walter	Yes	No X
Wasicko, JP	JP Wasicko	X Yes	No
Watson, Samantha	Samantha Watson	X Yes	No
Wentzel, Nicole	Nicole Wentzel	X Yes	No
Wertz, Morgan	Morgan Wertz	X Yes	No
White, Jill	Jill White	Yes	X No
Wilczynski, Kaitlyn	Kaitlyn Wilczynski	X Yes	No

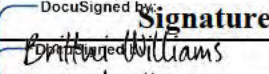
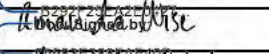
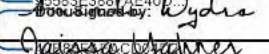
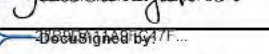
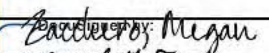
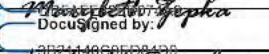
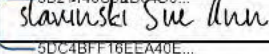


**Office of Special Education
Professional Development Attendance Sheet**

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

Topic: Elementary Team: How to Wrap up the School Year; Secondary Team: Transition Refresher

Date : 04/29/2022

Staff Name	Signature	Attended: YES or NO	
Williams, Brittni		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Wise, Amanda		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Wydra, Amanda		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Yahner, Jaissa		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Young, Staci		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Zacchero, Megan		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Zepka, Marybeth		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Slavinski, Sue Ann		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Azar, Lori		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Kauffman, Holly		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Kennell, Lisa		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Webb, Judy		<input type="checkbox"/> Yes	<input type="checkbox"/> No



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

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

Topic: Elementary Team: How to Wrap up the School Year; Secondary Team: Transition Refresher

Date: 04/29/2022

Staff Name	Signature	Attended: YES or NO
Adams, Danielle	<i>Danielle Adams</i>	X Yes No
Aliberto, Kimberly	<i>Kimberly Aliberto</i>	X Yes No
Bac, Kara	<i>Kara Bac</i>	X Yes No
Baker, Stacey	<i>Stacey Baker</i>	X Yes No
Beatty, Katherine	<i>Katherine Beatty</i>	X Yes No
Bendis, Jessica	<i>Jessica Bendis</i>	X Yes No
Bigham, Blakeley	<i>Blakeley Bigham</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
Borger, Christina	<i>Christina Borger</i>	X Yes No
Brown, Ashley	<i>Ashley Brown</i>	Yes X 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
Coates, Cristin	<i>Cristin Coates</i>	X Yes No
Cornacchia, Michelle	<i>Michelle Cornacchia</i>	X Yes No
Cooper, Kimberly	<i>Kimberly Cooper</i>	Yes X No
Craig, Lauren	<i>Lauren Craig</i>	X Yes No
Dando, Rebecca	<i>Rebecca Dando</i>	X Yes No
Desmond, Diane	<i>Diane Desmond</i>	X Yes No
Dibert, Jennifer	<i>Jennifer Dibert</i>	X Yes No
Diegel, Cristen	<i>Cristen Diegel</i>	X Yes No
Ferraro, Ashley	<i>Ashley Ferraro</i>	X Yes No
Fix, Lauren	<i>Lauren Fix</i>	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
Giovannangelo, Rachael	<i>Rachael Giovannangelo</i>	X Yes No

IEP GOAL WRITING

SPECIAL EDUCATION PLC 10-29-21



Purpose of the IEP



- Framed around how to help the child
- Should build/lead to lifelong skills



Components of the IEP

WHAT ARE THE COMPONENTS OF AN I.E.P.?

RATIONALE - IF A STUDENT IS NOT IN A GENERAL EDUCATION CLASS

THERE MUST BE A JUSTIFICATION WHY THE STUDENT IS NOT PLACED IN REGULAR CLASSES



GIVE A REASON

TRANSITIONAL SERVICES

PROVIDES POSTSECONDARY GOALS

COURSES NECESSARY TO ACHIEVE THOSE GOALS

SERVICES MUST BEGIN NO LATER THAN 16 YEARS OF AGE (STUDENT)



START AND END DATE

WHEN DO EDUCATIONAL SERVICES BEGIN

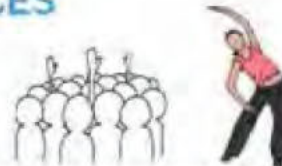
WHEN DO THEY END

WHERE DO THE SERVICES TAKE PLACE



EDUCATIONAL SERVICES

INCLUDES RELATED SERVICES, SPECIAL EDUCATION SERVICES, AND SUPPLEMENTAL SERVICES THE CHILD RECEIVES



PLEP - PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

MARKING PERIOD GRADES

STRENGTHS/WEAKNESSES

CLASSROOM HABITS



GOALS

SHORT TERM GOALS,

BENCHMARKS,

AND LONG TERM GOALS



ACCOMMODATIONS & MODIFICATIONS

ACCOMMODATIONS FOR: STATE STANDARDIZED TESTING.

MODIFICATIONS FOR EDUCATIONAL PROGRAMS



EXTENDED TIME

EVALUATION PROCEDURES

WRITTEN STATEMENT OF HOW THE DISTRICT WILL MEASURE THE STUDENT'S PROGRESS



Present Levels of Academic Achievement and Functional Performance

Academic Achievement

- Instructional levels – performance in all subject areas
- Curriculum-based assessments
- Progress towards state grade-level standards
- Strategies/Interventions in place
- Additional personnel required

Functional Performance

- Classroom performance
- Results of functional assessments
- Developmental strengths and needs
- Activities of daily living - hygiene, dressing, consumer skills, CBI
- Behavioral difficulties
- Personal safety

Transition Goals

- Interest inventories
- Vocational Evaluations
- Career Surveys
- SATs

Parental Concerns

- How to enhance their child's education

General Education

- Progress in Gen. Ed. Curriculum
- How student is accessing the curriculum – with or without accommodations and modifications
- Reference PA Standards

Strengths

- Describe what the student does well

Needs

- Describe specific needs related to disability
- Each area of need must be addressed within the IEP

Other

- Progress towards current IEP goals
- Ongoing progress monitoring
- Behavior Data (if appropriate)
- Reports from Related Service Providers



**Goal
Development**



“A good IEP serves as both a road map and a guidebook for meeting the challenges posed by a student’s disability. **The annual goals and benchmarks developed by the team identify the destinations for the journey and provide signposts along the way.**” (Heward, 2006)

Annual IEP Goals

- Must provide clear description of skills needed for student to access, participate, and make progress in the general education curriculum
- Goals must directly relate to areas of need identified in the present levels
- Family goals and perspectives should be incorporated
- Should align to and reference State Standards

Relevant Annual Goals

Include things that are:

- Socially Significant
- Valuable to the student and their family
- Common in day to day life
- Will lead to meaningful interactions with peers and community members
- Will lead to meaningful participation in the General Education curriculum
- Pre-requisites for more complex skills
- Will promote independence

Criteria for Writing IEP Goals

CNBC +3



Condition: Where or How the Skill is Taking Place

- Should include a clear description of the situation in which the students will perform the behavior
 - Given a verbal prompt such as “do your work” or similar phrase
 - After reading a passage of grade level content
 - Given a two-step direction
 - When motivation is present for edibles, activities, and/or for others to perform an action
 - When in the cafeteria,

Describe the CONDITION in which the skill will be demonstrated.

Name

Pro Tip: It's always a good idea to make sure that the student's name listed is the student you are meeting about 😊

Don't get distracted!

		
VISUAL	MANUAL	COGNITIVE
		
TAKING EYES OFF ROAD	TAKING HANDS OFF WHEEL	TAKING MIND OFF DRIVING

Behavior or Skill:
What will the
student
demonstrate when
the goal has been
achieved?

- Target behavior should be defined in measurable and observable terms using action verbs of what the student will do
 - Examples: touch, select, solve, describe, say, read orally, etc.
- Avoid vague terms that cannot be observed or measured
 - Examples: discover, recognize, be exposed to, tolerate, be taught



Criteria

+3

- **Performance Level:** Independent performance student must demonstrate based on:
 - accuracy, duration, rate, latency, magnitude
 - % correct, % of time, correct responses per minute, etc.
- **Number:** number of times student must demonstrate the skill for mastery
 - Across 3 consecutive probes, for 10 consecutive school days
- **Evaluation Schedule:** How frequently student will be assessed

1) How well? 2. How consistently? 3. How often will student be evaluated?

Tips for Writing Annual Goals

- Each goal should target only one skill or behavior
- Goals should be measurable
- Each skill/behavior targeted should be observable
- The goal should target a specific skill NOT a skill area

Sample IEP Goals

Condition

Name

Clearly Defined Behavior

Performance Criteria

Appropriately Written Annual IEP Goal

When presented with a picture of a common item and asked "What is this?", Aimee will immediately (within 2 seconds) tact (label) the picture for at least 50 pictures with 100% accuracy over 3 consecutive probes for each target.

When told to "Do this" and a gross motor movement (e.g. clapping hands, waving, etc.) is demonstrated, Aimee will immediately imitate the gross motor movement for at least 15 movements over 3 consecutive correct probes for each target.

When motivation for an item or activity is present, Aimee will request the item or activity using vocal approximations for 50 items without prompting across at least three different settings and three different instructors over 3 consecutive probes for each target.

When presented with the instruction "go do your work" or a similar phrase, Aimee will independently complete a variety of known tasks for up to 6 tasks involving varied steps and will request teacher's attention upon completion of tasks by raising her hand and waiting for teacher to attend before stating "all done" for 100% of the steps in the chain of behaviors for 5 consecutive school days.



Other Non-Examples

Condition

Name

Clearly Defined Behavior

Performance Criteria

Appropriately Written Annual IEP Goal



Aimee will be exposed to 3 new situations throughout the school year during which she is required to wash her hands.

Aimee will be able to fact 150 pictures and actions independently with 100% accuracy across 3 consecutive probes.

Aimee will take ownership of her driving skills during 3 out of 5 driving trips.

Aimee will increase her self-esteem.

When presented with the instruction "go wash your hands", Aimee will complete all steps of the task with 100% accuracy and no more than 3 physical prompts.

When presented with a picture of a common item and asked "What is this?", Aimee will fact (label) the picture with no more than two verbal prompts for at least 50 pictures with 100% accuracy over three consecutive probes.

Modifications, Accommodations, and Specially Designed Instruction

- Any modification or accommodation must be evaluated for effectiveness
 - Is the accommodation needed?
 - How does the accommodation work?
 - Does it build toward independence?
 - How does it relate to the student's goals?

A RESOURCE FOR YOU!

- **GOAL BANK TO USE FOR WRITING MEANINGFUL, OBTAINABLE, AND MEASURABLE GOALS!**

REACH IEP GOAL BANK

QUESTIONS?

YA'LL GOT ANY



QUESTIONS?



