AGORA CYBER CS

Charter School Annual Report | 2023 - 2024

School Profile

LEA Name

Agora Cyber CS

AUN

126510020

Address 1

1018 West 8th Avenue

Address 2

City

King of Prussia

State

PA

Zip Code

19406

Chief Administrator Name

Dr Richard Jensen

Chief Administrator Email

rjensen@agora.org

Chief Administrator Phone

(267) 332-3020

Extension

Charter School Principal

Principal Name

Jansen Hornbake

Principal Email

jhornbake@agora.org

Principal Phone

844-402-4672

Extension

Principal Name

Bridget Kozar

Principal Email

bkozar@agora.org

Principal Phone

844-402-4672

Extension

Principal Name

Jeffery Miller

Principal Email

jmiller@agora.org

Principal Phone

844-402-4672

Extension

Authorizing District(s)

Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload Current Charter (PDF only)

Pennsylvania Department of Education - 2010.06.30 - Agora Cyber Charter School Renewal Application (1).pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Karen DelGuercio	President	
Dr. Samuel H. Wrightson Jr.	Vice President/Secretary	
Linda Gotlieb	Treasurer	
Linda Ringer-Deas	Trustee	
Stephanie Wasmankski	Trustee	**(CHECKED)**
Yaniv Gottesman	Trustee	**(CHECKED)**
Corvette Kittrell	Trustee	**(CHECKED)**

Explanation of Board of Trustees Changes

Dr. Michael Conti resigned from the board due to personal reasons. Stephanie, Yaniv, Corvette were brought on to ensure a quorum can be achieved.

Board of Trustees Meeting Schedule

Location	Date	Time
Virtual	2023-08-07	16:00
Virtual	2023-09-11	16:00
Virtual	2023-10-02	16:00

Virtual	2023-11-06	16:00
Virtual	2023-12-04	16:00
Virtual	2024-01-08	16:00
Virtual	2024-02-05	16:00
Virtual	2024-03-04	16:00
Virtual	2024-04-01	16:00
Virtual	2024-05-06	16:00
Virtual	2024-06-03	16:00

Upload Board Minutes

Board Meeting Minutes 2023-2024 SY.pdf

Leadership Team

Name	Title/Position	Check if New Member
Dr. Richard Jensen	Chief Executive Officer	
Dr. Anne Butler	Chief Academic Officer	
James Infortuna	Fiscal Management Officer	

Laurie Smith	Human Resource Officer	
Regan Shebeck	Other	
Dr. Katy Giovanisci	Other	
Tim Kreider	Other	
Jansen Hornbake	Principal	
Kristie Hawk	Principal	
James Montgomery	Assistant Principal	
Bridget Kozar	Principal	
Heather Bianconi	Assistant Principal	
Jeffery Miller	Principal	

Heather McCormick	Assistant Principal	
Erin Hilson	Assistant Principal	
Holly Allen	Assistant Principal	
Jennifer Fisher-Clark	Director of Special Education	
Erinn Slacktish	Director of Special Education	
Eric Buffington	Assistant Principal	
Paul Harkins	Assistant Principal	
Bernie Boccella	Assistant Principal	

Explanation of Leadership Changes

Upload of Professional Staff Member Roster (PDE-414 Form)
23.24 PDE 414 Positions and Certs.xlsx

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	0	1
Chief Administrative Officer	1	1	0	0	0	1
Principal	3	3	0	0	0	3
Assistant Principal	9	9	0	0	0	9
Classroom Teacher (including Master Teachers)	244	244	0	0	12	232
Specialty Teacher (including Master Teachers)	25	25	0	0	1	24
Special Education Teacher (including Master Teachers)	147	147	0	0	5	142
Special Education Coordinator	9	9	0	0	0	9
Counselor	22	22	0	1	0	22

Psychologist	2	2	0	0	0	2
School Nurse	4	4	0	0	0	4
IT Director	1	1	0	0	0	1
Business Administrator	1	1	0	0	0	1
ISD, Curriculum Developers, Tech Support	29	29	0	-1	2	27
HR Manager	1	1	0	0	0	1
Student Support Manager, Facilities Manager	2	2	0	0	0	2
Business Office, Administrative Support Staff, Teaching Assistants	61	61	0	0	2	59
Other	0	0				0
Totals	562	562	0	0	22	540

Explanation of Substantial Differences

Fiscal Matters

Major Fundraising Activities

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

Fiscal Solvency Policies

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

Accounting System

Infinite Visions by Tyler Technologies

Preliminary Statements of Revenues, Expenditures & Fund Balances

Attached

Upload Statements of Revenues, Expenditures & Fund Balances
Agora Cyber CS FS 063023.pdf

Financial Audit Basics
Audit Firm
Barbacane Thorton & Company

Date of Last Audit
2023-06-30

Fiscal Year Last Audited
2022-2023

Explanation of the Report

File Attached

Upload Financial Audit Document(s)
ACCS Audit Results Barbacane Thorton.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
N/A	N/A

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

126510020_Assessment_3043765_Program_Reviewed (1) (1).pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2021-05-07

School Years Reviewed

2019-2020

Federal Programs Consolidated Review Report

2019 - 2020 Division of Federal Programs Conolidated Program Review - Agora Cyber Charter School (2).pdf

Consolidated Review/Annual Report

Report Attached

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
N/A	N/A

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Assistant Director of Special Education	ES/MS/HS	1763	5	21
Assistant Director of Special Education	HS	592	14	21
Assistant Director of Special Education	ES/MS/HS	353	7	17
Assistant Director of Special Education	ES/MS/HS	180	5	16
Assistant Director of Special Education	ES	282	5	16
Assistant Director of Special Education	HS	32	15	21
Assistant Director of Special Education	HS	260	15	21
Director of Special Education	HS	886	15	21
Director of Special Education	ES/MS	877	5	18
Evaluation Assistant	ES/MS/HS	1763	5	21
Psychologist	MS/HS	1324	5	21

Psychologist	ES	439	5	13
Psychological Services Coordinator	ES/MS/HS	1763	5	21
Related Services Specialist	ES/MS/HS	1763	5	21
Related Services Specialist	ES/MS/HS	1763	5	21
Related Services Specialist	ES/MS/HS	1763	5	21
Special Education Compliancy Coach	ES/MS/HS	1763	5	21
Special Education Data Analyst	ES/MS/HS	1763	5	21
Special Education Enrollment Specialist	MS	438	5	17
Special Education Enrollment Specialist	ES	439	5	16
Special Education Enrollment Specialist	HS	459	13	21
Special Education Enrollment Specialist	HS	427	13	21
Special Education Enrollment Specialist	ES/MS/HS	212	5	21

Special Education Instructional Coach	ES/MS	877	5	16
Special Education Instructional Coach	ES/MS	877	5	17
Special Education Records Assistant	HS	886	13	21
Special Education Records Assistant	ES/MS	877	5	17
Special Education Transition Coordinator	MS/HS	35	12	21
Special Education Transition Teacher	MS/HS	404	12	20
Special Education Transition Teacher	MS/HS	142	12	21
Special Education Transition Teacher	HS	415	18	21
Special Education Transition Teacher	HS	291	17	21
Speech and Language Therapist	ES/MS/HS	71	6	18
Board Certified Behavior Analyst	ES/MS/HS	1763	5	21
Day to Day Substitute	ES/MS/HS	0	0	0

Day to Day Substitute	ES/MS/HS	0	0	0
Day to Day Substitute	ES/MS/HS	0	0	0
Day to Day Substitute	ES/MS/HS	0	0	0

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Achieve Rehab Services	1.43	Outside Contractor	63
AERI	0.40	Outside Contractor	1
Allegheny IU #3	0.06	Intermediate Unit	2
Attain ABA	80.38	Outside Contractor	512
Bayada	0.67	Outside Contractor	1
Behavior Interventions	3.56	Outside Contractor	5
Bucks County IU #22	0.15	Outside Contractor	1
CBS Therapy	0.03	Outside Contractor	1
Circle Speech Therapy	0.02	Outside Contractor	2
Communication and Behavior Solutions	0.57	Outside Contractor	25

Community Integrated Services	0.07	Outside Contractor	1
Connecting the Pieces	39.02	Outside Contractor	291
Easter Seals SEPA	0.05	Outside Contractor	2
Easter Seals WCPA	0.01	Outside Contractor	1
Garnet Educational Services	20.11	Outside Contractor	123
Humanus	3.58	Outside Contractor	13
Jennifer Kelly	0.05	Outside Contractor	3
Keppley Behavioral Consulting	1.84	Outside Contractor	2
Lancaster-Lebanon IU 13	0.93	Intermediate Unit	1
Language to Literacy	1.38	Outside Contractor	19
Liberty Educational Solutions	23.14	Outside Contractor	61
Liberty Therapy Solutions	0.40	Outside Contractor	1
Light Shine Therapy	7.50	Outside Contractor	58
Living Unlimited	0.17	Outside Contractor	3

Merakey Pennsylvania	0.56	Multiple LEA (School Districes or Charter School)	1
Montgomery County IU	0.10	Intermediate Unit	2
Music Therapy Associates	0.05	Outside Contractor	1
Next Step Therapy	0.09	Outside Contractor	4
Opening Doors Therapy	0.09	Outside Contractor	5
Pediatric Therapy Source	0.27	Outside Contractor	13
Potential Discoveries	4.92	Outside Contractor	15
Preparing Individuals Today for Tomorrow, LLC	1.23	Outside Contractor	3
Remarkable Minds, LLC.	4.27	Outside Contractor	60
Riverview Intermediate Unit #6	0.05	Intermediate Unit	1
Sayegh Pediatric Therapy Services	4.21	Outside Contractor	40
Support Brands	31.59	Outside Contractor	270
Team Tutor	0.66	Outside Contractor	4
The Quaker School	0.03	Multiple LEA (School Districes or Charter School)	1

Therapy Source	13.21	Outside Contractor	269
Tracy Geist Therapy Services	0.11	Outside Contractor	2
Tutoring Works	4.81	Outside Contractor	15
US Healthcare	17.82	Outside Contractor	334
Watson Institute Education Center	0.06	Multiple LEA (School Districes or Charter School)	1
Yale School	.01	Multiple LEA (School Districes or Charter School)	1

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring
2019-04-12

Upload Link to Report (Optional)

Special Education Cyclical Monitoring Report
Cyclical Monitoring Results 2019.pdf

Administrative Procedures for Internal Controls of IEP Development
IEP Meeting Procedure (1).pdf

Special Education Personnel Development

Autism

Training not offered.