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

**Audience: Special Education Teachers (Elementary, Middle, High)
Topic: IEP Goal Writing, all components of the IEP
Date : October 29, 2021**

Staff Name	Signature	Attended: 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 No X
Bac, Kara	<i>Kara Bac</i>	x Yes No
Baker, Stacey	<i>Stacey Baker</i>	x Yes No
Beatty, Katherine	<i>Katherine Beatty</i>	x Yes No
Bendis, Jessica	<i>Jessica Bendis</i>	x Yes No
Bigham, Blakeley	<i>Blakeley Bigham</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
Brown, Ashley	<i>Ashley Brown</i>	x Yes No
Bubb, Kathryn	<i>Kathryn Bubb</i>	Yes x No
Burt, Judy	<i>Judith L. 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
Coates, Cristin	<i>Cristin Coates</i>	x Yes No
Cornacchia, Michelle	<i>Michelle Cornacchia</i>	x Yes No
Cooper, Kimberly	<i>Cooper, Kimberly</i>	x Yes No
Craig, Lauren	<i>Lauren Craig</i>	x Yes No
Dando, Rebecca	<i>Rebecca Dando</i>	Yes x No
Desmond, Diane	<i>Diane Desmond</i>	x Yes No
Dibert, Jennifer	<i>Jennifer Dibert</i>	x Yes No
Diegel, Cristen	<i>Diegel Cristen</i>	x Yes No
Ferraro, Ashley	<i>Ashley Ferraro</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
Gentzyl, Kaetha	<i>Kaetha Gentzyl</i>	x Yes No
Giordano, Kathryn	<i>Kathryn Giordano</i>	x Yes No
Giovannangelo, Rachael	<i>Rachael Giovannangelo</i>	x Yes No



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Professional Development Attendance Sheet**

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Date : October 29, 2021**

Staff Name	Signature	Attended: YES or NO	
Glasser, Sheryl		Yes	No X
Graw, Sarah		x Yes	No
Guerra, Rachel		x Yes	No
Haberern, Holly		x Yes	No
Haines, Kimberly		Yes	No X
Haines, Paula		x Yes	No
Hapstak, Aimee		x Yes	No
Harmer, Lorraine		x Yes	No
Hartos, Leslie		x Yes	No
Hartley, Ranelle		x Yes	No
Hottenstein, Jennifer		x Yes	No
Hoy, Shelby		x Yes	No
Hull, James		x Yes	No
Hulsebos, Kyra		x Yes	No
Kamarunas, Laurel		x Yes	No
Karpen, Heather		x Yes	No
Kauffman, Holly		Yes	No X
Keith, Karen		x Yes	No
Kelly, Ellen		x Yes	No
Kennell, Lisa		Yes	No X
Kioalicas, Krista		x Yes	No
Kirchner, Carly		x Yes	No
Klinger, Francesca		x Yes	No
Knorr, Sheree-Lee		x Yes	No
Koschoff, Katie		x Yes	No
LeCause, Nicole		x Yes	No
Loughrie, Grace		x Yes	No
Makara, Juliana		x Yes	No
Malis, Sarah		x Yes	No
Marghella, Gabrielle		x Yes	No
Matlin, Daphne		x Yes	No
Matejka, Kelly		x Yes	No
McCurdy, Gregory		x Yes	No
Miller, Kayla		x Yes	No
Miller, Rebecca		x Yes	No
Mort, Ashley		x Yes	No



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

Audience: Special Education Teachers (Elementary, Middle, High)
Topic: IEP Goal Writing, all components of the IEP
Date : October 29, 2021

Staff Name	DocuSigned by: Signature	Attended: YES or 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 E. 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
Ritchie, Rebecca	Rebecca Ritchie	x Yes No
Rourke, Monica	Monica Rourke	x Yes No
Ruff, Allyson	Allyson Ruff	x Yes No
Rux, Anna	Anna Rux	Yes x No
Santello, Alexis	Alexis Santello	x Yes No
Savage, Britt	Britt Savage	Yes x No
Scavicchio, Grace	Grace Scavicchio	x Yes No
Schaeffer, Debbie	Deb Schaeffer	x Yes No
Sheedy, Clare	Sheedy, Clare	x Yes No
Sibbett, Rebecca	Rebecca Sibbett	x Yes No
Silvestri, Colette	Colette Silvestri	x Yes No
Smith, Jadie	Smith, Jadie	x Yes No
Smith, Terren	Terren Smith	x Yes No
Snead, Toshia	Toshia K. Snead	Yes x No
Stroup, Lauren	Lauren Stroup	x Yes No
Tabin, Danielle	Danielle Tabin	x Yes No
Tracy, Jamie	Jamie Tracy	x Yes No
Truax, Mallory	Mallory Truax	x Yes No
Turner, Amy	Amy Turner	x Yes No
Vinskie, Vicki	Vinskie, Vicki	x Yes No
Walter, Sarah	Sarah Walter	x Yes No
Wasicko, JP	Wasicko, John	x Yes No
Watson, Samantha	Samantha Watson	x Yes No
Webb, Judy	Judy Webb	Yes No X
Wentzel, Nicole	Nicole Wentzel	x Yes No
Wertz, Morgan	Morgan Wertz	x Yes No
White, Jill	Jill White	x Yes No
Wilczynski, Kaitlyn	Kaitlyn Wilczynski	x Yes No
Williams, Brittni	Brittni Williams	x Yes No



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

Audience: Special Education Teachers (Elementary, Middle, High)
Topic: IEP Goal Writing, all components of the IEP
Date : October 29, 2021

Staff Name	DocuSigned by: Signature	Attended: YES or NO
Wise, Amanda	<i>Amanda Wise</i> DocuSigned by: 96883f9881540D...	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Wydra, Amanda	<i>Amanda Wydra</i> DocuSigned by: 40B86FAEACD04D2...	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Yahner, Jaissa	<i>Jaissa Yahner</i> DocuSigned by: 40B86FAEACD04D2...	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Youells, Ashley	<i>Ashley Youells</i> DocuSigned by: 1960051089547F...	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Young, Staci	<i>Staci Young</i> DocuSigned by: 1960051089547F...	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Zacchero, Megan	<i>Megan Zacchero</i> DocuSigned by: 1960051089547F...	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Zepka, Marybeth	<i>Marybeth Zepka</i> DocuSigned by: 2B5AFE32EB074A0...	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

The background features a blue gradient with stylized white and light blue clouds scattered across the top and middle. At the bottom, there is a white silhouette of a city skyline with various building shapes and heights.

Parent Night #6: Independent Living And Self-Advocacy

Agenda

Independent Living

- **Living Options**
- **Community Engagement**
- **Self-Management**
- **Financial Awareness Skills**
- **Transportation**

Self-Advocacy

- **What is it?**
- **How to build Self-Advocacy Skills**

- **Parent Guest Speaker**

1. Living Options

Types of living arrangements common after graduation



Know Your Options

- Living at home
- Living in an apartment with roommates
- Living in an apartment alone
- Living in an apartment with assisted living
- Dorm Rooms
- Group Homes



2.

Community Engagement

Knowing the community in which you live - where the grocery store and other essential stores/locations are, what special events, groups, or clubs there are, etc.



Know Your Community and How to Participate

- From the student's living area, know:
 - Where the grocery store and other essential locations are: post office, bank, doctor, etc.
 - What groups, clubs, and activities are offered locally
 - Public pool, parks, hiking/walking groups, community center

3.

Self-Management

Independently setting doctor's appointments and other responsibilities, following a schedule, leisure skills, etc.



Self-Management

- Prior to graduation, ensure that your student can:
 - Identify who their health care providers are and how to contact them
 - Can your student independently set appointments?
 - Set and follow a schedule
 - Can your student get up and go to bed at a scheduled time?

Self-Management

- Prior to graduation, ensure that your student can:
 - Use effective communication
 - Express their wants, needs, and feelings
 - Self-regulate emotions
 - Interact with friends, family, coworkers, etc.
 - Maintain a healthy living space
 - Do laundry, keep areas clean
 - Personal hygiene

Self-Management

- Prior to graduation, ensure that your student can:
 - Cook or prepare meals for his/herself
 - Engage in leisure activities while maintaining a balance
 - Time management
 - Follow a budget



Parent Guest Speaker

4.

Financial Awareness Skills

Budgeting skills, understanding of finances, financial security through employment or SSI



Preparation Through Your Student's Education

- Reach's Math Courses
 - Consumer Math
 - Personal Finance
- Online Resource for Budgeting:
 - <https://www.pacareerzone.org/budget/>

Personal Finance

- Personal Finance is a one semester elective
 - Meet once a week
 - Work pace is slow
- Wide range of topics are covered in the curriculum
 - Budgeting
 - Taxes
 - Insurance
 - Investing
- Supplemental information also offered

What is Consumer Math all about?

Consumer Math focuses on everyday applications of basic math skills as they are applied to real life topics.

Students learn how to use these skills for situations such as...

- calculating gross & net pay
- differentiating between fixed & discretionary expenses
- budgeting money
- analyzing discounts & the best deals
- understanding interest rates for credit cards, auto loans, and mortgages
- paying off debt
- understanding your credit score
- and more!

It is important to learn to stick to a **budget & pay off credit card debts**,
Then **save an emergency fund** and **save for retirement**.

**Budget & Pay off
credit debt**



**Save an
emergency fund**



Save for retirement



You need to know...

How much money do you actually take home?

Create a budget.

Know your income.




Gross pay is what your employment contracts says you get paid.

Example: \$14/hour or \$55,000/year

But **deductions** get taken out of that amount, like FICA, taxes, insurance, and more!


Net pay, or realized income, is what you actually receive in your paycheck, also called your “take-home” pay.



GROSS PAY

Wages before taxes
and other deductions

EARNINGS STATEMENT			
EMPLOYEE ID	CHECK NO.	PAY PERIOD	PAY DATE
101	123	8/28/20-9/11/20	9/11/20
RENT TOTAL	DEDUCTIONS	CURRENT TOTAL	YEAR TO DATE
200.00	FEDERAL TAX 8.63	93.51	
	FICA SS TAX 0.00	125.40	
	FICA MEDICARE 2.90	31.90	
	STATE TAX 0.74	8.21	
	TOTAL DEDUCTIONS 12.27	NET INCOME 187.73	
TO NET INCOME 2320.98	200.00		



NET PAY

Wages after taxes
and other deductions



You need to know...

How much money do you spend on necessities?

Create a budget.

Know your expenses.

Fixed expenses are expenses you pay every month, even if you are sick, unemployed, or retired.

Examples: groceries, clothing, housing, gas for your car, required debt payments

Discretionary expenses are the extra monies spent on luxuries.

Examples: designer clothing, fast food, dinner at a restaurant, trips and vacations



You need to know...

How do you calculate interest?



The **simple interest formula** is $I = prt$, where you multiply the principal (\$), the rate (interest %), and time (in years). Interest is calculated and applied to payments for both **secured** and **unsecured** debts.

Secured Debt

- The lender has **ownership stake** in the asset being financed.
- **Has collateral**, which the lender can claim if you default on your loan.
- The two most common forms are **car loans** and **mortgage financing**.

Unsecured Debt

- The lender has **NO ownership stake** in the asset.
- There is **NO collateral**.
- Examples of unsecured debt are **student loans** and **credit cards**.
- **Interest rates are usually higher** when compared to secured debt.

You need to know...

How do you use your discretionary monies to pay off credit cards?



When paying off debt, there are two successful methods:

High Rate

- When paying off debt using the HIGH RATE method, you pay off the debt with the HIGHEST INTEREST RATE FIRST.
- This may take longer, but you'll pay less money in interest in the long run.

Snowball

- When paying off debt using the SNOWBALL method, you pay off the debt with the LOWEST BALANCE FIRST.
- This is not the most financial savvy, but usually this satisfies your brain and builds your confidence because you have less open debts sooner.

You need to know...

What will you do in an emergency?

(Like in 2020 when the world shut down but people still had bills to pay.)

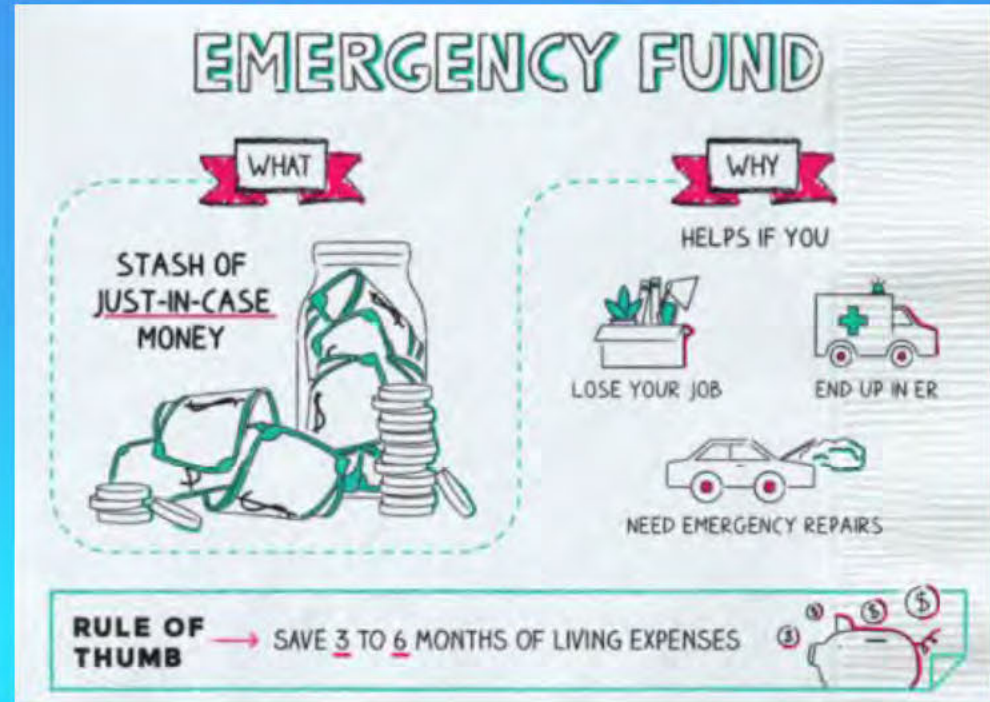


Save an emergency fund.