BehaviorSupport

Description of Training			
Check In Check Out Staff Training			
Lead Person/Position		**Year of Training**	
Val Natale		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
0.50	1	School District	Special Education Teachers

Training Date Complete

2024-01-29

Check In Check Out Staff Training Agenda.pdf

Check In Check Out Staff Training Attendee List.pdf

Training Date Complete

2024-06-06

SWIS CICO Training Agenda and Attendee List.pdf

SWIS CICO Training Agenda and Attendee List.pdf

Training Date Complete

2023-09-13

Teacher Rating Scales as an Assessment Tool_ Overview and Recommendations.pdf

Teacher Rating Scales as an Assessment Tool_ Overview and Recommendations- Presentation - K-5- Attendance report 9-13-23 .csv

Training Date Complete

2023-10-11

Teacher Rating Scales as an Assessment Tool_ Overview and Recommendations- Presentation - 6-8- Attendance report 9-13-23 .csv

Teacher Rating Scales as an Assessment Tool_ Overview and Recommendations.pdf

Training Date Complete

2023-10-11

Teacher Rating Scales as an Assessment Tool_ Overview and Recommendations (1).pdf

Teacher Rating Scales as an Assessment Tool_ Overview and Recommendations- Presentation - 9-12- Attendance report 10-11-23 _027d3f7a.csv

Paraprofessional

Training not offered.

Transition

Description of Training			
Low Incident Bootcamp for Transition			
Lead Person/Position		**Year of Training**	
Whitney Bargerstock		2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1.5	1	MCIU	Special Education Teachers

Training Date Complete

2023-12-07

Transition Training.pptx.pdf

Required_ Low Incidence Bootcamp for Transition - Attendance report 12-07-23.csv

Training Date Complete

2024-04-18

SAAFP Training 2024 - Attendance report 4-18-24 (1).csv

SAAFP Agenda.pdf

Training Date Complete

2023-08-24

Transition Training.pptx_5a2bcfea.pdf

Transition Training - Attendance report 8-24-23 (1).csv

ScienceofLiteracy

Description of Training			
K5 Grading for Equity Agenda			
Lead Person/Position		**Year of Training**	
Michelle Cukauskas		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	School District	Special Education Teachers and Case Managers

Training Date Complete

2024-10-18

K5 Grading for Equity agenda.pdf

K5 Grading for Equity attendance.csv

Training Date Complete

2024-08-24

K5 Growth Mindset agenda.pdf

K5 Growth Mindset attendance.pdf

Training Date Complete

2024-01-17

K5 Questioning and Differentiation agenda.pdf

K5 Questioning-Differentiation attendance.pdf

Training Date Complete

2024-08-24

K5 Special Ed SIP agenda.pdf

K5 Special Ed SIP.pdf

Training Date Complete

2024-02-14

K5 Structured Lit agenda.pdf

K5 Structured Lit attendance.pdf

ParentTraining

Training not offered.

IEPDevelopment

Description of Training			
ESY Care Manager Training			
Lead Person/Position		**Year of Training**	
Maryann Johnson		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
.50	1	School District	K-12 Special Education Case Managers

Training Date Complete

2024-01-18

ESY Case Manager Agenda (1).jpg

ESY Case Manager Attendance.xlsx

Training Date Complete

2024-06-07

ESY Training 2024 Agenda.png

ESY Training 2024 - Attendance report 6-07-24.csv.txt

Training Date Complete

2024-01-02

IEP Writing Present Levels Agenda.pdf

IEP Writing Training - Attendance report 1-02-24.csv

Training Date Complete

2024-02-07

IXL New Staff Training Agenda.png

IXL New Staff Training Attendance.crdownload

Training Date Complete

2023-12-07

PASA Training Agenda.pdf

PASA Training - Attendance report 12-07-23.txt

Training Date Complete

2024-06-04

Pasa 1% Compliace ESSA Agenda.png

PASA 1% Compliance - Attendance report 6-04-24.txt

Training Date Complete

2023-09-12

September RS Admin Monthly Mtg Agenda.pdf

9.12.23 Monthly RS Training_Freyvogel BrussColleen_091223_1230PM_130PM.xls

Training Date Complete

2023-10-10

October RS Admin Monthly Mtg Agenda.pdf

10.10.23 Monthly RS Training_Freyvogel BrussColleen_101023_1230PM_130PM.xls

Training Date Complete

2023-11-14

November RS Admin Monthly Mtg Agenda.pdf

10.10.23 Monthly RS Training_Freyvogel BrussColleen_101023_1230PM_130PM (1).xls

Training Date Complete

2023-12-12

December RS Admin Monthly Mtg Agenda.pptx.pdf

December Agora RS Monthly Training Series_Freyvogel BrussColleen_121223_1230PM_130PM.xls

Training Date Complete

2024-01-09

January RS Admin Monthly Mtg Agenda.pdf

January RS Admin Monthly Training_Freyvogel BrussColleen_010924_1230PM_115PM.xls

Training Date Complete

2024-02-13

February RS Admin Monthly Mtg Agenda.pdf

January RS Admin Monthly Training_Freyvogel BrussColleen_010924_1230PM_115PM_7a920449.xls

Training Date Complete

2024-03-12

March RS Admin Monthly Mtg Agenda.pdf

March Monthly RS Admin Training_Freyvogel BrussColleen_031224_1230PM_115PM.xls

Training Date Complete

2024-04-09

April RS Admin Monthly Mtg Agenda.pdf

4.9.24 Monthly RS Admin Training_Freyvogel BrussColleen_040924_1230PM_115PM.xls

Training Date Complete

2024-05-01

May RS Admin Monthly Mtg Agenda.pdf

4.30 RS training attendance_30a64c5d.xls

Training Date Complete

2023-08-01

Aimsweb Plus New Staff Agenda.pdf

Aimsweb Plus New Staff Attendance.xlsx

Training Date Complete

2023-08-22

Case Manager Success Criteria Agenda.pdf

Case Manager Success Criteria Attendance.xlsx

Training Date Complete

2024-02-14

HS Course Selction Training for Middle School Agenda.jpg

MS-HS Course Selection Training.xlsx

Training Date Complete

2024-02-12

HS Course Selection Training for HS Agenda.jpg

HS Course Selection Training.xlsx

Training Date Complete

2024-03-07

IEP Writing Present Levels Agenda (1).pdf

IEP Writing Present Levels Attendance.xlsx

Training Date Complete

2023-12-13

NOREP Training Agenda.pdf

NOREP Training Attendance.pdf

Training Date Complete

2024-08-01

Reevaluation and Limited Purpose Evaluations_30 Hours_23-24.pdf

Reevaluation and Limited Purpose Evaluation Attendees.xlsx

Training Date Complete

2024-06-06

Summer IEP Writing Team agenda.pdf

Summer IEP Team Training.xlsx

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary School	Elementary	Full-time (1.0)	07/24/2024 08:00 AM

Building Name		
Agora Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		108
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
VIRTUAL		2.16

Building Name		
Agora Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		125
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
VIRTUAL		6.25

Building Name		
Agora Cyber CS		
Support Type		
Learning Support		

Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Full-Time (80% or More)	24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 12
Age Range Justification		**FTE %**
VIRTUAL		2

Building Name		
Agora Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 11
Age Range Justification		**FTE %**
VIRTUAL		0.05

Building Name		
Agora Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 12
Age Range Justification		**FTE %**
VIRTUAL		1.58

Building Name	
Agora Cyber CS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	15

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
VIRTUAL		0.3

Building Name		
Agora Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
VIRTUAL		0.25

Building Name		
Agora Cyber CS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
VIRTUAL		0.04

Building Name		
Agora Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		45
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
VIRTUAL		0.69

Building Name	
Agora Cyber CS	
Support Type	
Physical Support	
Support Sub-Type	
Physical Support	

Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 12
Age Range Justification		**FTE %**
VIRTUAL		0.18

Building Name	
Agora Cyber CS	
Support Type	
Physical Support	
Support Sub-Type	
Physical Support	

Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
VIRTUAL		0.13

Building Name	
Agora Cyber CS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	

Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 11
Age Range Justification		**FTE %**
VIRTUAL		1.42

Building Name	
Agora Cyber CS	
Support Type	

Autistic Support	
Support Sub-Type	
Autistic Support	

Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	17

Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 11

Age Range Justification	**FTE %**
VIRTUAL	2.12

Building Name
Agora Cyber CS

Support Type
Autistic Support

Support Sub-Type
Autistic Support

Level of Support	**Case Load**
Full-Time (80% or More)	40

Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12

Age Range Justification	**FTE %**
VIRTUAL	5

Building Name
Agora Cyber CS

Support Type
Multiple Disabilities Support

Support Sub-Type
Multiple Disabilities Support

Level of Support	**Case Load**
Full-Time (80% or More)	10

Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 12

Age Range Justification	**FTE %**
VIRTUAL	1.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Middle School	Secondary	Full-time (1.0)	07/24/2024 08:00 AM

Building Name		
Agora Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		161
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 16
Age Range Justification		**FTE %**
VIRTUAL		3.22

Building Name		
Agora Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		91
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 16
Age Range Justification		**FTE %**
VIRTUAL		4.55

Building Name		
Agora Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
VIRTUAL		1.83

Building Name
Agora Cyber CS
Support Type
Life Skills Support

Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	**Case Load**
Full-Time (80% or More)	20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification	**FTE %**
VIRTUAL	1.33

Building Name	
Agora Cyber CS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	38
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 15
Age Range Justification	**FTE %**
VIRTUAL	0.76

Building Name	
Agora Cyber CS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 15
Age Range Justification	**FTE %**
VIRTUAL	1.1

Building Name	
Agora Cyber CS	
Support Type	
Deaf And Hearing Impaired Support	
Support Sub-Type	
Deaf And Hearing Impaired Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	2

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
VIRTUAL		0.04

Building Name		
Agora Cyber CS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 13
Age Range Justification		**FTE %**
VIRTUAL		0.12

Building Name		
Agora Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
VIRTUAL		0.12

Building Name		
Agora Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
VIRTUAL		1.5

Building Name	
Agora Cyber CS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	

Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	22

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15

Age Range Justification	**FTE %**
VIRTUAL	2.75

Building Name	
Agora Cyber CS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	

Level of Support	**Case Load**
Full-Time (80% or More)	28

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14

Age Range Justification	**FTE %**
VIRTUAL	3.5

Building Name	
Agora Cyber CS	
Support Type	
Multiple Disabilities Support	
Support Sub-Type	
Multiple Disabilities Support	

Level of Support	**Case Load**
Full-Time (80% or More)	5

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 15

Age Range Justification	**FTE %**
VIRTUAL	0.62

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School	Secondary	Full-time (1.0)	06/28/2024 10:51 AM

Building Name		
Agora Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		322
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
VIRTUAL		6.44

Building Name		
Agora Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		191
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
VIRTUAL		9.55

Building Name		
Agora Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
VIRTUAL		0.08

Building Name		
Agora Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		45
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
VIRTUAL		2.25

Building Name		
Agora Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 20
Age Range Justification		**FTE %**
VIRTUAL		0.47

Building Name		
Agora Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		118
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
VIRTUAL		2.36

Building Name
Agora Cyber CS
Support Type

Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
VIRTUAL		3.25

Building Name		
Agora Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Full-Time (80% or More)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
VIRTUAL		0.17

Building Name		
Agora Cyber CS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
VIRTUAL		0.02

Building Name	
Agora Cyber CS	
Support Type	
Blind And Visually Impaired Support	
Support Sub-Type	
Blind And Visually Impaired Support	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)	3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
VIRTUAL		0.2

Building Name		
Agora Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**
VIRTUAL		0.03

Building Name		
Agora Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		34
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 19
Age Range Justification		**FTE %**
VIRTUAL		2.83

Building Name		
Agora Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		74
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**

VIRTUAL	9.25

Building Name		
Agora Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
VIRTUAL		1.12

Building Name		
Agora Cyber CS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Full-Time (80% or More)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
VIRTUAL		1

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

Facility Plans and Other Capital Needs

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

Agora Cyber Charter School has no plans for the addition or renovation of any facilities in the foreseeable future.

Memorandum of Understanding

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

Upload of Memorandum of Understanding Document(s)

Upper Merion Police - MOA.pdf

Articulation Agreements

We do not have any articulation agreements (CHECKED)

Management Survey

Charter School Management Survey

Charter School Name

Agora Cyber CS

Point of Contact Name

Dr. RIchard Jensen

Point of Contact Telephone Number

267-332-3020

Extension

Point of Contact Email

rjensen@agora.org

Management Organization Information

As of the start of the 2021/2022 school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?

No

Signatures and Affirmations

Upload Board Affirmation Statement

Signedaffirmation_statement_charterschool (10).pdf

Date of Approval

2024-07-25

Charter School Annual Report Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Richard S. Jensen Jr., EdD

Charter School Law Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Richard S. Jensen Jr. Ed.D

Ethics Act Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Richard S. Jensen Jr. Ed.D

Charter School Annual Background Check Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Richard S. Jensen Jr. Ed.D

Charter Annual Administrative Certification Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Richard S. Jensen Jr. Ed.D

Charter School Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Richard S. Jensen Jr. Ed.D

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

Telephone:	**717-783-5146**	
Fax:	**717-783-9283**	
TDD:	**717-783-8445**	

Bureau of Community and Student Services
Division of Nonpublic, Private and Charter School Services

June 30, 2010

Ms. Sharon Williams
Head of School
Agora Cyber Charter School
Suite 315
995 Old Eagle School Road
Wayne, PA 19087

Re: Agora Cyber Charter School Renewal Application

Dear Ms. Williams:

Enclosed please find the Opinion and Order issued on June 30, 2010 in the above-referenced matter. This Opinion and Order is being issued pursuant to the Charter School Law and will be published on the Pennsylvania Department of Education's ("Department") website. *See,* 24 P.S. §17-1745-A(f)(2).

I am also enclosing the Charter with two copies of the signature page, both to be signed by all members of the Board of Trustees of the Agora Cyber Charter School, and persons attesting to the signatures. Please return the two executed signature pages to me as soon as all signatures have been obtained. The Acting Secretary will then sign the Charter, a fully executed copy will be returned to you for your records, and a fully executed copy will remain with the Department.

Additionally, I would like to remind you of the conditions contained in the Opinion and Order of June 30, 2010, granting a five-year charter renewal to Agora Cyber Charter School. You must make the corrections identified by the Department in this decision or the Department will begin revocation proceedings. These corrections must be reported to the Department by March 31, 2011.

Sincerely,

Parker E. Martin, Ed.D., Chief
Division of Nonpublic, Private and
Charter School Services

cc: Travis Gery, Board President (w/encl)
     Bonita Harmon, Vice President (w/encl)
     Mary Steffey, Secretary (w/encl)
     Kadedra Haynes, Treasurer (w/encl)

DEPARTMENT OF EDUCATION

In Re: Agora Cyber Charter School   :
  Cyber Charter School Renewal : 2010
  Application   :

Background

Amendments to the Charter School Law ("CSL"), 24 P.S. §§17-1701-A – 17-1751-A,

that became effective July 1, 2002, include new Subchapter (c), which sets forth new provisions

for the establishment and oversight of cyber charter schools. *See,* Act of June 29, 2002, No. 88,

§14, adding 24 P.S. §§17-1741-A to 17-1751-A ("Act 88"). Pursuant to Act 88, the Department

of Education (the "Department") has the authority and responsibility to renew or not renew the

charter of a cyber charter school. 24 P.S. §1741-A (a)(2). The Department shall revoke or deny

renewal of a charter under the provisions of section 1729-A. 24 P.S. §17-1741-A(a)(3). If the

Department sends a notice of non-renewal to the cyber charter school, it must hold a public

hearing concerning the non-renewal. 24 P.S. §17-1729-A(c).

Agora Cyber Charter School ("Agora") submitted a renewal application to continue

operating as a cyber charter school. **Based on its review of Agora's renewal application, the**

Department is renewing Agora's charter. However, the Department found certain areas of

Agora's operations that must be corrected, and therefore, the Department is requiring that

corrections be made regarding these areas of concern by March 31, 2011 or the

Department will begin revocation proceedings. Those areas of concern include:

1. Curriculum alignment with state standards.

2. Aligning benchmark assessments with PSSA content and ensuring 100% student

   participation in the formative and benchmark assessments.

1

a. Increase participation in the Agora Day Out Program or participation in a similar tutoring/remediation program.

b. Increase student performance on the PSSA and ultimately make AYP.

3. Consistent monitoring of teacher professional development and more stringently abide by Agora's Teacher Professional Development and Induction Plan.

4. More transparent invoicing through the Education Management Organization.

1. *Agora must align the entire curriculum to PA Chapter 4 standards*. Agora met with the Department's Bureau of Teaching and Learning to respond to questions about Agora's curriculum. As a result of that meeting and the review of Agora's renewal application, the Department is requiring that Agora develop a formal standards-aligned K-12 curriculum for all academic areas.

Due to the scope of this work and the detail it requires, the Department will allow Agora until March 31, 2011 to complete the curriculum. The Department is, however, requiring that Agora focus their efforts of alignment on Mathematics and Language Arts so that this curriculum is aligned by August 31, 2010. Agora will work with the Chester County Intermediate Unit to assist with this alignment, but Agora is ultimately responsible for the alignment and providing proof of such alignment from Chester County IU to the Department by the timeline set forth below.

Agora must continue to submit the required curriculum work to the Department's Charter School Office through **March 31, 2011**. Ongoing submission of new curricula material by Agora will also allow the Department to assess Agora's progress and allow for technical assistance as necessary.

2

The timeline by which the Department will hold Agora responsible is as follows:

Complete standard alignment, revision and development of curriculum in the following disciplines K-12 by <u>August 31, 2010</u>:

- Reading, Writing, Speaking & Listening (Language Arts/literacy): Language arts, integrating reading, writing, phonics, spelling, listening, speaking, literature and grammar, and information management, including library skills.
    - o K-5 every student, every year
    - o 6-8 every student at least once during the middle level program
    - o 9-12 every student at least once during the high school program
- Math
    - o K-5 including problem-solving and computation skills, every student, every year
    - o 6-8 including mathematical reasoning, algebra and problem-solving, every student at least once during the middle level program
    - o 9-12 including problem-solving, mathematical reasoning, algebra, geometry and concepts of calculus, every student at least once during the high school program
- Science & Technology Engineering: involving active learning experiences for students.
    - o K-5 every student, every year
    - o 6-8 every student at least once during the middle level program
    - o 9-12 including participation in hands-on experiments and at least one laboratory science, every student at least once during the high school program

Complete standard alignment, revision and development of curriculum in the following disciplines K-12 by <u>November 30, 2010</u>:

- Social Studies
    - o Civics
        - ~~K-5 every student at least once during the elementary program~~
        - 6-12 every student at least once during the middle and high school level programs
    - o Economics
        - K-5 every student at least once during the elementary program
        - 6-12 every student at least once during the middle and high school level programs
    - o History
        - K-5, History of the U.S., every student at least once during the elementary program
        - K-5, History of the Commonwealth of PA, every student at least once during the elementary program

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- 6-12 including history and cultures of the United States, the Commonwealth, and the world, every student at least once during the middle and high school level programs
  - o Geography
    - K-5 every student at least once during the elementary program
    - 6-8 every student at least once during the middle level program

- Environment and Ecology
  - o K-3 involving active learning experiences for every student, every year
  - o 4-5 every student, every year including instruction about agriculture and agricultural science
  - o 6-8 every student at least once during the middle level program including social, political and economic aspects of ecology and instruction in agriculture and agricultural science
  - o 9-12 every student at least once during the high school program including scientific, social, political and economic aspects of ecology
- Health, Safety and Physical Education
  - o K-5 every student, every year, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, the prevention of alcohol, chemical and tobacco abuse, knowledge and practice of lifetime physical activities, personal fitness, basic movement skills and concepts, motor skill development, principles and strategies of movement and safety practices in physical activity settings.
  - o 6-12 at least once during the middle and high school programs including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.
  - o K-12 including instruction regarding Life Threatening and Communicable Diseases as per Regulation 4.29

Complete standard alignment, revision and development of curriculum in the following

disciplines K-12 by February 28, 2011:

- Fine Arts
  - o K-5 every student, every year art, music, dance, theatre
  - o 6-8 every student at least once during the middle and high school programs: art, music, dance, theatre
  - o 9-12 every student at least once during the middle and high school programs: art, music, dance, theatre and humanities
- Career Education and Work
  - o 6-8 every student at least once during the middle level program, including exposure to various career options and the educational preparation necessary to achieve those options.