An **emergency fund** is usually 3-6 months of savings to cover fixed expenses in an emergency.

Example: unemployment, job loss, sickness, hospital stay, natural disaster to name a few.

An emergency fund needs to be easily accessible, like savings account, short-term CD, or cash.





5.

Transportation

Knowing the options for transportation, knowing schedules and routes for public transportation, maintenance of that transportation tool (monthly payments or budget for transportation, etc)

Preparing to Become a Driver

- Ensure that your student knows:
 - How to obtain a permit
 - How to obtain a license
 - Where the DMV is located
- Obtaining a car and maintaining a car
 - Lease vs. buy
 - Regular upkeep of vehicle - oil change, tire rotation, etc.

For Non-Driving Students

- Rideshare
- Public Transportation
 - Bus, train, subway, tram
 - Know the route schedule and regular cost (Septa passes, etc.)
- Biking
 - Be able to identify bike lanes where possible
 - If no bike lanes, identify safe routes
 - Know hand signaling for drivers
- Walking
 - Know safe routes
 - Identify what is accessible and doable

Self-Advocacy

Knowing how to ask for help if needed, understanding of disability, self-disclosure, standing up for oneself

What is Self-Advocacy?

Self-Advocacy means you understand your rights and responsibilities. You speak up for your rights, with confidence, and you are able to make choices and decisions that affect your life. It is also being aware of the resources available to you in the community. Self-Advocacy is the ability to express what you need and why you need it.



Ways To Help Build Self-Advocacy Skills

- **Create opportunities for student to make choices**
- **When able, allow student to be part of decision-making processes**
- **Review why the student has an IEP, what the needs are, how to ask for help**
- **Encourage student to participate in (or lead parts of) IEP meeting**
- **Allow student to schedule his/her own medical appointments**
- **Encourage student to get involved in extracurricular activities/volunteering to boost confidence**
- **To reinforce, give positive feedback when your student uses self-advocacy skills appropriately**




Thank you for joining us!
Have a great summer!

Transition Parent Night #6 - Independent Living and Self Advocacy, May 18th 2022

Participants

- Ryan Graw
 - Guest speaker to discuss how the math department helps prepare students for life after high school
- Staysea Hutchings-McCutcheon
 - Parent of two current Life Skills seniors at Reach. Guest speaker to discuss her advice and findings pertaining to transitioning from high school, finding community supports, how she fosters self-advocacy and independence in her home



Writing Legally Defensible IEPs

Practical Strategies & Resources



Hello!

Shannon Wonders, M.Ed., NBCT
Educational Consultant
Capital Area Intermediate Unit
swonders@caiu.org





One Word Warm Up

When I think of writing an IEP,
I think of the word...



Agenda/ Targets

- **DAY 1**

- Demographics
- Special Considerations
- PLAAFPs
- State and Local Assessments
- Goals

- **DAY 2**

- Progress Monitoring
- Specially Designed Instruction
- Extended School Year
- Educational Placement

Writing Strong IEPs



THE GOLDEN THREAD: a framework to explain why, how and what the IEP team does to reach its goals.
It is informed by data.

Writing Strong IEPs



BEST PRACTICE: A best practice is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result.

Rationale for Writing Strong IEPs

- Ensure Quality Instruction
- Improve Student Achievement
- Avoid Litigation

Rank the following in order from the least to most number of official IDEA complaints filed:

- Procedural
- Progress to a reasonable extent
- Failure to implement
- LRE

How do we address IDEA requirements and survive legal scrutiny?

- Write clearly
- If you can't prove it, don't write it
- Use specific language
- Ensure goals are written in measurable terms
- Monitor progress regularly
- Respond to the data



PaTTan Annotated IEP

Demographics

- Ensure completion of all portions
- Double check dates!
 - **Implementation Date:** Write the first day the student will begin to receive the supports and services described in this IEP.
 - **Anticipated Duration:** Write the last day that the student will receive the services and programs of this IEP. This date must be **one day less** than a year from the team meeting date.
- Names of required participants must be documented.
- Excused members must submit information in writing
- Receipt of procedural safeguards must be signed and dated

Demographics

- **Excused members must submit information in writing:** Excusal from attendance applies only to the following team members: Regular education teacher, special education teacher, LEA representative, and other individual who can interpret implications of evaluation results. Excusal is agreed upon via the *Parent Consent to Excuse Members from Attending the IEP Team Meeting* form. If an IEP team member has been excused the member is not to sign that they have attended.
- Receipt of procedural safeguards must be signed and dated



[Parent Consent to Excuse Members from Attending IEP Meeting](#)

SELF ASSESSMENT



Special Considerations

Why does the IEP begin with this list of Special Considerations?

- Blind or Visually Impaired
- Deaf or Hard of Hearing
- Communication Needs
- Assistive Technology Devices or Services
- Limited English Proficiency
- Behavior that Impede His/Her Learning or Learning of Others
- Other - (ex. Transition, Health Care Plan)



School Age Communication Plan//Pattan

SELF ASSESSMENT



Special Education LAW



Intro Paragraph in PLAAFPs

Getting to know you paragraph

- *Student name
- *Home district
- *Grade
- *School
- *Disability category/categories & *how the child's disability affects the child's involvement and progress in the general education curriculum*
- *Related Services - OT, SLP, PT, Social Work, Nursing, PCA
- *Graduation by credits or goals (if transition-age)
- *Date of anticipated graduation


Introduction Paragraph in PLAAFPs

Example:

Jane Doe is a third grade student at REACH Cyber Charter School. Jane is a student identified with Autism Spectrum Disorder and Other Health Impairment (Attention Deficit Hyperactivity Disorder). Jane benefits from Itinerant Autistic support services. She receives replacement instruction in Special Education for social skills group one time per week for 30 minutes and receives adaptations in the regular education environment to address deficits in reading comprehension and time on-task as a result of her identifications. She receives Occupational Therapy one time per week for 30 minutes and Speech Language Services twice a week for thirty minute sessions (total of 60 mins per week). Jane is expected to graduate with her peers in June, 2031.

Present Levels



- The Present Level is what controls the rest of the IEP.
 - **Rule 1:** If it is a weakness - you need a goal or SDI
 - **Rule 2:** If you have a goal or SDI- you have to justify it as a weakness.
 - **Rule 3:** Every child is unique - IEPs should be unique, too.
 - **Rule 4:** I should KNOW the child by what is written in the IEP.
 - Information is objective, specific and quantifiable
 - Current instructional levels and baseline
 - Response to interventions
 - Include benchmark assessment, PSSA/PASA/Keystone (describe and interpret data)
- 

Present Levels of Academic Achievement

Assessments: Formative, Summative, Benchmarks, Diagnostics

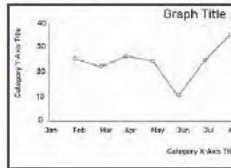
- Include a brief description of each assessment that you use in present levels.



Assessment Summaries

Present Levels of Academic Achievement

- Address **reading, math, written language**
- Information from mainstream teachers AND Special Education Teacher
- Identify instructional materials and response to instruction
- Describe what specially designed instruction is needed
- List any assistive technology
- How does academic achievement relate to/impact reaching his/her future goals?
- Progress on current academic goals - **visual & narrative**
- ESY determination factors statement- progress from previous ESY





Present Levels of Academic Achievement Analysis: Math

Good Example

Subject Area: Math

Teacher's Name: Susie Super Teacher

Date: 10/1/21

Grade at the Time of Report and Reason for the Grades: 85% due to active participation, homework completion and above average quiz grades.

ACADEMIC PERFORMANCE:

Academic Strengths:

Curriculum Based Measure (CBM)- Computation Fluency measures a student's accuracy and speed in completing 'math facts' using the basic number operations: addition, subtraction, multiplication, and division. CBM-Computation Fluency probes are 2-minute assessments of basic math facts that are scored for number of 'correct digits.' Jim was given 4 timed probes using a Curriculum Based Measure between 9/1/21 and 9/30/21. The results were as follows: Jim can add up to three digit numbers, with regrouping, at a rate of 65 digits correct per minute with 85% problem-solving accuracy. He can subtract up to three digit numbers, with regrouping, at a rate of 42 digits correct per minute, with 75% problem solving accuracy.

Jim can solve two-step word problems that are read to him and involve addition or subtraction, or both, with an average of 85% accuracy.

Present Levels of Academic Achievement Analysis: Math



Good Example, continued

Academic Needs:

Jim is slightly behind his peers in the areas of automatic multiplication facts. Curriculum Based Measure (CBM)-Computation Fluency measures a student's accuracy and speed in completing 'math facts' using the basic number operations: addition, subtraction, multiplication, and division. CBM-Computation Fluency probes are 2-minute assessments of basic math facts that are scored for number of 'correct digits'.

During the 3 most recent CBM-Computation Fluency probes for multiplication facts 1-10 in August, 2021, Jim earned scores of 11, 9, 12. These scores indicate a frustration level. Scores between 14-31 are considered instructional and scores of 31 or greater are considered mastery. Additional instruction and practice in the area of multiplication facts 1-10 will benefit Jim.

Interventions Used and Their Effectiveness:

Repetition and practice: effective

Multi-sensory instruction with manipulatives: effective

Skip Counting: effective

Flash card review: effective

Alternate testing location to assist with focus: effective

Teacher Recommendations:

Overall, Jim is doing very well in math. Recommendation is that he continue in his current placement with specially designed instruction. In addition, it is recommended that an alternate testing location be used when taking the PSSA exams.



Present Levels of Academic Achievement Analysis: Math



Poor Example

Math: Gertie earned scores of 93 in Math Calculation and 73 in Math Application on the March 2018 administration of the KeyMath Test. She is currently working at grade 2 of the Saxon Math program. She scored “below basic” on the fifth grade PSSA in math.

Present Levels of Academic Achievement Analysis: Reading



Good Example

Subject Area: Reading

Teacher's Name: Susie Super Special Education Teacher

Date: 10/1/21

Grade at the Time of Report and Reason for the Grades: 95% accuracy in reading decoding at 9th grade level/ 90% accuracy in reading comprehension at an 8th grade level

ACADEMIC PERFORMANCE:

Academic Strengths: Ted was given the iReady Reading Diagnostic on 9/25/21. iReady Diagnostic is a web-based adaptive screening assessment for reading. iReady is evidence-based, proven valid and reliable, and aligned to state and Common Core standards. Assessment results conclude that Ted is able to apply previously learned phonics and word analysis skills to read passages written at the ninth grade level with 94% accuracy at 160 words correct per minute, averaged over his most recent five cold readings. This performance is consistent with 9th grade norms.

Present Levels of Academic Achievement Analysis: Reading



Good Example, continued

Academic Needs: With pre-teaching of new vocabulary, he is able to answer mixed concrete and inferential comprehension questions about passages he has just read at an 8th grade level with 80% accuracy averaged over his last five cold readings. This measure is one year below grade level, but also demonstrates a 2 year growth since last year.

Interventions Used and Their Effectiveness:

Small group instruction and practice for reading comprehension: effective

Use of graphic organizers (venn diagrams, story maps, cause and effect): effective

Summarizing strategies (somebody wanted but so): effective

Extended time for answering comprehension questions: effective

Teacher Recommendations:

Given Ted's strong decoding skills and accelerated reading comprehension skills over the last year, Ted demonstrates the prerequisite skills to be successful in the academic mainstream for all English instruction. Consideration should be given to dismissing Ted from Learning Support Reading and including him in the academic mainstream for English with specially designed instruction.

Present Levels of Academic Achievement Analysis: Reading



Poor Example

Reading: Jack's most recent testing in the area of reading on the KTEA yielded the following results:

Reading Decoding – ss 85, GE 8.3

Reading Comp. – ss 92, GE 6.1

Reading Composite – ss 89, GE 5.4

Present Levels of Academic Achievement Analysis:: Writing



Good Example

Subject Area: Written Expression

Teacher's Name: 3rd grade; Susie Super Teacher

Date: 10/1/21

Grade at the Time of Report and Reason for the Grades: 78% due to active participation, work completion, strong written fluency and written organization skills

ACADEMIC PERFORMANCE:

Academic Strengths:

On 8/25/2021, Riley was assessed using the Pennsylvania Writing Assessment Domain Scoring Guide to evaluate a written narrative. The scoring guide evaluates focus, content, organization, style, and conventions. Riley earned a score of 14/20 (70%).