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- Family and Consumer Sciences
  - 6-8 every student at least once during the middle level program, including principles of consumer behavior and basic knowledge of child health and child care skills.
  - 9-12 every student at least once during the high school level program, including principles of consumer behavior and basic knowledge of child health, child care and early literacy skill development.
- Information Skills & Technology Education
  - 6-8 every student at least once during the middle level program including access to traditional and electronic information sources, computer use and research
  - 6-8 every student at least once during the middle level program emphasizing practical application of academic skills and problem-solving experiences facilitated by technology.
  - 9-12 every student at least once during the high school level program, use of applications of microcomputers and software, including word processing, database, spreadsheets and telecommunications; and information skills, including access to traditional and electronic information sources, computer use and research.

Complete standard alignment, revision and development of elective curriculum in the following disciplines for high school by March 31, 2011:

- World Languages
  - District shall provide planned instruction in at least two languages in addition to English, at least one of which shall be a modern language, and at least one of which shall be offered in a minimum 4-year sequence in the secondary program
  - World language planned instruction may be offered beginning at any grade level, including the elementary grades.
- Business Education
  - including courses to assist students in developing business and information technology skills
- Technology education
  - incorporating technological problem-solving and the impacts of technology on individuals and society
- College level advanced placement

2. *Currently Agora is using a formative assessment that is not aligned with state standards and therefore not assisting to increase student performance on the Pennsylvania Statewide Student Assessment ("PSSA"). Additionally, only 5% of the students participate in the schools remediation program ("Agora Days Out").* While Agora currently uses the Scantron

Performance and Achievement Series Test ("Scantron Assessment") to monitor the academic growth of individual students, this test poses two significant problems: (1) the test is not aligned to state standards and (2) only 90% of Agora's student population participates.

Agora has indicated that an alignment study was completed by Scranton; however, that study was not included in the application for review. Agora places a great deal of emphasis on the positive correlation between its use of Scantron Assessment gains from fall to spring each school year (compared to PSSA results). However, this increase in achievement on the Scantron Assessment has **not** led to increases on the PSSA for either Reading or Mathematics, which would indicate that the formative assessment is **not aligned** to the state standards. Since Agora relies so heavily on the Scantron Assessment to project student achievement on the PSSAs, it is unfortunate that the gains Agora is seeing on the Scantron Assessment tests are not also being demonstrated as increased student achievement on the PSSA.

What further incites the Department's concern with the results seen in the Scranton Assessment is that Agora is unable to rely on the PA Value-Added Assessment System ("PVASS") because nearly half of the students were new to Agora in 2009. For these students, a lack of prior years' data makes it impossible to show growth in student achievement from one year to the next.

In summary, it was determined that there was no correlation between the Scantron Assessment results and actual achievement on the PSSA using PVAAS as a resource. Agora should begin using 4Sight as a benchmark assessment. The use of this assessment will solve two of Agora's problems. One, this will provide an aligned assessment that will serve as a better predictor of students achievement on the PSSA. Two, this will provide an opportunity for more

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frequent assessment so that students transferring into the school in the middle of the year can be regularly and appropriately assessed.

These more frequent assessments will provide a better idea of academic needs and should be used to develop Response to Intervention ("RTI") programs that are more suitable for students enrolled at Agora.

Currently Agora provides for a tutoring program, Agora Days Out ("ADO") Program, but has only a 5% participation rate. As the only remediation program offered by Agora, this is not sufficient to meet the needs of the students and is being offered in a way that is counter to the essence and intent of the Charter School Law ("CSL). Directives of the Department that fulfill the essence and intent of the CSL state that because Cyber Charter Schools are statewide schools all students across the state must be offered the same services. Therefore, the Department is requiring that the ADO program be evaluated by Agora and a report be filed by **August 31, 2010** detailing how this program will be available to all Agora students around the state.

Agora is currently in Corrective Action I, consistently missing the Black/African American subgroup in Math. Of the targets Agora has met, all have been met using methods other than Annual Measurable Objectives ("AMOs"). Instead it has been necessary to use safe harbor, confidence intervals, and growth models.

Agora's AYP status is of serious concern to the Department. Of equal concern is that in Agora's renewal application there is no clearly defined plan for addressing remediation.

In order to continue operation, Agora must:

1.   Provide a satisfactory alignment study for the Scranton Performance and Achievement Series Test to the Department's Charter School Office or they must begin using a

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different assessment that has been aligned with the PA state standards and notify the Department to that affect by August 31, 2010.

2. Provide a plan to the Department's Charter School Office by August 31, 2010, that clearly states what Agora will do to address the remediation and provide additional academic resources necessary for struggling students.

3. Agora must monitor Teacher Professional development and certification and must abide by their self-developed Teacher Professional Education and Induction Plan. Agora's Professional Education Plan was approved by the Department on February 5, 2010 and its Teacher Induction Plan was approved by the Department on October 10, 2007. However, in reviewing the renewal application, there are several concerns.

There is no documentation in the application to indicate that PDE 426A forms (Attachment A to Semi-Annual Employee Evaluation for Instructional I Teachers) are being completed to document semi-annual observations of Level I certified teachers. The renewal application included only one "professional growth plan" designed by the school. Agora must submit to the Department by August 31, 2010, all PDE 426A forms for Level I instructors.

The Department did see several completed PDE 338P forms, which are applications for Level II certificates. In these cases, forms were signed off appropriately and indicated that teachers completed the induction program as required for Level II certification.

While there is **evidence of ongoing professional education program activity consistent with the PDE-Approved Professional Education Plan** (aka Professional Education Report), Agora is encouraged to upload Act 48 rosters documenting professional development activities that are consistent with and timely offered in accordance with its approved Professional

Education Plan. The application contained copies of Act 48 upload rosters for two different sets of professional development activities, one covering 41 educators, and another covering 76 educators. Staff found that Act 48 activity rosters were uploaded for two activities specified in the plan, although the uploading occurred well beyond the timeframe indicated in the plan for those professional development activities to take place. Staff was unable to find any other rosters which indicated timely delivery of the professional development activities indicated in Agora's Professional Education Plan.

4. *Agora must provide more transparency in their agreement with an Education Management Organization (EMO).* Specifically, in the event that Agora and its management company or EMO do not use a preferred fee-for-services contract to arrange compensation payments to the EMO for the management services rendered under the contract, the EMO is obligated to disclose relevant details of the services rendered pursuant to the agreement. The periodic billings for services provided under contract must include:

- A specific list of services provided during the billing period.

- The specific identity of individuals performing the services.

- The dates and times that the services were performed.

- The applicable hourly rate of compensation.

- The total compensation billed for each individual's services rendered.

- If certain costs of management services relate to a sophisticated management system comprised of hardware and software, which was used during the billing period,

documentation of Agora's usage of the management system should be available to substantiate any associated itemized costs.

- If certain costs of management services relate to the purchase of goods, materials, and incidental costs such as travel reimbursement, these items should also be listed with their costs and reason for incurring the costs.

- If certain costs of management services relate to the costs of services rendered by subcontractors of the EMO, the subcontractor (like the EMO) is obligated to disclose relevant details of the services rendered pursuant to its agreement with the EMO and clearly describe the purpose of the costs and the benefits to Agora.

Additionally, PDE requires that an audit clause be added to the agreement between Agora and the EMO. The Department requires that Agora include the following audit clause in its agreement with its management company or EMO and include the audit clause in any future agreement with a management company or EMO.

The Commonwealth reserves the right for State and Federal agencies or their authorized representatives to perform financial and performance audits, if deemed necessary. If it is decided that an audit of this Contract will be performed, the Contractor will be given advance notice. The Contractor shall maintain a reasonable accounting system and related books, records and documents which support that services provided and fees earned are in accordance with the Contract and that the Contractor has complied with Contract terms and conditions. The Contractor agrees to make available, upon reasonable notice, at the office of the Contractor, during normal business hours, for the term of this Contract and the retention period set forth in this clause, any of the books, records and documents for inspection, audit, or reproduction by any State or Federal agency or its authorized representative.
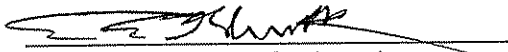
The Contractor shall preserve all books, records and documents related to this Contract for a period of time which is the greater of five years from the Contract expiration date, or until all questioned costs or activities have been resolved to the satisfaction of the Commonwealth, or as required by applicable federal laws and regulations, which ever is longer. If this Contract is completely or partially terminated, the records relating to the work terminated shall be

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preserved and made available for a period of five (5) years from the date of any resulting final settlement.

Records, which relate to litigation or the settlement of claims arising out of performance or expenditures under this Contract to which exception has been taken by the auditors, shall be retained by the Contractor or provided to the Commonwealth at the Department's option until such litigation, claim, or exceptions have reached final disposition.

Except for documentary evidence delivered pursuant to litigation or the settlement of claims arising out of the performance of this Contract, the Contractor may, in fulfillment of his obligation to retain records required by this clause, substitute photographs, microphotographs, or other authentic reproductions of such records, after the expiration of two (2) years following the last day of the month of reimbursement to the Contractor of the invoice or voucher to which such records relate, unless a shorter period is authorized by the Commonwealth.

Therefore, based on the above, the charter renewal application for the Agora Cyber Charter School is renewed for a period of five years. However, the Agora Cyber Charter School must make the corrections identified by the Department in this decision and provide written confirmation of the corrections to the PDE Charter School Office by the timelines set forth in the decision above, or the Department will begin revocation proceedings.

_____   6/30/2010
Acting Secretary of Education   Date
Thomas E. Gluck

COMMONWEALTH OF PENNSYLVANIA
CHARTER
to operate a public school known as
Agora Cyber Charter School

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. §17-1741-A, the Board of Trustees of the Agora Cyber Charter School is hereby granted renewal of its Charter to operate a public cyber charter school located in Wayne, Pennsylvania, for the period commencing on July 1, 2010 and ending on June 30, 2015. The renewal of this Charter was approved by the Pennsylvania Department of Education on June 30, 2010.

It is specifically understood and agreed between the signatories hereto that:

1) the Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§17-1741-A - 17-1751-A, any amendments thereto enacted during the term of this charter and any regulations or standards applicable to cyber charter schools;

2) the granting of this Charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Amended Renewal Application submitted by the Board of Trustees on or about November 16, 2009. Said Amended Renewal Application is attached hereto as **Appendix A** and is incorporated herein by reference as if fully set forth;

3) this Charter and the Appendix attached hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;

4) this Charter may be renewed for additional periods of five years duration and upon any such renewal, a new charter shall be executed by the parties; and
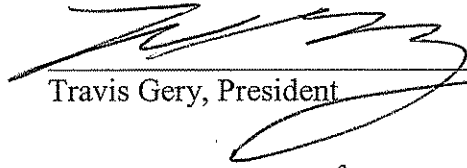
5) this Charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____ day of _____ 2010.
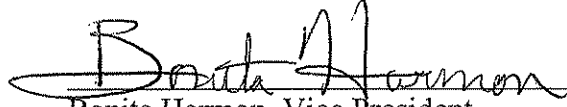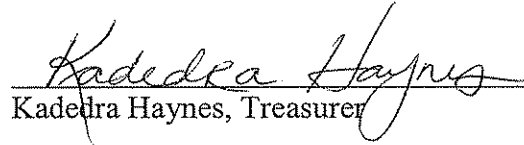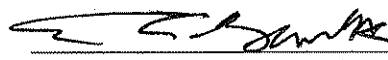
Public Meeting of the Board of Trustees
(Monday, August 7, 2023)
Generated by Erin Quinn on Tuesday, August 8, 2023

Members present
Linda Gotlieb, Karen DelGuercio, Linda Ringer-Deas, Michael Conti

Meeting called to order at 4:01 PM

A. Meeting Opening

Procedural: 1. Roll Call

Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Karen DelGuercio, second by Linda Ringer-Deas.
Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the June 5, 2023 meeting.

Motion by Karen DelGuercio, second by Linda Ringer-Deas.
Presentation: 5. School Board Presentation

Procedural: 6. Public Comment

B. Special Education
Action: 1. Montgomery County Intermediate Unit SPECIAL EDUCATION SERVICES
AGREEMENT
Recommend the Board of Trustees approve the following agreements with the Montgomery
County Intermediate Unit (MCIU), as presented:
* 2022-2023 Shared Service Profile, not to exceed $43,199.00
* 2023 - 2024 SPECIAL EDUCATION SERVICES AGREEMENT, not to exceed $43,505.00

Motion by Linda Gotlieb, second by Karen DelGuercio.
Action: 2. Related Services Agreements
Recommend the Board of Trustees approve the following Related Services agreements as
presented:
* ABA Support Services
* Support Brands, LLC
* Bayada Home Healthcare Inc
* Potential Discoveries
* Jennifer Kelly
* AIU Comprehensive Services
* Achieve Rehab
* Live Fully Addendum

* Live Fully Services
* US Healthcare
* Language to Literacy
* Remarkable Minds
* Music Therapy
* Tutoring Works
* Liberty Therapy
* Sayegh Pediatric
* Preparing Individuals Today for Tomorrow
* Communication and Behavior Solutions
* Connecting the Pieces, LLC
* Merakey Pennsylvania

Motion by Linda Gotlieb, second by Karen DelGuercio.
Action: 3. Settlement Agreement #420-22
Recommend the Board of Trustees approve the Settlement Agreement for student 420-22, not to exceed $6,500.00, as presented.

Motion by Linda Ringer-Deas, second by Karen DelGuercio.

Action: 4. Settlement Agreement Student No. 551-22
Recommend the Board of Trustees approve the Trust and Settlement Agreement for student number 551-22, not to exceed $16,200.00, as presented.

Motion by Linda Ringer-Deas, second by Karen DelGuercio.
Action: 5. Settlement Agreement for Student No. 223-23
Recommend the Board of Trustees approve the Settlement agreement for Student No. 223-23, as presented.

Motion by Linda Ringer-Deas, second by Karen DelGuercio.

Action: 6. Tuition Agreement for Y.A.L.E. School Inc.
Recommend the Board of Trustees approve the Tuition Agreement for Y.A.L.E. School Inc for the 2023 - 2024 school year, not to exceed $69,739.20, as presented.

Motion by Linda Ringer-Deas, second by Karen DelGuercio.

A. Academic Department (Dr. Anne Butler)

Action: 1. Assessment Plan 2023-2024 School Year
Recommend the Board of Trustees approve the ACCS Assessment Plan for the 2023-2024 school year as presented.

Motion by Linda Gotlieb, second by Michael Conti.
Action: 2. Academic Report
Recommend the Board of Trustees approve the Academic Report as presented.

Motion by Linda Gotlieb, second by Michael Conti.
Action: 3. Student/Parent Handbook
Recommend the Board of Trustees approve the Student/Parent Handbook for 2023-2024 school year as presented.

Motion by Linda Gotlieb, second by Michael Conti.
Action: 4. School Improvement Plan (SIP) 2023-2024 School Year
Recommend the Board of Trustees approve the School Improvement Plan for the 2023-2024 school year.

Motion by Linda Gotlieb, second by Karen DelGuercio.

B. Finance Department (James Infortuna)

Action: 1. Check Listing
Recommend the Board of Trustees approve the Check Listing as reported.

Motion by Michael Conti, second by Linda Ringer-Deas.
C. Operations Department

Action: 1. Enrollment Report

D. Personnel Department (Laurie Smith)

Action: 1. Employee Handbook
Recommend the Board of Trustees approve the Employee Handbook as presented.

Motion by Linda Ringer-Deas, second by Michael Conti.
Action: 2. Appendix A for Non-Union Employees
Recommend the Board of Trustees approve the Appendix A for Non-Union employees for the 2023-2024 school year, as presented.

Motion by Linda Ringer-Deas, second by Michael Conti.
Action: 3. Board Certified Behavior Analyst
Recommend the Board of Trustees approve the new job description for Board Certified Behavior Analyst, as presented

Motion by Linda Ringer-Deas, second by Michael Conti.
Action: 4. Personnel Report
Recommend the Board of Trustees approve the Personnel Report as presented.

Motion by Linda Ringer-Deas, second by Michael Conti.
        F. Board Considerations

Action: 1. T-Mobile Agreement

Recommend the Board of Trustees approve the T-Mobile Agreement, not to exceed $9,046.80, as presented.
Motion by Michael Conti, second by Linda Ringer-Deas.
Action: 2. Health and Safety Plan
Recommend the Board of Trustees approve the Health and Safety Plan as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.
Action: 3. Atlas/Rubicon West Renewal
Recommend the Board of Trustees approve the Atlas renewal agreement, not to exceed $21,500.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 4. Virtual Technology Agreement
Recommend the Board of Trustees approve the Virtual Technology agreement for the 2023-2024 school year, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 5. CDW-G Agreement
Recommend the Board of Trustees approve the CDW-G agreement for printers and toners, not to exceed $6,107.80, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 6. Carolyn Gwinn Agreement
Recommend the Board of Trustees approve the Carolyn Gwinn Agreement, not to exceed $5,000.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 7. Smart Futures Renewal
Recommend the Board of Trustees approve the Smart Futures Renewal agreement for the 2023-2024 school year, not to exceed $14,500.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 8. Parent Square Agreement
Recommend the Board of Trustees approve the Parent Square agreement for the 2023-2024 school year, not to exceed $30,900.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 9. Weidenhammer Agreement
Recommend the Board of Trustees approve the Weidenhammer agreement, not to exceed $45,500.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.
Action: 10. Docusign Agreement
Recommend the Board of Trustees approve the Docusign agreement for the 2023-2024 school year, not to exceed $5,520.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 11. American Solutions for Business Agreement
Recommend the Board of Trustees approve the agreement with American Solutions for Business, not to exceed $24,600.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 12. Forsyte IT Solutions Renewal
Recommend the Board of Trustees approve the Forsyte IT Solutions renewal, for the 2023-2024 school year, not to exceed $25,000.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 13. Tyler Technologies Renewal
Recommend the Board of Trustees approve the Tyler Technologies renewal agreement for the 2023-2024 school year, not to exceed $6,400.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 14. IXL Renewal
Recommend the Board of Trustees approve the IXL renewal agreement for the 2023-2024 school year, not to exceed $35,300.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 15. MobyMax Renewal
Recommend the Board of Trustees approve the MobyMax renewal agreement for the 2023-2024 school year, not to exceed $5,700.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 16. TeachTown Renewal
Recommend the Board of Trustees approve the TeachTown Renewal agreement for the 2023-2024 school year, not to exceed $33,600.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 17. Learning A to Z Renewal
Recommend the Board of Trustees approve the Learning A to Z Renewal agreement for the 2023-2024 school year, not to exceed $10,100.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.

Action: 18. McGraw Hill Renewal
Recommend the Board of Trustees approve the McGraw Hill renewal agreement for the 2023-2024 school year, not to exceed $19,300.00, as presented.

Motion by Michael Conti, second by Linda Ringer-Deas.
H. Meeting Closing

Procedural: 1. Next Board Meeting Scheduled on Monday, September 11, 2023 at 4:00 pm

Action, Procedural: 2. Adjournment
Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Linda Ringer-Deas, second by Michael Conti.

Public Meeting of the Board of Trustees
(Tuesday, September 19, 2023)
Generated by Erin Quinn on Thursday, September 28, 2023

Members present
Linda Gotlieb, Karen DelGuercio, Linda Ringer-Deas, Sam Wrightson, (Corvette Kittrell)

Meeting called to order at 4:25 PM

A. Meeting Opening

Procedural: 1. Roll Call

Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Karen DelGuercio, second by Linda Ringer-Deas.

Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the August 7, 2023 meeting.

Motion by Karen DelGuercio, second by Linda Gotlieb.

Procedural: 5. Public Comment
Board President:
Board Member invite to be a member of the BOT.
Make Resolution from the floor to make Corvette a member of the board of trustees
Karen makes motion. Sam Second. All vote ya.