With verbal prompting at each step, and using a graphic organizer, Riley can follow a written process to compose five paragraph expository, narrative, and persuasive writings. Each paragraph has a topic sentence that relates to the theme of the piece and is supported by three to four detail sentences that expand upon the topic sentence.

Present Levels of Academic Achievement Analysis: Writing



Good Example, continued

Academic Needs:

Riley rarely uses transitions in his written expression. Sentences are simple in structure, beginning with a capital letter and ending with a period. Other forms of punctuation are not regularly used. With prompting, Riley will vary word choice and use adverbs and adjectives, although the level of vocabulary is generally consistent with a third grade level of writing. Supporting sentences rarely convey more than one detail or idea each. Spelling is phonetic, and 25% of non-sight words are spelled incorrectly, on average over the last three writing samples assessed between the weeks of 9/1/21 and 9/25/21.

Interventions Used and Their Effectiveness:

Verbal and visual prompts and cues: effective

Graphic organizers: effective

Teacher Recommendations:

Consideration should be given to allowing Riley to use the computer to compose written responses. He may benefit from the use of spell check and an online thesaurus to improve the quality of spelling, enrich word choice, and strengthen his overall style of writing.

Present Levels of Academic Achievement Analysis: Writing



Poor Example

Written Expression: Ryan's most recent writing earned a score of "2" overall of the PSSA Written Language Rubric. His score on the WIAT-II Written Language subtest was 88, GE 3.4.

Present Levels of Academic Achievement

- Add current report card information, include comments when necessary or appropriate

REPORT CARD HISTORY:
2017-2018, NINTH GRADE:

Course	MP1	MP2	MP3	MP4	Final Exam	Final Grade
General English I	65	98	97			
General Earth Science	97	87	93			
General American History	86	95	95			
Algebra I Part A	78	75	72			
Computer Applications	78	71			83	76
Desktop Publishing			70			
Health			84			
Physical Education			89			
Introduction to Tech. Ed.	95	96			96	96

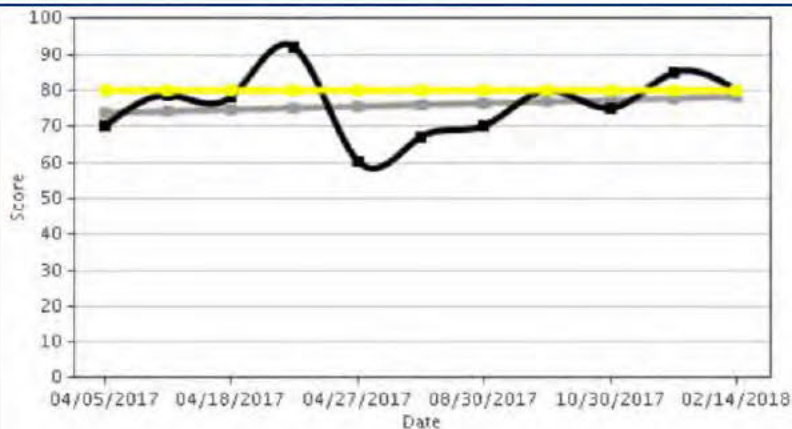


Present Levels of Academic Achievement

- Add progress monitoring data from current goals, including a **narrative and visual** representation of data.



Goal: Student will write four, 5 sentence paragraphs, capitalizing the first letter or each sentence with 80% accuracy.



Visual

Narrative

3/1/2018: Student A is making slow, steady progress toward achieving this goal with current interventions and specially designed instruction.

Present Levels of Academic Achievement

- Add a summary of State Assessments to date:

PSSA RESULTS:

Grade	Year	Subject	Scaled Score
7th	2016	ELA	Basic
6th	2015	ELA	Proficient
5th	2014	Reading	Basic
5th	2014	Writing	Basic
4th	2013	Reading	Proficient
3rd	2012	Reading	Advanced





What to AVOID in Present Levels of Academic Achievement

1. Information about achievement or performance in **content** areas and specials (*Ex: Jane Doe is not proficient in art history*)
2. Qualitative statements (*Ex. Jane Doe showed progress*)
3. Information about the classes in which the student participated over the past year (*Keep information focused on the present*)
4. Personal information about the child that does not relate directly to instruction (*Ex. Jane Doe has a great smile and beautiful curly hair*)
5. Use of first person statements or personal opinions (*Ex. "I think...."*)

SELF ASSESSMENT



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Present Levels of Functional Performance

- Attendance
- Discipline Record
- Medical summary (school nurse)'
- Hearing and vision
- Behaviors that interfere with learning
- Expressive and receptive language
- Pragmatic language
- Social skills
- Individual and group counseling
- Fine and gross motor skills
- Executive functioning skills
- Related Services



[Nurse Report Template](#)



[Executive Function Questionnaires, grades 1-12](#)



[Teacher Evaluation Template](#)

Present Levels of Functional Performance

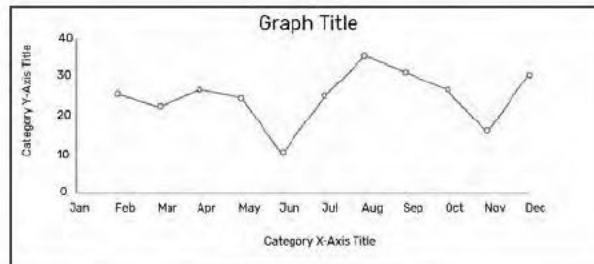
- Behaviors that are observed but are **not** at FBA level
- Measurable baseline of any behavior that disrupts a child's learning or that of others
- Learning interfering behaviors must be **addressed** for **ALL students regardless of disability**
 - EX: A child with SLD who avoids non-preferred tasks requires **BASELINE** statement
 - No interfering behaviors? Make a statement: "Student does not demonstrate any observable behaviors that interfere with learning."

Present Levels of Functional Performance

- Use **measurable, objective and observable** language to describe behavior
- How **frequent, circumstances**/what happens prior to behavior, what **happens as a result of the behavior (A-B-C)?**
- Include information about environments **where behavior does NOT occur**- what does this look like?
- Address what **interventions/specially designed instruction** have been implemented and **success rate**
- How does the functional performance relate to student reaching **future goals?**

Present Levels of Functional Performance: FBA & PBSP

- The FBA process is required to develop a Positive Behavior Support Plan
- **Measurable, observable, and objective** language should be used to define and describe behavior
- Data should be reported **visually** including a **narrative analysis** of data



Present Levels of Functional Performance: Activities of Daily Living

- Functional performance is also related to activities of **daily living**, such as hygiene, dressing, basic consumer skills, and community-based instruction.
- What assessments (CBA, Informal, Formal) are documented to identify current abilities and needs?



[Daily Living Skills Developmental Checklists](#)

Present Levels of Functional Performance

- Information should be **observable, measurable, and objective**.
- If there are **skill deficits**, how is it **connected to needs, goals, SDIs, and related services**
- If the student does not have skill deficits in this area, document statement of age appropriate skills including assessments used to make this determination.



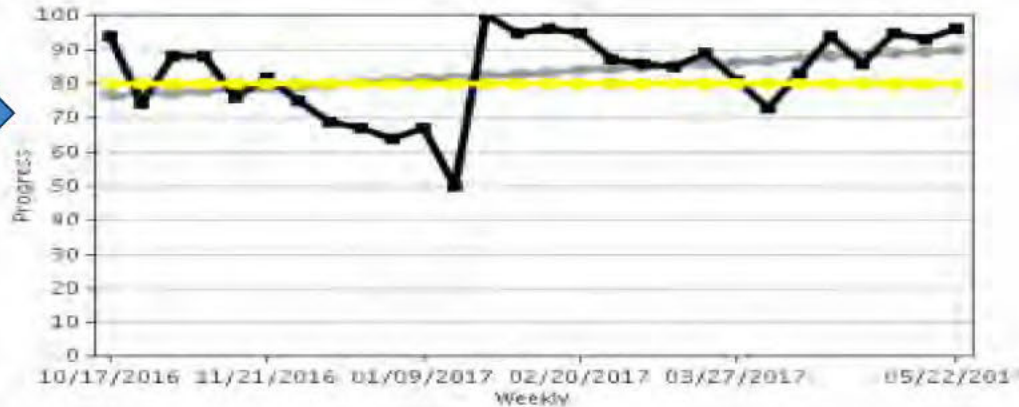
Present Levels of Functional Performance

- Add progress monitoring data from current goals, including a **narrative and visual** representation of data

Nick will use self regulation and time management skills to complete assignments in allotted time.

Trendline

Nick will use self regulation and time management skills to complete assignments in allotted ti
Goal - 80%



Visual



Narrative

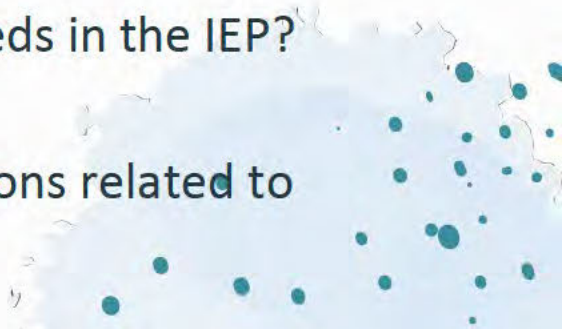


6/1/2018: Data and trend analysis reflects that Nick has achieved this goal.



Present Levels of Functional Performance: Related Service Providers

- Document present levels
 - Skills based
 - Progress on current goals
 - Measurable, observable, objective language
- If service is listed as Support to School Personnel ONLY
 - Must include statement regarding the need for support, what it is, and recommendations
- How are your services connected to the identified needs in the IEP?
- Social work Services
 - Document the connection between therapy sessions related to student needs and goals



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Present Levels of Academic Achievement: Parental Concerns

- Add written input from parent.
 - Note attempts to contact parent for information if no information was returned.
 - **EX:** Ms. Susie Super Teacher sent an Parent Information to Mr. and Mrs. Doe via email on 9/3/21, 9/6/21 and 9/10/21. The form was not returned.
 - If parent does not return form, have them answer questions at the IEP meeting and document as such.
 - If parent does return form, note who completed the form and the date of completion.



Parent Information Form

Explanation of “how the child’s disability affects the child’s involvement and progress in the general curriculum”

Critical link between **present levels** and the **goals and specially designed instruction**

“**General curriculum**” refers to the scope and sequence of skills and content instruction. The disability can affect involvement and progress in the general curriculum in any one or more of the following four ways, from least to most “restrictive”-

1. *Not at all*
2. *Adaptations needed, in the regular or special education environment*
3. *Modifications needed, in the regular or special education environment*
4. *Replacement instruction needed, in the regular or special education environment*

Explanation of “how the child’s disability affects the child’s involvement and progress in the general curriculum”

- **Not at all.**

A child might be able to access parts of the general education curriculum without adaptations, modifications, or replacement instruction

Example: Mary can participate and make progress in the general curriculum in Art, Music and Science without adaptations, modifications or replacement instruction.

- **Adaptations needed, in regular or special education environment.**

Adaptations are individualized changes to the method, means or intensity of the instruction; the texts or other materials or equipment; the number, use or qualifications of instructional or support staff; the type or timing of assessments; time allotted for instruction; or the instructional environment.

Explanation of “how the child’s disability affects the child’s involvement and progress in the general curriculum”

- **Modifications need, in regular or special education environment.**

Modifications consist of the elimination of some or all of the learning outcomes identified in the planned course of instruction for that particular subject in the general curriculum.

- **Replacement instruction needed, in regular or special education environment.** Students that require direct instruction in basic academic skills or functional performance that are not part of the scope and sequence of the general curriculum.

Explanation of “how the child’s disability affects the child’s involvement and progress in the general curriculum”

Accommodation	Modification
A strategy used to help a student with learning needs experience the same curriculum as his/ her peers	A strategy used to help a student with significant learning needs experience the same curriculum as his/her peers
Has the same learning outcomes as his/her peers	Has different learning outcomes than his/her peers
Happens in the general education curriculum	Happens in the general education curriculum
Tools, materials, technology, visual aides, and timing are used to help the student access the curriculum so he/she can learn the same content as peers	Tools, materials, technology, visual aides, and timing are used to help the student experience the curriculum but may not learn the same content as his or her peers.
Grading is the same	Grading is different



Examples of Accommodations & Modifications

Explanation of “how the child’s disability affects the child’s involvement and progress in the general curriculum”

Examples:

- Sarah’s identification as a student with Autism makes it necessary for her to receive replacement instruction in Special Education for reading, written language and math. Sarah receives **adaptations and modifications** in order to make adequate progress in the general education curriculum.
- Pete’s identification as a student with Other Health Impairment (Attention Deficit Disorder) makes it necessary for him to receive replacement instruction in Special Education for executive function skills. Pete receives **adaptations** in order to make adequate progress in the general education curriculum.