Parent #1: Related Services issues
Local school districts are discriminating against kids wanting to take AP

B. Special Education

Action: 1. Related Services Agreements
Recommend the Board of Trustees approve the following agreements with 3rd party service providers, as presented:
.
* Watson Institute
* New Hope Academy
* Bucks IU
* Behavior Interventions
* Communication Associates, LLC
* Easterseals Southeastern PA
* Garnet Educational Services
* Keppley Behavioral Consulting, Inc

* Light Shine Therapy for All, LLC
* Sayegh
* Tracy Geist

Motion by Linda Ringer-Deas, second by Karen DelGuercio.

Action: 2. Faithful Transportation Agreement
Recommend the Board of Trustees approve the Faithful Transportation Agreement for the 2023-2024 school year, as presented.

Motion by Linda Ringer-Deas, second by Karen DelGuercio.

C. Academic Department (Dr. Anne Butler
Action: 1. Academic Report
Recommend the Board of Trustees approve the Academic Report as presented.

Motion by Karen DelGuercio, second by Linda Ringer-Deas.

D. Finance Department (James Infortuna)

Action: 1. Check Listing
Recommend the Board of Trustees approve the Check Listing as presented.

Motion by Linda Ringer-Deas, second by Karen DelGuercio.

E. Operations Department

Action: 1. Enrollment Report
Recommend the Board of Trustees approve the Enrollment Report as presented.

Motion by Linda Ringer-Deas, second by Karen DelGuercio.

F. Personnel Department (Laurie Smith)

Action: 1. Personnel Report
Recommend the Board of Trustees approve the Personnel Report as presented.

Motion by Linda Ringer-Deas, second by Karen DelGuercio.

Action: 2. Enrollment Specialist Position Description
Recommend the Board of Trustees approve the updated position description for Enrollment Specialist as presented.

Motion by Linda Ringer-Deas, second by Karen DelGuercio.

G. Board Consideration

Action: 1. ClickDimensions Agreement
Recommend the Board of Trustees approve the ClickDimensions agreement, not to exceed $13,300.00, as presented.

Motion by Linda Gotlieb, second by Linda Ringer-Deas.

Action: 2. CDW-G Agreement
Recommend the Board of Trustees approve the CDW-G agreement, not to exceed $6,107.80, as presented for printer hardware.

Motion by Linda Ringer-Deas, second by Linda Gotlieb.

Action: 3. American Solutions for Business Agreement (1)
Recommend the Board of Trustees approve the agreement with American Solutions for Business, not to exceed $72,751.00, for school kit items, as presented.

Motion by Linda Gotlieb, second by Linda Ringer-Deas.

Action: 4. American Solutions for Business Agreement (2)
Recommend the Board of Trustees approve the agreement with American Solutions for Business, not to exceed $16,166.25, for teacher's gifts, as presented.

Motion by Linda Gotlieb, second by Linda Ringer-Deas.

Action: 5. Comm-Core Agreement
Recommend the Board of Trustees approve the Comm-Core agreement, not to exceed $6,990.85 a month for 36 months, for phone software, as presented.

Motion by Linda Gotlieb, second by Linda Ringer-Deas.

Action: 6. Penn GSE Agreement
Recommend the Board of Trustees approve the Penn GSE agreement, not to exceed $27,600.00 to be paid out of the School Improvement grant for leadership training, as presented.
Motion by Linda Gotlieb, second by Linda Ringer-Deas.

Action: 7. Mail Machine Lease
Recommend the Board of Trustees approve the updated Mail Machine Lease, not to exceed $ 751.97 per month, as presented.

Motion by Linda Gotlieb, second by Linda Ringer-Deas.

Action: 8. Cheryl York McDonough Agreement
Recommend the Board of Trustees approve the Cheryl York McDonough agreement, not to exceed $11,000 to be paid out of the School Improvement Grant, as presented.

Motion by Linda Gotlieb, second by Linda Ringer-Deas.

Action: 9. Disposal of Office Items
Recommend the Board of Trustees approve the disposal of the following office items to make space for state testing IT equipment storage:
ϖ 9 Chairs on wheels
ϖ 9 Desk (Desk have veneer missing from edges)
ϖ 4 office chairs (some have stained seats)
ϖ 2 Wall mounted white boards
ϖ 4 Office 48" round desk
ϖ 1 Old 4 drawer file cabinet

Motion by Linda Gotlieb, second by Linda Ringer-Deas.

H. Meeting Closing

Procedural: 1. Next Board Meeting Scheduled on Monday, October 2, 2023 at 4:00 pm

Action, Procedural: 2. Adjournment
Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Linda Ringer-Deas, second by Karen DelGuercio.

Public Meeting of the Board of Trustees
(Monday, October 2, 2023)
Generated by Erin Quinn on Thursday, November 2, 2023

Members present
Linda Gotlieb, Karen DelGuercio, Sam Wrightson, Corvette Kittrell
Meeting called to order at 4:00 PM
A. Meeting Opening
Procedural: 1. Roll Call

Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.

Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the September 19, 2023 meeting.

Motion by Sam Wrightson, second by Linda Gotlieb.
Procedural: 5. Public Comment

B. Special Education

Action: 1. Settlement Agreement Student 395-23
Recommend the Board of Trustees approve the Settlement Agreement and Resolution for Student No. 395-23 as presented.

Motion by Karen DelGuercio, second by Sam Wrightson.
C. Academic Department (Dr. Anne Butler)

Action: 1. Academic Report
Recommend the Board of Trustees approve the Academic Report as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.
Action: 2. Club Applications
Recommend the Board of Trustees approve the following Club applications:
Theatrics Club: High School, new club
Outdoors Club: Middle School, existing club - updated name

Motion by Linda Gotlieb, second by Sam Wrightson.

D. Finance Department (James Infortuna)

Action: 1. Check Listing
Recommend the Board of Trustees approve the Check Listing as presented.

Motion by Karen DelGuercio, second by Corvette Kittrell.
E. Operations Department

Action: 1. Enrollment Report
Recommend the Board of Trustees approve the Enrollment Report as presented.

Motion by Karen DelGuercio, second by Sam Wrightson.
F. Personnel Department (Laurie Smith)

Action: 1. Personnel Report
Recommend the Board of Trustees approve the Personnel Report as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.

G. Board Considerations

Action: 1. American Solutions for Business Agreement
Recommend the Board of Trustees approve the American Solutions for Business agreement, not to exceed $14,200.00 for staff appreciation, as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.
Action: 2. Policies
Recommend the Board of Trustees approve the following policies as presented:
* Fraud, Waste, and Abuse
* Designated Funds

Motion by Linda Gotlieb, second by Sam Wrightson.

H. Meeting Closing

Procedural: 1. Next Board Meeting Scheduled on Monday, November 6, 2023 at 4:00 pm

Action, Procedural: 2. Adjournment
Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Corvette Kittrell, second by Sam Wrightson.

Public Meeting of the Board of Trustees
(Monday, November 6, 2023)
Generated by Erin Quinn on Thursday, November 30, 2023

Members present
Linda Gotlieb, Karen DelGuercio, Corvette Kittrell

Meeting called to order at 4:04 PM

A. Meeting Opening
Procedural: 1. Roll Call

Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Linda Gotlieb, second by Corvette Kittrell.
Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the _____ meeting.

Motion by Linda Gotlieb, second by Karen DelGuercio.

Procedural: 5. Public Comment

Action: 6. Proposed New Board Members

B. Special Education
Action: 1. Related Services Agreements
Recommend the Board of Trustees approve the following Related Services agreements as presented:
* Acorns to Oaks Consulting
* Connecting the Pieces Addendum
* Light Shine for All, LLC
* Riverview Intermediate Unit
* Bucks Intermediate Unit
* Therapy Source, Inc.
* Attain Therapy, LLC
* Intermediate Unit 1

Motion by Linda Gotlieb, second by Karen DelGuercio.
Action: 2. New Hope Academy
Recommend the Board of Trustees approve the New Hope Academy agreement, not to exceed $45,500.00 for tuition, as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.
Action: 3. Step Up Academy Agreement

Recommend the Board of Trustees approve the Step Up Academy agreement, not to exceed $102,000.00, as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.

C. Academic Department (Dr. Anne Butler)
Action: 1. Academic Report
Recommend the Board of Trustees approve the Academic Report as presented.

Motion by Linda Gotlieb, second by Corvette Kittrell.
D. Finance Department (James Infortuna)

Action: 1. Check Listing
Recommend the Board of Trustees approve the Check Listing as presented.

Motion by Karen DelGuercio, second by Linda Gotlieb.
Action: 2. Internally Prepared Financial Report September 2023
Recommend the Board of Trustees approve the Internally Prepared Financial Report for September 2023.

Motion by Karen DelGuercio, second by Linda Gotlieb.

E. Operations Department (Regan Shebeck)
Action: 1. Enrollment Report
Recommend the Board of Trustees approve the Enrollment Report as presented.

Motion by Linda Gotlieb, second by Corvette Kittrell.

F. Personnel Department (Laurie Smith)
Action: 1. Personnel Report
Recommend the Board of Trustees approve the Personnel Report as presented.

Motion by Linda Gotlieb, second by Corvette Kittrell.

G. Board Considerations

Action: 1. Sapphire Agreement for Implementation
Recommend the Board of Trustees approve the Sapphire Agreement for Implementation, not to exceed $24,000.00, as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.
Action: 2. Sapphire Agreement for Software
Recommend the Board of Trustees approve the Sapphire Agreement for software, not to exceed $126,875.00, as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.

Action: 3. American Solutions for Business Agreement
Recommend the Board of Trustees approve the agreement with American Solutions for Business for Elementary Math Workbooks, not to exceed $29,057.53, as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.
Action: 4. Agora Foundation Resolution
Board Considerations for #5. Karen makes a motion from the floor:
Resolved that the Board of Trustees accepts Dr. Conti's resignation from the board effect immediately; we thank him for his service to Agora.

Be it further resolved that the Board of Trustees elects Samuel Wrightson to serve as Vice President/Secretary and Linda Gotlieb to serve as Treasurer until the annual election in August, 2024.

And be it further resolved that the Board of Trustees approves adding Stephanie Wasmanski and Yaniv Gottesman to the Agora cyber school board.

Linda Gotlieb made the motion. Corvette Kittel seconded it.

Recommend the Board of Trustees approve the Agora Foundation Resolution as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.

H. Meeting Closing

Procedural: 1. Next Board Meeting Scheduled on Monday, December 4, 2023 at 4:00 pm

Action, Procedural: 2. Adjournment
Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Linda Gotlieb, second by Corvette Kittrell.

Public Meeting of the Board of Trustees
(Monday, December 4, 2023)
Generated by Erin Quinn on Friday, December 22, 2023

Members present
Linda Gotlieb, Karen DelGuercio, Sam Wrightson, Corvette Kittrell, Stephanie Wasmanski, Yaniv Gottesman
Meeting called to order at 4:00 PM

A. Meeting Opening
Procedural: 1. Roll Call

Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.

Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the Monday, November 6, 2023 meeting.

Motion by Linda Gotlieb, second by Corvette Kittrell.

Procedural: 5. Public Comment

B. Special Education

Action: 1. Related Services Agreements
Recommend the Board of Trustees approve the following related services agreements as presented, pending legal review:
* Pediatric Therapy Source

Motion by Sam Wrightson, second by Linda Gotlieb.

C. Academic Department (Dr. Anne Butler)

Action: 1. Academic Report
Recommend the Board of Trustees approve the Academic Report as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.

D. Finance Department (James Infortuna)

Action: 1. Check Listing

Recommend the Board of Trustees approve the Check Listing as presented.

Motion by Karen DelGuercio, second by Linda Gotlieb.

Action: 2. Summer School Pay Processor
Recommend the Board of Trustees approve the agreement to integrate a new pay processor, VANCO, as presented.

Motion by Karen DelGuercio, second by Linda Gotlieb.

E. Operations Department

Action: 1. Enrollment Report
Recommend the Board of Trustees approve the Enrollment Report as presented.

Motion by Karen DelGuercio, second by Linda Gotlieb.

F. Personnel Department (Laurie Smith)

Action: 1. Personnel Report
Recommend the Board of Trustees approve the Personnel Report as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.

G. Board Considerations

Action: 1. Amy Zellers Agreement
Recommend the Board of Trustees approve the Amy Zellers agreement as presented, pending legal review.

Motion by Karen DelGuercio, second by Linda Gotlieb.

H. Meeting Closing

Procedural: 1. Next Board Meeting Scheduled on January 8, 2024 at 4:00 pm

Action, Procedural: 2. Adjournment
Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Linda Gotlieb, second by Sam Wrightson.

Public Meeting of the Board of Trustees
(Monday, January 8, 2024)
Generated by Erin Quinn on Thursday, February 1, 2024

Members present
Linda Gotlieb, Karen DelGuercio, Sam Wrightson, Corvette Kittrell, Stephanie Wasmanski, Yaniv Gottesman

Meeting called to order at 3:59 PM

A. Meeting Opening
Procedural: 1. Roll Call

Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.

Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the December 4, 2024 meeting.

Motion by Karen DelGuercio, second by Corvette Kittrell.

Procedural: 5. Public Comment
* CEO Rich o- Recognizing our Board of Trustees for National School Board Appreciation Month.

B. Special Education

Action: 1. EDPlan Amendment Agreement
Recommend the Board of Trustees approve the EDPlan Agreement Amendment as presented.

Motion by Karen DelGuercio, second by Linda Gotlieb.
Action: 2. Related Services Agreements
Recommend the Board of Trustees approve the following Related Services Agreements as presented, pending legal review:
* Humanus
* Behavior Interventions
* US Healthcare Addendum

Motion by Karen DelGuercio, second by Linda Gotlieb.
Action: 3. Fairwold Academy Agreement
Recommend the Board of Trustees approve the Fairwold Academy Agreement, not to exceed $59,400.00, as presented, pending legal review.

Motion by Karen DelGuercio, second by Linda Gotlieb.
C. Academic Department (Dr. Anne Butler)

Action: 1. Academic Report
Recommend the Board of Trustees approve the January 2024 Academic Report as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.
D. Finance Department (James Infortuna)

Action: 1. Check Listing
Recommend the Board of Trustees approve the Check Listing as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
Action: 2. Internally Prepared Financial Report
Recommend the Board of Trustees approve the internally prepared financial report for November 2023 as presented.

Motion by Karen DelGuercio, second by Stephanie Wasmanski.
E. Operations Department (Regan Shebeck)

Action: 1. Enrollment Report
Recommend the Board of Trustees approve the Enrollment Report as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
F. Personnel Department (Laurie Smith)

Action: 1. Personnel Report
Recommend the Board of Trustees approve the Personnel Report as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.
G. Board Considerations

Action: 1. Virtual Technology Agreement for Assistive Technology
Recommend the Board of Trustees approve the agreement with Virtual Technologies for assistive technology laptops, not to exceed $36.796.80, as presented, with legal approval.

Motion by Sam Wrightson, second by Corvette Kittrell.
H. Meeting Closing

Procedural: 1. Next Board Meeting Scheduled on Monday, February 5, 2024 at 4:00 pm

Action, Procedural: 2. Adjournment
Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Linda Gotlieb, second by Sam Wrightson.

Public Meeting of the Board of Trustees
(Monday, February 5, 2024)
Generated by Erin Quinn on Friday, March 1, 2024

Members present
Linda Gotlieb, Karen DelGuercio, Sam Wrightson, Corvette Kittrell, Yaniv Gottesman
Meeting called to order at 4:02 PM

A. Meeting Opening
Procedural: 1. Roll Call

Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.

Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the January 8, 2024 meeting.

Motion by Karen DelGuercio, second by Linda Gotlieb.

Presentation: 5. Auditor Tim Sawyer Presentation

Procedural: 6. Public Comment Parent #1 Students project with GSEP has been approved and student will be reaching out to various staff Pubic BOT meeting time is difficult AP kids want to continue taking AP tests

B. Special Education

Action: 1. Special Education SSIP Grant Funds for Amazon
Recommend the Board of Trustees approve the blanket Amazon purchase order for various Special Educational items using SSIP Grant funds, not to exceed $5,000.00.

Motion by Linda Gotlieb, second by Karen DelGuercio.

C. Academic Department (Dr. Anne Butler)

Action: 1. Academic Report
Recommend the Board of Trustees approve the February 2024 Academic Report as presented.

Motion by Linda Gotlieb, second by Corvette Kittrell.

D. Finance Department (James Infortuna)

Action: 1. Internally Prepared Financial Report December 2023

Recommend the Board of Trustees approve the Internally Prepared Financial Report for December 2023, as presented.

Motion by Karen DelGuercio, second by Linda Gotlieb.

Action: 2. Check Listing
Recommend the Board of Trustees approve the Check Listing as presented.

Motion by Karen DelGuercio, second by Linda Gotlieb.

E. Operations Department

Action: 1. Enrollment Report Wants to see beginning enrollment and the pattern so they can see if enrollment is increasing or decreasing
Recommend the Board of Trustees approve the Enrollment Report as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.

F. Personnel Department (Laurie Smith)

Action: 1. Personnel Report
Recommend the Board of Trustees approve the Personnel Report as presented.

Motion by Karen DelGuercio, second by Linda Gotlieb.

G. Board Considerations

Action: 1. 2024-2025 Academic School Calendar
Recommend the Board of Trustees approve the 2024-2025 Academic School Calendar as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.

Action: 2. Health and Safety Plan
Recommend the Board of Trustees approve the Health and Safety Plan as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.

H. Meeting Closing

Procedural: 1. Next Board Meeting Scheduled on Monday, March 4, 2024 at 4:00 pm

Action, Procedural: 2. Adjournment Meeting adjourned at 4:32 pm
Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Linda Gotlieb, second by Corvette Kittrell.

Public Meeting of the Board of Trustees
(Monday, March 4, 2024)
Generated by Erin Quinn on Friday, March 22, 2024

Members present
Linda Gotlieb, Karen DelGuercio, Sam Wrightson, Corvette Kittrell, Yaniv Gottesman

Meeting called to order at 4:01 PM

A. Meeting Opening

Procedural: 1. Roll Call

Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.
Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the February 5, 2024 meeting.

Motion by Linda Gotlieb, second by Corvette Kittrell.

Procedural: 5. Public Comment
Per last week's PC, we worked on students being able to take AP tests at MAST

Parent #1: Thank you for coordinating the arrangement for the students to take the AP tests at MAST.
Would like that her student be able to continue to the A classes.
Club Chatterbox - great club at Agora

Rich - joined in on Lunch Bunch with the Chatterbox Club - and had a great time.
Statement: When it comes to AP, there are a lot of moving pieces to coordinate these, but we are looking into it and seeing if it's possible.

B. Special Education

Action: 1. Related Services Agreements
Recommend the Board of Trustees approve the following Related Services agreements as presented:
.
* Attain Therapy, LLC
* Team Tutor, LLC
* Supplemental Health Care

Motion by Karen DelGuercio, second by Sam Wrightson.

Action: 2. Student No. 493-23 Settlement Agreement
Recommend the Board of Trustees approve the Settlement agreement for Student No. 493-23, not to exceed $5,500.00, as presented.

Motion by Karen DelGuercio, second by Sam Wrightson.
Action: 3. Student No. 350-22 Trust and Settlement Agreement
Recommend the Board of Trustees approve the Trust and Settlement Agreement for Student No. 350-22, not to exceed a total of $38,500, as presented.

Motion by Karen DelGuercio, second by Sam Wrightson.

C. Academic Department (Dr. Anne Butler)

Action: 1. Club Applications
Recommend the Board of Trustees approve the following Club Applications as presented:
.
* Chatterbox Club (high school)

Motion by Linda Gotlieb, second by Sam Wrightson.
Action: 2. Academic Report
Recommend the Board of Trustees approve the Academic Report as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.

D. Finance Department (James Infortuna)

Action: 1. Check Listing
Recommend the Board of Trustees approve the Check Listing as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.

Action: 2. Internally Prepared Financial Report
Recommend the Board of Trustees approve the Internally Prepared Financial Report for January 2024 as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.

E. Operations Department (Regan Shebeck)

Action: 1. Enrollment Report
Recommend the Board of Trustees approve the Enrollment Report as presented.

Motion by Karen DelGuercio, second by Linda Gotlieb.

F. Personnel Department (Laurie Smith)

Action: 1. Personnel Report
Recommend the Board of Trustees approve the Personnel Report as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.