STRENGTHS

- Important to build on **STRENGTHS**
- Examples
 - Academic Strengths
 - Self determination / self advocacy
 - Work related behaviors
 - Communication Skills
 - Gifts/ Talents

Academic, developmental, and functional NEEDS related to student's disability

- A prioritized list of the student's skill deficits that must be addressed in order to meet the student's goals.
- If it is listed in the PRESENT LEVELS as a need....it must go on this list.
- If it is listed as a need....it must go in PRESENT LEVELS.

PRO TIP

- Beside each need, note how it will be addressed (GOAL or SDI)

• Academic, developmental, and functional needs related to student's disability

- * Self-control, self-regulation and mindfulness (goal)
- * Improved attention (sdi)
- * Redirection with verbal and visual cues (sdi)
- * Increase self esteem (sdi)
- * Improve coping skills (sdi)
- * Preferential seating (sdi)
- * Optional 5 minute breaks to aid with self-regulation (sdi)
- * Color coding, review sheets, skeleton/chunking of notes, study guides (sdi)
- * Weekly social skills group to include the addition of problem solving skills (sdi)

Participation in State and Local Assessment

- Remember that any accommodation listed in this section must also Have a documented need AND be noted as an effective intervention in the PLAAFPs.



PA PSSA Keystone Accommodations Guidelines 2021

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Goals and Short Term Objectives

A legally defensible goal must ensure...

- Consistent interpretation
- Consistent monitoring

Goals

Components of an IEP goal

- **CONDITION** - describes the conditions of assessment or instruction
- **NAME** - if cutting and pasting, beware!
- **BEHAVIOR** (Measurable response) - clearly and objectively described how the child will respond to the condition
- **CRITERIA** - determines whether the response was sufficient to determine the goal or objective mastered



Goals

Measurable Annual Goals at a Glance					
Condition	Student Name	Clearly Defined Behavior	Performance Criteria		
<p>Describe the situation in which the student will perform the behavior.</p> <p><i>Materials, settings, accommodations?</i></p> <p>Examples:</p> <ul style="list-style-type: none"> Given visual cues... During independent practice in math... Given active response checks... Using a <u>self monitoring checklist</u>... Using passages from content area classes Given a writing prompt Using a checklist of tasks on the job site 		<p>Describe behavior in <u>measurable, observable terms</u>. Use action verbs.</p> <p><i>What will s/he actually DO?</i></p> <p>Examples:</p> <ul style="list-style-type: none"> Locate Name Point Separate Rank Choose <p><i>Remember--Academic Standards, Big Ideas, Concepts, Competencies or Assessment Anchors from the Standards Aligned System (SAS) provide the content for goals.</i></p>	<p>The <u>level</u> the student must demonstrate for mastery:</p> <p><i>How well?</i></p> <p>Examples:</p> <ul style="list-style-type: none"> % of the time # times out of # trials With # or % accuracy "X" or better on a rubric or checklist. 	<p><u>Number of times</u> needed to demonstrate mastery:</p> <p><i>How consistently will the student need to perform the skill(s) before considered "mastered?"</i></p> <p>Examples:</p> <ul style="list-style-type: none"> 5 out of 6 consecutive trials 8 consecutive days 4 out of 5 consecutive weeks 	<p><u>Evaluation Schedule:</u></p> <p>How often will student be assessed?</p> <ul style="list-style-type: none"> Daily? Weekly? Biweekly? <p>What will be the method of evaluation?</p>

Components of an IEP goal

CONDITION (WHEN, WITH WHAT AND WHERE?)

Does the goal describe when or under what conditions the behavior will take place?

EXAMPLES: "When the bell rings between classes," "When given an opportunity to speak," "When the teacher gives a signal to begin,"

Does the goal describe what the student will use to perform the behavior?

EXAMPLES: "Using a pen with a gripping device," "With a chapter from the end of a 5th grade reading textbook," "Using course-required tools in the woodshop."

Does the goal describe where the behavior will be observed or assessed?

EXAMPLES: "In the cafeteria," "On the bus," "In the classroom,"

STUDENT'S NAME (WHO WILL BE DOING THE BEHAVIOR?)

Is the student's first name listed as the subject of each clearly defined behavior?

CLEARLY DEFINED BEHAVIOR (DO WHAT TO WHOM OR WHAT?)

Is the behavior described as an action on an object or directed towards a person(s)?

In other words, can it be described in terms of what the student will do to something or someone?

EXAMPLES: "Say his name," "Write all the lowercase letters of the alphabet," "read orally a chapter from a 5th grade trade book," "chew pieces of soft, bite-sized foods," "Wipe her face (lip, chin or cheek area)," "smile at visitors," "share toys with classmates,"

NON-EXAMPLES: "Understand his numbers," "Know his spelling words," "recognize his materials," "behave in class," "Comprehend what is said," "Improve his speech."

Components of an IEP goal

Can the behavior be **observed**? (Does it pass the "dead man's test" and the "private events" test?)

Dead mans test = if a dead man can do it, it's **not** a behavior

EXAMPLES: "Will not call out in class," "Will not curse," "Will not throw objects,"

Private Events test = thoughts and feelings that have no outward behavioral manifestation

EXAMPLES: "Write his name legibly in cursive," "tie a bow on his shoe,"

NON EXAMPLES: "Will think about," "Will consider,"

Can the behavior be measured in quantifiable or qualitative terms?

EXAMPLES: "On 3 out of 4 occasions," "20 % of reading time," "4 on a carefully defined scale of 1-5, with 5 being the highest level of achievement"

NON EXAMPLES: "Most of the time," "Less than expected," "As best he can,"

PERFORMANCE CRITERIA (TO WHAT EXTENT?)

Is the criterion level (level the student must demonstrate for mastery) stated in **measurable** terms?

Is the criterion level **reasonable** (achievable within given circumstances)?

Is a **consistency level** stated (a certain level of performance over a given period of time)?

EXAMPLES: "90% correct over five consecutive tests," "a level of a 5 on four consecutive occasions."

Is there a stated **schedule** of assessment/evaluation?

EXAMPLES: "Daily," "Weekly," "Bi-weekly," "Upon each opportunity,"

Is the **method** of assessment /evaluation clearly stated?

EXAMPLES: "Based upon homework samples," based upon words spoken during specified group interaction time," "based on words read during an oral reading trial,"

Is the assessment/evaluation method **appropriate** for the particular behavior?

Does the **location** of the assessment/evaluation reflect "generalization"?

Goals



- The IEP must contain at least one measurable goal (LINK TO STATE STANDARD)
- The endpoint must be expressed numerically (grade level, age equivalency, level within a program/curriculum, rubric score tied to objective criteria)



PA Standards Aligned System

Goals

- If using a **rubric, embed within the goal or attach to the IEP**
- Behaviors must be observable, avoid verbiage such as “...will demonstrate an understanding of...”
- **Goals need to include the length of time the student needs to demonstrate the skill – 4/5 trials, 8 out of 9 weeks, etc.**



DANGER
POISON

***Bi-weekly** - what
does this really mean???*

Abort!

Step away!

Short Term Objectives

- All goals for students taking the PASA
- Describe smaller increments of progress towards the annual goal
- Selective set of indicators of progress towards the annual goal
- The IEP team has the option of using STOs if deemed appropriate for non-PASA students

SELF ASSESSMENT





OR



Given a 7th grade cold passage, Emily will answer 4/5 comprehension questions correct in the areas of main idea, inferences, supporting details, vocabulary in context, and conclusion on 8/9 assessments.



OR



Brian will act appropriately in class 85% of the time.



OR



Given a 3rd grade level cold passage, Hunter will apply learned decoding and word analysis strategies to read 58 WCPM with 90% accuracy on 4 consecutive trials.



OR



Given a timed math computation assessment on an 8th grade level requiring Johnny to evaluate numerical expressions that include the four basic operations and operations of powers and roots, reciprocals, opposites, and absolute values, Johnny will score 32 DCPM on 4 out of 5 trials.



OR



Marcie will request (verbally or with a break card) to take a break when she needs one, and return back to task after a break 8 out of 10 opportunities.

Do your goals pass the lottery test?

If you won the lottery tomorrow, would your replacement be able to pick up your IEP document and implement it?



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Consult your coaches and supervisor for case-specific questions/ issues

Shannon Wonders, M.Ed., NBCT
Educational Consultant
Capital Area Intermediate Unit
swonders@caiu.org



References

Bateman, D. & Yell, M. (2019). *Current Trends and Legal Issues in Special Education*. Corwin.

Yell, Mitchell L. (2019). *The Law and Special Education, 5th ed.* Pearson

Walz, Mark C. (2015). "Writing Effective and Legally Defensible IEPs: What teachers need to know about the most essential elements in the Individualized Educational Program."

www.wrightslaw.com



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

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

Topic: Writing Legally Defensible IEPs Part 1

Date : 02/11/2022

Staff Name	DocuSigned by: Signature	Attended: YES or 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 E. 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
Petroshuk, Casey	Casey Petroshuk	X Yes No
Ritchie, Rebecca	Rebecca Ritchie	X Yes No
Rourke, Monica	Monica Rourke	X Yes No
Ruff, Allyson	Allyson Ruff	X Yes No
Rux, Anna	Anna Rux	X Yes No
Santello, Alexis	Alexis Santello	X Yes No
Savage, Britt	Britt Savage	X Yes No
Scavicchio, Grace	Grace Scavicchio	X Yes No
Schaeffer, Debbie	Debbie Schaeffer	X Yes No
Sheedy, Clare	Clare Sheedy	X Yes No
Sibbett, Rebecca	Rebecca Sibbett	X Yes No
Silvestri, Colette	Colette Silvestri	Yes X No
Smith, Jadie	Jadie Smith	X Yes No
Smith, Terren	Terren Smith	X Yes No
Snead, Toshia	Toshia Snead	X Yes No
Stroup, Lauren	Lauren Stroup	X Yes No
Tabin, Danielle	Danielle Tabin	X Yes No
Tracy, Jamie	Jamie Tracy	X Yes No
Truax, Mallory	Mallory Truax	X Yes No
Turner, Amy	Amy Turner	X Yes No
Vinskie, Vicki	Vicki Vinskie	X Yes No
Waibel, Amelia	Amelia Waibel	X Yes No
Walter, Sarah	Sarah Walter	X Yes No
Wasicko, JP	JP Wasicko	X Yes No
Watson, Samantha	Samantha Watson	Yes No
Wentzel, Nicole	Nicole Wentzel	X Yes No
Wertz, Morgan	Morgan Wertz	X Yes No
White, Jill	Jill White	Yes X No
Wilczynski, Kaitlyn	Kaitlyn Wilczynski	X Yes No



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

Audience: Special Education Staff (Elementary, Middle,

High) Topic:

Date :

Staff Name	Signature	Attended: YES or NO	
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>	x	Yes No
Young, Staci		Yes	No
Zacchero, Megan	<i>Megan Zacchero</i>	x	Yes No
Zepka, Marybeth	<i>Marybeth Zepka</i>	Yes	x No
Azar, Lori		Yes	No
Kauffman, Holly		Yes	No
Kennell, Lisa		Yes	No
Webb, Judy		Yes	No



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

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

Topic: Writing good PBSPs from a FBA

Date : January 21, 2022

Staff Name	Signature	Attended: YES or NO
Adams, Danielle		X Yes No
Aliberto, Kimberly		X Yes No
Bac, Kara		X Yes No
Baker, Stacey		X Yes No
Beatty, Katherine		X Yes No
Bendis, Jessica		X Yes No
Bigham, Blakeley		X Yes No
Blair, Carissa		X Yes No
Boandl, Shannon		X Yes No
Bongivengo, Kellie		X Yes No
Borger, Christina		X Yes No
Brown, Ashley		X Yes No
Bubb, Kathryn		X Yes No
Burt, Judy		X Yes No
Busch, Lauren		X Yes No
Byers, Megan		X Yes No
Carulli, Kaycee		X Yes No
Chacon, Andy		X Yes No
Chase, Katerilynn		Yes X No
Coates, Cristin		X Yes No
Cornacchia, Michelle		X Yes No
Cooper, Kimberly		X Yes No
Craig, Lauren		X Yes No
Dando, Rebecca		Yes X No
Desmond, Diane		X Yes No
Dibert, Jennifer		X Yes No
Diegel, Cristen		Yes X No
Ferraro, Ashley		Yes X No
Fix, Lauren		X Yes No
Flamino, Alexandria		X Yes No
Ford, Whitney		X Yes No
Fritz, Nicole		X Yes No
Garner, Krista		X Yes No
Gentzyel, Kaetha		X Yes No
Giovannangelo, Rachael		Yes No X



BOYS & GIRLS CLUBS
OF WESTERN PENNSYLVANIA

Memorandum of Understanding

Memorandum of Understanding for the partnership with Boys & Girls Clubs of Western Pennsylvania.

Effective start date: 9-1-2021

Partnering Organization: Lead Organization:

Reach Cyber Charter School
750 East Park Drive, Suite 204
Harrisburg, PA. 17111

Boys & Girls Clubs of Western

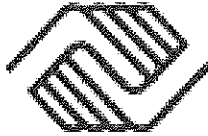
Pennsylvania

317 East Carson Street
West Tower Suite 238
Pittsburgh, PA, 15219

This Memorandum of Understanding (MOU) is made and entered into by Boys & Girls Clubs of Western Pennsylvania (BGCWPA) and Reach Cyber Charter School. The entities listed above may collectively be referred to as the parties to this MOU.

I. PURPOSE:

The purpose of this MOU is to partner with Boys & Girls Clubs of Western PA (BGCWPA), whom has clubhouses throughout Allegheny and Somerset Counties where youth from Reach Cyber Charter School students in grades 9-12 will be able to participate in an Independent Study Elective Program, where they may participate in elective courses focused on either Culinary Arts, Artificial Intelligence, or Robotics. The courses will be 2.5 hours per week on Fridays. The Artificial Intelligence Program will offer the opportunity to earn certifications with Carnegie Mellon Robotics Academy and culinary arts will lead to the opportunity to obtain the ServSafe certification.



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All students will be registered with the BGCWPA Teen Program. Each student will complete a final project that will be shared with Reach Cyber Charter School staff and their parents/guardians.

The start-date for these electives will take place no earlier than October 15, 2021 with a second start date of February 1, 2022 and will take place in-person at our Boys & Girls Club locations. Each full semester will include up to 10 total course sessions held on Fridays each week. Each course will be led by an instructor whom students will directly report to; all instructors have Act 33, Act 34, FBI and NSOR clearances.

Reach Cyber Charter School will assist with the marketing distribution of the program.

Reach Cyber Charter School will identify students for the program with a maximum of 45 students per semester, and will provide a list of students and any relevant paperwork for the BGCWPA Program Manager to fill out showing course completion.

II. STATEMENT OF MUTUAL BENEFIT AND INTEREST:

The parties agree that it is to their mutual benefit and interest to work cooperatively to provide youth the Independent Study Elective courses.

The parties to this MOU have individual responsibilities regarding the partnership..

Reach Cyber Charter School and BGCWPA will both be active partners in communicating about Program with BGCWPA being the lead organization, and Reach Cyber Charter School being the partnering organization.

In regards to the Independent Study Elective Program for students grades 9-12, **Boys & Girls Clubs of Western Pennsylvania** will provide:

- BGCWPA will employ qualified team members to work alongside youth for the duration of the program and maintain their files for BGCA compliance.
- BGCWPA will have planned programming that aligns to Program goals and objectives for each course.
- BGCWPA will create the session in our ACTIVE database that allows Reach Cyber Charter School youth to enroll into the program electronically.
- BGCWPA will share the organization's Health and Safety Plan with Reach Cyber Charter

School.



BOYS & GIRLS CLUBS
OF WESTERN PENNSYLVANIA

- o Attendance, participation and assessment results to Reach Cyber Charter School

In regards to the Program, Reach Cyber Charter School will be responsible for:

- Reach Cyber Charter School will assist in the marketing distribution to the Reach Cyber Charter School students/families to allow enrollments.
- Appropriate contact information for enrolled students
- Payment of \$700 per student participant, per semester, which includes supplies and transportation support (if needed)

III. INSURANCE

At all times during the term of this MOU, BGCWPA will maintain at its own expense liability insurance in an amount adequate to protect against any liability arising from the Services to be provided by BGCWPA under this MOU. The liability insurance shall be of the type customarily obtained in BGCWPA's field.

BGCWPA is not liable for any or all claims, actions, liabilities, losses, expenses, damages, and costs including, but not limited to attorney fees, settlement expenses, that may at any time be incurred by reason of any claim, suit, action or other proceeding that is based on, or arises from, the partner/memorandum of agreement.



BOYS & GIRLS CLUBS
OF WESTERN PENNSYLVANIA

IV. IT IS MUTUALLY AGREED AND UNDERSTOOD BY AND BETWEEN THE PARTIES THAT:

This MOU is executed as of the effective start date listed above and is in effect until either party, in writing, with a 30 day notice decides to terminate this agreement.

(Partner Organization) Name/Title Date

Jane Swan, CEO, 10/21/2021

A handwritten signature in cursive script that reads "Jane Swan".

Dr. Lisa M. Abel-Palmieri,

President & CEO Boys & Girls

Clubs of Western Pennsylvania

Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "MOU" or "Memorandum"), is entered into on January 4, 2022 (the "Effective Date"), by and between Bella Capelli Academy, located at 2 Robinson Plaza, Ste 100, Pittsburgh, PA 15205 First Party), and Reach Cyber Charter School located at 750 East Park Drive, Suite 204 , Harrisburg, Pennsylvania 17111 (the "Second Party"). First Party and Second Party may be referred to individually as the "Party", or collectively, the "Parties",

1. MISSION

The partnership on which the Parties are intending to collaborate, has the following intended mission in mind:

To educate students about the concepts, rules and procedures for entering into a career within the Cosmetology/Beauty Industry.

2. PURPOSE AND SCOPE

The Parties intend for this Memorandum to provide the cornerstone and structure for any and all future contracts being considered by the Parties and which may be related to the partnership.

3. OBJECTIVES

The Parties shall endeavor to work together to develop and establish policies and procedures that will promote and sustain a market for Bella Capelli Academy will provide a comprehensive look into different aspects of cosmetology, such as hair styling, color, texture, and soft skills that are necessary for the industry. Each program is priced separately and will be billed to Reach Cyber Charter School two weeks before each program concludes, Prices listed below are set based on this Memorandum of Agreement. N/A Program dates and times will be set by Reach Cyber Charter School and are subject to review by Bella Capelli Academy. Educational Programs can be reserved at any time and will only be billed once they are reserved and agreed upon by Reach Cyber Charter School and Bella Capelli Academy and intend to maintain a product and/or service that meets or exceeds all business and industry standards.

 **WRITE US**

Robinson Plaza II Suite 100
Route 60 and Park Manor Drive
Pittsburgh, PA 15205

CALL US

412.424.0379

CHECK US OUT

www.pittsburgh.paulmitchell.edu

BE
Amazing

4. RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES

Any Party may decide not to proceed with the partnership contemplated herein for any reason or no reason. A binding commitment with respect to the partnership described herein will result only from execution of definitive agreements, subject to the conditions contained therein. Notwithstanding the two preceding sentences of this paragraph, the provisions under the headings Governing Law and Confidentiality are agreed to be fully binding on, and enforceable, against the Parties.

The following are the individual services that the Parties are contemplating providing for the partnership.

Bella Capelli Academy shall render and provide the following services that include, but are not limited to:

Demonstrations on hair cutting, color, styling, and different textures of hair, as well as soft skills, career opportunities, background of the beauty industry, and more!

Reach Cyber Charter School shall render and provide the following services that include, but are not limited to:

Reach Cyber Charter School Students Academic Outreach and Support

5. TERMS OF UNDERSTANDING

The term of this Memorandum shall be for a period of 2 years from the Effective Date and maybe extended upon written

Jane Swan CEO, Reach Cyber Charter

February 10, 2022

Kaitlyn Lanham School Director, Bella Capelli Academy

November 2, 2022

WRITE US

Robinson Plaza II Suite 100
Route 60 and Park Manor Drive
Pittsburgh, PA 15205

CALL US

412.424.0379

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FIRST AMENDMENT TO RECOGNITION AGREEMENT

This First Amendment ("First Amendment") effective as of 3-2-2021 to the Sponsorship Agreement (the "Agreement") dated August 19, 2020 by and between Carnegie Institute d/b/a Carnegie Museums of Pittsburgh, a nonprofit corporation, for its component Carnegie Science Center having an address of One Allegheny Avenue, Pittsburgh, Pennsylvania 15212 ("CMP" or "Museum") and Reach Cyber Charter School, having an address of 750 East Park Drive, Suite 204, Harrisburg, PA 17111 (the "SPONSOR").

WHEREAS, CMP and the SPONSOR have entered into the Agreement; and

WHEREAS, CMP and the SPONSOR now desire to amend the Agreement as set forth hereinbelow.

NOW THEREFORE, intending to be legally bound and in consideration of the foregoing premises and the mutual promises and covenants contained herein and, in the Agreement, and other good and valuable consideration, the sufficiency of which is hereby acknowledged, CMP and the SPONSOR hereby agree to amend the Agreement as follows:

1. **Defined Terms.** Any and all capitalized terms used in this First Amendment and not otherwise defined herein shall have the meanings set forth in the Agreement.
2. **Amendments to Agreement.**
 - 2.1 The Term of the Agreement is hereby extended until midnight on December 31, 2021 for the following:
 - 2.1.1 SPONSOR receives one hundred (100) Museum general admission passes valid during Term.
 - 2.1.2 SPONSOR may reserve private access to a Carnegie Science Center classroom facilities on two (2) mutually acceptable dates and times during Term; all hard costs (except the rental fee for the space), including but not limited to custodial and security services, as well as food services costs will be the sole responsibility of SPONSOR.
 - 2.1.3 SPONSOR receives one (1) Reach Cyber Charter School Day: on a mutually agreeable day during Term, regional Reach Cyber Charter School families receive complimentary general admission to Museum (exclusive of parking, catering, or all Museum add-ons such as special exhibitions or films), for up to 100 visitors.
 - 2.1.4 SPONSOR receives one (1) tour of the Exhibit for up to ten guests on a mutually agreeable date, during Term.
 - 2.1.5 SPONSOR receives one (1) private show in Buhl Planetarium on a mutually agreeable date, during Term
3. **Miscellaneous.**
 - 3.1. Except as hereby amended, the Agreement shall remain unmodified and, as hereby amended, is ratified and reaffirmed.

- 3.2. From and after the date of this First Amendment, all references to the Agreement shall be deemed to be references to the Agreement as amended hereby.
- 3.3. This First Amendment may be executed in multiple counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument. Delivery of an executed counterpart of this First Amendment electronically or by facsimile shall be effective as delivery of an original executed counterpart of this First Amendment.

IN WITNESS WHEREOF, CMP and the SPONSOR have caused this First Amendment to be duly executed and delivered by their respective representative effective as of the Effective Date hereof.

REACH CYBER CHARTER SCHOOL

CARNEGIE INSTITUTE d/b/a
CARNEGIE MUSEUMS OF PITTSBURGH
FOR CARNEGIE SCIENCE CENTER

By Jane Swan
(Signature)

By _____
(Signature)

Name Jane Swan
(Typed or Printed)

Name Jason Brown
(Typed or Printed)

Title CEO
(Typed or Printed)

Title Henry Buhl, Jr., Director
(Typed or Printed)

CARNEGIE MUSEUMS OF PITTSBURGH

Four distinctive museums

SPONSORSHIP AGREEMENT

Carnegie Institute d/b/a Carnegie Museums of Pittsburgh for its component Carnegie Museum of Natural History having an address of 4400 Forbes Avenue, Pittsburgh, PA, 15213 ("CMP" or "Museum") is very pleased to have you participate as a sponsor in the upcoming event, exhibit and/or program described below (collectively, "Sponsored Activity" or "Activity") in accordance with the terms and conditions of this Sponsorship Agreement ("Agreement"). If the terms and conditions set forth in this Agreement are acceptable, please sign the Agreement where indicated and return the Agreement to the CMP contact person identified below.

PART A: SPONSORSHIP INFORMATION

SPONSOR INFORMATION:

Name of Company, Organization or Individual: Reach Cyber Charter School ("Sponsor")

Address: 750 East Park Drive, Suite 204

City: Harrisburg State: PA Zip: 17111 Phone: 717.704.8437 ext. 8474

Contact Person: Scott Stuccio, Marketing & Social Outreach Coordinator Email: SStuccio@reach.connectionsacademy.org

MUSEUM INFORMATION:

SPONSORED ACTIVITY(IES): Discovery Basecamp exhibit (also referred to as "Exhibit")

DATE(S): September 1, 2021 – August 31, 2022

Location(s)/Component(s): Carnegie Museum of Natural History

CMP Contact Person: Daryl Cross, Assistant Director of Sponsorship, Carnegie Museums of Pittsburgh

Email: CrossD@carnegiemuseums.org

Phone: 412.622.5799

CONSIDERATION:

SPONSORSHIP FEE (TOTAL): \$ 25,000

SPONSORSHIP FEE SCHEDULE: \$ 25,000 by October 1, 2021

SPONSORSHIP ACKNOWLEDGEMENTS:

1. MEDIA/MARKETING ELEMENTS

- Sponsor is recognized with logo and link on Museum website during Term; the manner, placement, and format of link to be mutually agreed; Sponsor hereby gives Museum permission for such linking activity to Sponsor's website.
- Sponsor is recognized in one (2) social media posts during Term; with timing, channel, size, location, and wording to be determined by Museum.
- Sponsor is recognized in one (1) e-newsletter during Term; with timing, wording, and placement to be determined by Museum.

CREDIT LINE (IF ANY): Presented by Reach Cyber Charter School

2. MUSEUM RELATED ELEMENTS:

- Sponsor receives one hundred (100) Museum general admission passes valid during Term.
- Sponsor receives opportunity for up to four (4) virtual field trips (serving a maximum of up to 200 total students) during Term; timing to be mutually agreed; platform, content, duration, and format to be determined by museum.
- Sponsor receives one (1) Reach Cyber Charter School Day: on a mutually agreeable day during Term; regional Reach Cyber Charter School families receive complimentary general admission to Museum (exclusive of parking, catering, or all Museum add-ons such as special exhibitions or films), for up to 100 visitors.
- Sponsor may reserve private access to a Museum classroom facility on one (1) mutually acceptable dates and times during Term; all hard costs (except the rental fee for the space), including but not limited to custodial and security services, as well as food services costs will be the sole responsibility of Sponsor.

3. **ONSITE ACTIVITIES, SIGNAGE, HANDOUTS AND/OR GIVEAWAYS BY SPONSOR:**

- Sponsor is recognized with logo on main exhibition sign during Term, with size, location, and wording to be determined by Museum.

IF SPONSOR EMPLOYEE(S) OR REPRESENTATIVE(S) WILL BE ON-SITE AT MUSEUM CONDUCTING AN ACTIVITY(IES) AS PART OF THE SPONSORSHIP ACKNOWLEDGEMENTS, THEN PLEASE REFER TO THE ONSITE ACTIVITY REQUIREMENTS IN THE ATTACHED STANDARD TERMS & CONDITIONS.

4. **TERM:** This Agreement shall begin on the Effective Date and shall continue thereafter in full force and effect until midnight on August 31, 2021 ("Term"), unless sooner terminated in accordance with the terms of this Agreement.

5. **EXCLUSIVITY IN CATEGORY:** During the Term, Sponsor shall be the exclusive Sponsor of the Sponsored Activities in the category of: Cyber Education

6. **CMP MARKS (IF ANY):** To be designated by CMP, if any.

TERMS AND CONDITIONS:

By executing this Agreement, Sponsor agrees to be bound by this Agreement including the Standard Terms & Conditions set forth on the next page(s) of this Agreement and any and all attachments hereto, which are hereby fully incorporated herein. The signatories to this Agreement hereby acknowledge the sufficiency of the consideration for this Agreement and warrant that they have read and agree to all of the terms and conditions of this Agreement, and have full power and authority to sign for and legally bind themselves (if an individual) or their respective companies or organizations.

EFFECTIVE THIS 18 DAY OF August, 2021 (the "Effective Date").

REACH CYBER CHARTER SCHOOL

CARNEGIE INSTITUTE FOR
CARNEGIE MUSEUM OF NATURAL HISTORY

By: Jane Swan
 Print Name: Jane Swan
 Title: CEO
 Date: 8/18/2021
 Tax ID # 47-9468734
(ss# or TIN/EIN)

By: Jr
 Print Name: Jesse Rodriguez
 Title: Deputy Director
 Date: October 13, 2021
 CMP Staff Representative: _____
(initials)

PART B: STANDARD TERMS AND CONDITIONS

1. The Parties: CMP and Sponsor are sometimes each referred to herein as a "Party" and collectively as the "Parties".

2. Sponsorship Acknowledgments: CMP agrees to provide the Sponsorship Acknowledgments identified in Part A of this Agreement in connection with the Sponsored Activity during the Term, unless shorter durations are indicated in Part A, in return for the timely receipt of the Sponsorship Fee/Consideration identified in Part A of this Agreement and in consideration of Sponsor's good reputation and standing. Sponsor understands and agrees that no Sponsorship Acknowledgment shall consist of or include: (i) messages containing qualitative or comparative language, price information or other indications of savings or value; (ii) endorsements of Sponsor's products or services; or (iii) inducements to purchase, sell or use any of Sponsor's products or services, such as for example, savings coupons or buy one get one free promotional offers. If in the future circumstances change such that it is no longer feasible, in the opinion of the Museum, to continue to provide the Sponsorship Acknowledgments identified in Part A, or any portion(s) thereof, CMP will provide substitute acknowledgements that, in its opinion, most closely fulfill the intentions described.

3. Media/Marketing Elements: The credit line, if any, identified in Part A of this Agreement and/or Sponsor's name and/or logo as mutually agreed by Sponsor and Museum, will be included in the Media/Marketing Elements in a manner recognizing Sponsor as a sponsor of the Sponsored Activity, in a format to be mutually agreed upon between the parties, taking into account space and other like constraints which may vary from element to element.

4. Onsite Signage, Displays, Handouts, Giveaways and Other Property of Sponsor: Sponsor shall be permitted to conduct the activities, if any, identified in Part A of this Agreement at CMP in connection with the Sponsored Activity at the dates and times identified in Part A or to be mutually agreed upon by the Parties. Any and all signage, handouts, displays, giveaways, product placements or other materials, items or other property of any kind to be displayed, used or provided by Sponsor in connection with such activities must be pre-approved by CMP. In no event shall Sponsor distribute materials of any kind to children under the age of 18 or solicit children under the age of 18 for personal information. Sponsor shall be solely responsible for any and all transportation and storage relating to any such signage, handouts, displays, giveaways, products, materials, items and other property. Notwithstanding any other provisions of this Agreement, Sponsor shall be solely responsible and liable for all property brought onto CMP premises by Sponsor, including any and all damage, theft or loss relating thereto.

5. On-Site Activity Requirements. For those Sponsorship Acknowledgments that include Sponsor employee(s) or other Sponsor representative(s) being on-site at CMP to conduct an activity(ies) as part of the Sponsorship Acknowledgments, the following requirement(s) shall apply:

(a) **CMP Staff Representative Required.** Sponsor's main contact under this Agreement for on site activities conducted by Sponsor employee(s) or representative(s) shall be

Liz Hoyt-Brown, Assistant Director, Corporate Advancement & Stewardship, Advancement and Community Engagement, Carnegie Museums of Pittsburgh (Phone: 412.237.3353 / Email: HoytBrownE@carnegiemuseums.org). ("CMP Staff Representative"). The CMP Staff Representative will monitor Sponsor's activities while Sponsor is on CMP's premises, for purposes of, among other things, complying with CMP's policies and procedures and Sponsor shall follow the CMP Staff Representative's instructions in these regards.

(b) **Background Check Clearances Required.**

(i) Any of Sponsor's employee(s) or representative(s), including any owner/proprietor of Sponsor, on CMP's properties conducting an activity(ies) as part of the Sponsorship Acknowledgments must have applied for and received the background check clearances specified under Pennsylvania Act 153 of 2014, as amended ("Act 153"), 23 Pa. C. S. Section 6344(b), or satisfy the conditions for provisional employment specified in 23 Pa. C. S. Section 6344(m). It is understood and agreed that anyone who has not received clearances under Act 153 or who does not meet the conditions for provisional employment under Act 153 shall not be permitted to conduct activities on CMP's properties as part of the Sponsorship Acknowledgments.

(ii) Sponsor is solely responsible for taking the necessary steps to ensure that Sponsor's employees or other representative(s), including any owner/proprietor of Sponsor, conducting activities on CMP's properties as part of the Sponsorship Acknowledgments apply for and receive the requisite clearances prior to any such persons commencing any such activities on CMP's properties. Sponsor is also solely responsible for obtaining and maintaining copies of the requisite clearances (and applications for clearances) of such persons.

(iii) **Sponsor shall provide the CMP Staff Representative with a sworn declaration** confirming that all of Sponsor's employee(s) or other representative(s), including any owner/proprietor of Sponsor, conducting activities on CMP's properties as part of the Sponsorship Acknowledgments have received the background check clearances specified by Act 153 or are qualified provisionally under Act 153. The form of declaration is attached as **PART B: Exhibit 1**.

(iv) Sponsor hereby releases CMP and agrees to defend, indemnify and hold CMP harmless, from and against any and all injuries, losses and/or damages (including reasonable attorneys' fees and costs) resulting from Sponsor's failure to comply with this Section 5 or from the interactions of Sponsor's employee(s) or representative(s) with minor children while conducting activities on CMP's properties as part of the Sponsorship Acknowledgments. The terms of this Section 5(b)(iv) shall survive the expiration or termination of this Agreement.

6. Exclusivity in Category: If applicable, during the Term of this Agreement, Sponsor shall be the exclusive sponsor of the Sponsored Activity in the Category as specifically identified in Part A of this Agreement.

7. Consideration. In exchange for the Sponsorship Acknowledgments and other rights granted to Sponsor herein, Museum shall receive from Sponsor the Sponsorship Fee in the total amount and according to the payment schedule set forth in Part A of this Agreement together with any and all other In-Kind Consideration, if any, identified in Part A of this Agreement.

8. Sponsor Marks. Sponsor hereby grants to Museum, for the Term of this Agreement, a limited, non-exclusive license to use and/or display the corporate and trade name(s), trademark(s), service mark(s), logo(s), symbol(s), design(s), decal(s), artwork(s) and other proprietary designation(s) of Sponsor (collectively "**Sponsor Marks**") for the purposes of effecting Museum's rights and obligations under this Agreement and thereafter for historical and archival purposes in connection with the documenting of the occurrence of the Sponsored Activity. Museum shall not have the right to sublicense except that Museum may permit its designees (which shall be subject to the terms of this Agreement) to produce materials for or on behalf of Museum for the purpose of effecting the Museum's rights and obligations under this Agreement.

Sponsor shall have the right to review and pre-approve of the uses of the Sponsor Marks hereunder. Any of the Sponsor Marks used or displayed in connection with this Agreement shall be and remain the sole and exclusive property of the Sponsor. All use of Sponsor's Marks, and all goodwill associated therewith, shall inure exclusively to the benefit of Sponsor.

9. CMP Marks. CMP hereby grants to Sponsor, for the Term of this Agreement, a limited, non-exclusive license to use and/or display CMP's name, trademark(s), service mark(s) and/or logo(s) identified in Part A of this Agreement (collectively "CMP Marks") solely for the purpose of identifying that Sponsor is a sponsor of the Program in accordance with the terms of this Agreement provided, however, Sponsor shall have no right to create merchandise for sale or distribution or other product giveaways that incorporate or otherwise display any of the CMP Marks without the prior written explicit agreement of CMP. Sponsor shall not have the right to sublicense except that Sponsor may permit its designees (which shall be subject to the terms of this Agreement) to produce materials for or on behalf of Sponsor for purposes of effecting the Sponsor's rights and obligations under this Agreement. Sponsor shall not use the CMP Marks for any purpose other than as described in this Agreement. CMP shall have the right to review and pre-approve of all uses of the CMP Marks hereunder. Sponsor must provide CMP with a sample of all proposed uses of the CMP Mark and CMP shall have at least five (5) business days to review and approve or disapprove the proposed use. Sponsor shall not make any proposed use of the CMP Marks without CMP's approval. Any of the CMP Marks used or displayed in connection with this Agreement shall be and remain the sole and exclusive property of CMP. All use of the CMP Marks, and all goodwill associated therewith, shall inure exclusively to the benefit of CMP.

10. Term and Termination. The Term of this Agreement is as set forth in Part A of this Agreement hereof. Either Party may terminate this Agreement in the event the other Party materially breaches this Agreement and does not cure such breach within fourteen (14) days after written notice of such breach is given by the non-breaching Party to the allegedly breaching Party. The Parties agree to engage, during such termination notice period, in a good faith effort to effect a mutually agreed upon cure. CMP shall also have the right, without liability to Sponsor, to immediately stop Sponsor's participation in the Sponsored Activity on verbal notice at the Activity in the event that Sponsor's goods/materials and/or Sponsor's actions are in material breach of this Agreement or otherwise inconsistent with the reputation, standing or mission of the CMP in its sole discretion.

11. Content and Materials Provided by Sponsor. Sponsor represents and warrants that all content, including without limitation the Sponsor Marks, products, giveaways, handouts, signage and/or any and all other items and materials provided by Sponsor for use in connection with the Sponsorship Acknowledgements, shall not contain any matter that is obscene or libelous; is unsafe; violates any applicable law, rule or regulation; and/or infringes, misappropriates or otherwise violates the copyrights, trademark rights, patent rights, rights of publicity or privacy, or other rights of any third party. The terms of this Section shall survive the expiration or termination of this Agreement.

12. Indemnification.

(a) Sponsor shall defend, indemnify and hold harmless CMP and its agents, officers, directors, employees and representatives from and against any and all damages, personal injuries, property damage, bodily injuries, liabilities, costs and expenses, including reasonable attorneys' fees and costs, arising out of, based on or in any other manner related to the following (including any and all claims, actions, lawsuits and/or demands by third parties): (i) activities undertaken, performed or conducted by Sponsor or its agents,

officers, directors, employees, representatives, or others acting on behalf of Sponsor, in connection with the Sponsorship Acknowledgements or otherwise pursuant to this Agreement (including any and all activities relating to the sale, serving or distribution of alcohol by or on behalf of Sponsor); (ii) the material breach of this Agreement by Sponsor or its agents, officers, directors, employees or representatives; or (iii) the negligent or willful misconduct of Sponsor or its agents, officers, directors, employees or representatives, all except to the extent covered by subsection (b) of this Section.

(b) CMP shall defend, indemnify and hold harmless Sponsor and its agents, officers, directors, employees and representatives from and against any and all damages, personal injuries, property damage, bodily injuries, liabilities, costs and expenses, including reasonable attorneys' fees and costs, arising out of, based on or in any other manner related to the following (including any and all claims, actions, lawsuits and/or demands by third parties): (i) activities undertaken, performed or conducted by CMP or its agents, officers, directors, employees, representatives, or others acting on behalf of CMP, in connection with the conduct of the Sponsored Activity or otherwise pursuant to this Agreement (including any and all activities relating to the sale, serving or distribution of alcohol by or on behalf of CMP); (ii) the material breach of this Agreement by CMP or its agents, officers, directors, employees or representatives; or (iii) the negligent or willful misconduct of the CMP or its agents, officers, directors, employees or representatives, all except to the extent covered by subsection (a) of this Section.

(c) Each Party shall provide the other Party with prompt written notice of any claim, demand or action for which such Party is seeking or may seek indemnification hereunder. The Parties agree to render to each other such assistance as may reasonably be requested in order to ensure a proper and adequate defense. The indemnifying party shall not have the right to settle any claim if such settlement contains a stipulation to, or an admission or acknowledgement of, any wrongdoing on the part of an indemnified party. The indemnified parties shall not make any settlement of any claims, which might give rise to liability of an indemnifying party, without the prior written consent of the indemnifying party.

(d) IN NO EVENT WHATSOEVER SHALL CMP BE LIABLE TO SPONSOR FOR ANY INDIRECT, SPECIAL CONSEQUENTIAL OR INCIDENTAL DAMAGES, HOWEVER CAUSED, ON ANY THEORY OF LIABILITY, AND WHETHER OR NOT CMP HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. Any claims or causes of action against CMP arising in any manner out of this Agreement must be brought within three (3) months following the expiration or termination of this Agreement.

(e) The terms of this Section shall survive the expiration or termination of this Agreement.

13. Insurance Requirements:

(a) For the Term of this Agreement, Sponsor will, at its own expense, maintain the following insurance, with a reputable insurer acceptable to Museum, in full force and effect: (i) worker's compensation coverage to the extent required by law at the statutory limits and employer's liability insurance at a minimum of \$500,000 each accident and bodily injury and \$500,000 bodily injury by disease each employee; (ii) commercial general liability insurance sufficient to cover claims for personal injury, bodily injury (including death) advertising injury and property damage with a minimum limit of \$1 million per occurrence and a \$2 million aggregate for the products/completed operations and operations exposures; and (iii) business automobile insurance for owned, hired and non-owned vehicles with a minimum limit of \$1,000,000 per occurrence on a combined single limit basis; and (iv) commercial excess/umbrella insurance with a minimum limit of \$5,000,000 per occurrence with a \$5 million aggregate. If Sponsor is providing or serving alcoholic beverages in connection with any events included as part of the

Sponsorship Acknowledgements or otherwise in connection with the Sponsorship Acknowledgements, liquor liability insurance in the amount of \$2,000,000 is required.

(b) Sponsor shall provide CMP a certificate of insurance certifying that coverage as required by this Agreement has been obtained and shall remain in force as specified by this Agreement. Sponsor must provide to CMP such proof of insurance prior to the provision of any Sponsorship Acknowledgements. Upon request, a copy of all or portions of policies will be provided to CMP.

(c) CMP shall be named as an Additional Insured on the general liability, automobile policies, umbrella liability, products liability and liquor liability policies. A copy of the additional insured endorsement providing coverage must accompany the certificate of insurance. All coverage afforded to CMP by Sponsor's required coverages shall be on a primary and non-contributory basis. A waiver of subrogation endorsement in favor of CMP shall be provided on all policies, including without limitation the worker's compensation policies.

(d) Thirty (30) days' notice shall be given to CMP if Sponsor's insurance policies are cancelled, or not-renewed, or any limits or coverages are reduced.

(e) The fulfillment or non-fulfillment of the insurance obligations hereunder shall not relieve Sponsor of any liability assumed by Sponsor hereunder or in any way modify Sponsor's obligations to indemnify CMP.

(f) The terms of this Section shall survive the expiration or termination of this Agreement for the time period stated in this Section.

14. Force Majeure. Museum shall not be responsible for events beyond its reasonable control, such as public emergency or necessity, legal restrictions, labor disputes, strikes, boycotts, casualties, government restrictions, acts of God, unforeseen commercial delays or for any reason, including but not restricted to mechanical breakdowns beyond the control and without the fault of Museum that impair or otherwise cause Museum to be unable to provide any one or more Sponsorship Acknowledgements or to provide the Sponsorship Acknowledgements at the time specified if any ("Force Majeure Occurrence"). In the event of a Force Majeure Occurrence, Museum shall not be liable to Sponsor except to the extent of allowing a pro-rated reduction of the Sponsorship Fee commensurate with the Sponsorship Acknowledgements not received by Sponsor or suitable "make goods". The terms of this Section shall survive the expiration or termination of this Agreement.

15. Applicable Law/Jurisdiction/Disputes: This Agreement shall be governed and enforced under the laws of the Commonwealth of Pennsylvania without regard to conflicts of laws principles. Any controversy, claim or dispute arising out of or relating to this Agreement or the breach hereof, shall be submitted to arbitration in the City of Pittsburgh in accordance with the rules of the American Arbitration Association then in effect and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. Any decision by the arbitrator(s) in accordance with this section shall be conclusive on the issues presented for arbitration and no appeal shall be allowed therefrom. This provision shall not impair or be in lieu of the rights of either Party to seek injunctive relief in a court of competent jurisdiction. Any such legal action, suit or proceeding arising out of or relating to this Agreement or the breach hereof shall be instituted in an appropriate state or federal court located in Allegheny County, Pennsylvania and each Party hereto irrevocably consents to such jurisdiction and venue and waives all objections thereto. The terms of this Section shall survive the expiration or termination of this Agreement.

16. Relationship of Parties. This Agreement shall not be construed to create or imply any relationship between the Parties other than that of independent contractors. Each Party hereby acknowledges full responsibility for the payment of its own expenses

in connection herewith, including but not limited to any and all taxes. The Parties shall fully comply with all applicable laws, regulations and ordinances in the course of their performance of their services, commitments and obligations under this Agreement.

17. Miscellaneous: The failure of either Party at any time to enforce any of the provisions of this Agreement will in no way constitute or be construed as a waiver of such provision or of any other provision hereof, nor in any way affect the validity of, or the right thereafter to enforce, each and every provision of this Agreement. The payment or acceptance of fees or charges for any period after a default shall not be deemed a waiver of any right. This Agreement, together with any and all exhibits hereto, constitute the entire understanding of the Parties with respect to the subject matter hereof and may not be amended except by a written agreement executed by both Parties. This Agreement shall be binding upon the Parties and their respective heirs, successors and assigns. Notwithstanding the foregoing, neither Party shall have the right to assign this Agreement, in whole or in part, whether by operation of law or otherwise, without the prior written consent of the other Party. All notices hereunder shall be in writing, shall be delivered to the addresses and contact persons identified in Part A of this Agreement and shall be effective: (i) when personally delivered; (ii) when delivered by private courier (with confirmation of delivery); (iii) when transmitted via fax (with receipt confirmed); or (iv) three business days following deposit in the U.S. mail, postage prepaid, registered or certified, return receipt requested. The terms of this Section shall survive the expiration or termination of this Agreement.

Memorandum of Understanding

Between

Central Pennsylvania Chapter Independent Electrical Contractors (IEC)

and

Reach Cyber Charter School

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Central Pennsylvania Chapter Independent Electrical Contractors (Central PA IEC) and Reach Cyber Charter School (reach) for students participating in the pre-apprenticeship program with Central PA IEC apprenticeship program.

Background

This partnership is important as Reach continues to work with youth throughout the state of Pennsylvania to show them a pathway to apprenticeship.

Purpose

This MOU will outline the expectations of both parties during the 21-22 school year.

The above goals will be accomplished by undertaking the following activities:

- Reach will select students to participate in the pre-apprenticeship program and work with Central PA IEC to have all necessary paperwork and information submitted
- Each student must complete the entire pre-apprenticeship program with a 70% or higher in order to qualify for bonus ranking points during our open enrollment for the Central PA IEC apprenticeship program and must obtain a completion certificate.
- Reach will be responsible for all fees associated with the pre-apprenticeship program
- Central PA IEC will be responsible for providing information on grades, curriculum, and expectations associated with the program. Central PA IEC will also provide Charter information on the open enrollment process for the apprenticeship program.
- Reach will be responsible for oversight of each student as it pertains to completion of materials.
- Applicants who obtain a completion certificate with a 70% or higher will receive 10 bonus points in Central PA IEC's apprenticeship application and qualification process.

Reporting

Should the pre-apprentices not obtain a passing grade of at least 70%, they will not receive bonus points in the apprenticeship application process.

Funding

This MOU is not a commitment of funding. Tuition of \$1250 shall be billed in two installments and due prior to the start of each semester. For those attempting to qualify for the apprenticeship program following completion of the pre-apprenticeship program, a \$100 application fee is required during the application process for Central PA IEC. Additional funds may be available through the workforce investment board but obtaining those shall be solely the responsibility of Reach and/or the student.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from Central PA IEC and Reach. This MOU shall become effective upon signature by the authorized officials from the listed partners and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Central PA IEC and Reach this MOU shall end on May 31, 2022.

Contact Information

Central PA IEC
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Reach Cyber Charter School
750 East Park Drive Suite 204
Harrisburg, PA 17111
717-745-5092

Marissa Bankert Date:
(Partner signature)

Marissa Bankert, Central PA IEC, Executive Director

Karen Swan Date: 10-20-2021
(Partner signature)

Reach Cyber Charter School