G. Board Considerations

Action: 1. Weidenhammer Agreement
Recommend the Board of Trustees approve the Weidenhammer agreement, for Sapphire SIS Integration, not to exceed $5,000.00, as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.
Action: 2. Sapphire K12 Inc Agreement
Recommend the Board of Trustees approve the Sapphire Software Integration agreement, not to exceed $17,150.00, as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.

H. Meeting Closing

Procedural: 1. Next Board Meeting Scheduled on Monday, April 1, 2024 at 4:00 pm

Action, Procedural: 2. Adjournment
Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Sam Wrightson, second by Corvette Kittrell.

Public Meeting of the Board of Trustees
(Monday, April 1, 2024)
Generated by Erin Quinn on Thursday, May 2, 2024

Members present
Linda Gotlieb, Karen DelGuercio, Sam Wrightson, Corvette Kittrell, Stephanie Wasmanski, Yaniv Gottesman

Meeting called to order at 4:04 PM

A. Meeting Opening
Procedural: 1. Roll Call

Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Linda Gotlieb, second by Corvette Kittrell.
Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the March 4, 2024 meeting.

Motion by Karen DelGuercio, second by Linda Gotlieb.
Procedural: 5. Public Comment
Parent #1: Appreciate Staff's hard work to make AP classes/tests happen
Appreciates that the eclipse is being focused on for the 8th

B. Special Education

Action: 1. Related Services Agreements
Recommend the Board of Trustees approve the following Related Services Agreements as presented:
.
* Light Shine Therapy for ALL, LLC
* Light Shine Therapy for All Addendum, LLC
* Keystone Deaf & Hard of Hearing Services
* Circle Speech Services
* Achieve Rehab Services, LLC
* Opening Doors Therapy

Motion by Linda Gotlieb, second by Yaniv Gottesman.
Action: 2. Steven P Kachmar, M.A., Ph.D. Agreement
Recommend the Board of Trustees approve the agreement with Steven P Kachmar, M.A., Ph.D. for an Independent Educational Evaluation for an individual student.

Motion by Yaniv Gottesman, second by Linda Gotlieb.
Action: 3. Student No. 543-23 Trust and Settlement Agreement

Recommend the Board of Trustees approve the Trust and Settlement Agreement for Student No. 543-23, not exceed $4,000.00 for the Trust and technology devices, and $2,334.00 in legal fees, as presented.

Motion by Yaniv Gottesman, second by Linda Gotlieb.
Action: 4. Student No. 254-22 Trust and Settlement Agreement
Recommend the Board of Trustees approve the Trust and Settlement Agreement for Student No. 543-23, not exceed $30,000.00 for the Trust and technology devices, and $10,000.00 in legal fees, as presented.

Motion by Yaniv Gottesman, second by Linda Gotlieb.
C. Academic Department (Dr. Anne Butler)

Action: 1. Academic Report April 2024
Recommend the Board of Trustees approve the Academic Report for April 2024 as presented.

Motion by Karen DelGuercio, second by Corvette Kittrell.
D. Finance Department (James Infortuna)

Action: 1. Internally Prepared Financial Report
Recommend the Board of Trustees approve the Internally Prepared Financial Report for February 2024 as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.
Action: 2. Preliminary Budget 2024-2025 School Year
Recommend the Board of Trustees approve the Preliminary Budget for the 2024-2025 school year as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.
Action: 3. Check Listing
Recommend the Board of Trustees approve the Check Listing as presented.

Motion by Linda Gotlieb, second by Sam Wrightson.
E. Operations Department (Regan Shebeck)

Action: 1. Enrollment Report
Recommend The Board of Trustees approve the Enrollment Report as presented.

Motion by Karen DelGuercio, second by Corvette Kittrell.
F. Personnel Department (Laurie Smith)

Action: 1. Personnel Report
Recommend the Board of Trustees approve the Personnel Report as presented.

Motion by Sam Wrightson, second by Yaniv Gottesman.
G. Board Considerations

Action: 1. Virtual Technology Agreement
Recommend the Board of Trustees approve the Virtual Technology Agreement for assistive technology equipment, not to exceed $28,000.00, as presented.

Motion by Karen DelGuercio, second by Yaniv Gottesman.
Action: 2. ePlus Technologies Agreement
Recommend the Board of Trustees approve the ePlus Technologies agreement for state testing equipment, not to exceed $25,000.00, as presented.

Motion by Karen DelGuercio, second by Yaniv Gottesman.
Action: 3. Cinergy Technology Gatekeeper Agreement
Recommend the Board of Trustees approve the agreement with Cinergy Technology for Gatekeeper software for contracts, not to exceed $38,000.00, as presented.

Motion by Karen DelGuercio, second by Yaniv Gottesman.
Action: 4. Federal Fiscal Compliance Policy
Recommend the Board of Trustees approve the following:
.
* Federal Fiscal Compliance Policy updated to reflect the change of federal purchasing threshold for small purchases from $21,300 to $23,200 to comply with the new federal procurement thresholds
* Retire Policy number 630 as wording is reflected in policy 614, Federal Fiscal Compliance Policy

Motion by Karen DelGuercio, second by Yaniv Gottesman.
Action: 5. Foundation Board Members Resolution
Recommend the Board of Trustees approve the resolution for Approving Foundation Board Members, as presented.

Motion by Karen DelGuercio, second by Yaniv Gottesman.

Action: 6. Management Approval for Marketing Resolution
Recommend the Board of Trustees approve the resolution to authorize management's approval of provisional agreements with marketing firm, not to exceed $2,000.00 per agreement, as presented.

Motion by Karen DelGuercio, second by Yaniv Gottesman.

H. Meeting Closing

Procedural: 1. Next Board Meeting Scheduled on Monday, May 6, 2024 at 4:00 pm
Board Retreat 4/25

Procedural: 2. Executive Session Announcement

Action, Procedural: 3. Adjournment

Meeting Adjourned at 4:20 pm

Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Yaniv Gottesman, second by Linda Gotlieb.

Public Meeting of the Board of Trustees
(Monday, May 6, 2024)
Generated by Erin Quinn on Wednesday, May 29, 2024

Members present
Linda Gotlieb, Karen DelGuercio, Sam Wrightson, Corvette Kittrell, Stephanie Wasmanski, Yaniv Gottesman

Meeting called to order at 4:02 PM

A. Meeting Opening

Procedural: 1. Roll Call
Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the April 1, 2024 meeting.

Motion by Karen DelGuercio, second by Corvette Kittrell.
Procedural: 5. Public Comment
Parent #1: Teacher appreciation - thank you
Spec Ed teachers do not have access to pilot classes
Any news on AP Comp site for next year
Last day confusion. Half day on the day of graduation - may just be for the staff. Dr. Jensen will look into it and send out clear communication

B. Special Education

Action: 1. Related Services Agreements
Recommend the Board of Trustees approve the following Related Services Agreement Amendments:
* Therapy Source Addendum
* Behavioral Intervention Addendum
* Remarkable Minds Addendum

Motion by Linda Gotlieb , second by Sam Wrightson.

C. Academic Department (Dr. Anne Butler)

Action: 1. Academic Report
Recommend the Board of Trustees approve the May 2024 Academic Report as presented.

Motion by Sam Wrightson, second by Karen DelGuercio.
Announcement: 2. Graduation Invitation

D. Finance Department (James Infortuna)

Action: 1. Check Listing
Recommend the Board of Trustees approve the Check Listing as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.
Action: 2. Internally Prepared Financial Report
Recommend the Board of Trustee approve the Internally Prepared Financial reports as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.

E. Operations Department

Action: 1. Enrollment Report
Recommend the Board of Trustees approve the Enrollment Report as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.

F. Personnel Department (Laurie Smith)

Action: 1. School Counselor K-12 Position
Recommend the Board of Trustees approve the updated description for the School Counselor K-12 position as presented.

Motion by Karen DelGuercio, second by Corvette Kittrell.
Action: 2. Personnel Report
Recommend the Board of Trustees approve the Personnel Report as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.

G. Board Considerations

Action: 1. Exclaimer Renewal Agreement SY2023-2024
Recommend the Board of Trustees approve the Exclaimer Renewal Agreement for the 2024-2025 school year for Microsoft cloud storage, not to exceed $7,380.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Action: 2. Docusign Renewal Agreement
Recommend the Board of Trustees approve the Docusign renewal agreement for the 2024-2025 school year, not to exceed $47,150.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.

Action: 3. Weidenhammer Agreement
Recommend the Board of Trustees approve the two Weidenhammer renewal agreements for the
2024-2025 school year for Sharepoint, not to exceed a total of $55,350.00, pending legal review,
as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Action: 4. Lancaster Lebanon IU13 Renewal Agreements
Recommend the Board of Trustees approve the two Lebanon Lancaster renewal agreements for
the 2024-2025 school year, not to exceed $120,256.65, pending legal review, as presented

Motion by Sam Wrightson, second by Linda Gotlieb.
Action: 5. Vivantio Agreement
Recommend the Board of Trustees approve the Vivantio agreement for software, not to exceed
$48,526.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.

H. Meeting Closing

Procedural: 1. Next Board Meeting Scheduled on Monday, June 3, 2024 at 4:00 pm

Procedural: 2. Executive Session Announcement

Action, Procedural: 3. Adjournment
Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Linda Gotlieb, second by Corvette Kittrell.

Public Meeting of the Board of Trustees

(Monday, June 3, 2024)

Generated by Erin Quinn on Friday, June 21, 2024

Members present
Linda Gotlieb, Karen DelGuercio, Sam Wrightson, Corvette Kittrell, Stephanie Wasmanski, Yaniv Gottesman
Meeting called to order at 4:05 PM

A. Meeting Opening
Procedural: 1. Roll Call

Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Linda Gotlieb, second by Corvette Kittrell.
Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the May 6, 2024 meeting.

Motion by Karen DelGuercio, second by Linda Gotlieb.

Procedural: 5. Public Comment
1. Parent: Concerned with partnering with U of Florida

B. Special Education

Action: 1. Student 498-23 Settlement Agreement
Recommend the Board of Trustees approve the Settlement Agreement for Student No. 498-23, as presented.

Motion by Linda Gotlieb, second by Stephanie Wasmanski.

Action: 2. Related Services Agreements
Recommend the Board of Trustees approve the following related services agreements, pending legal review:
* Luzerne Intermediate Unit 18
* Merakey Philadelphia Agreement

Motion by Linda Gotlieb, second by Stephanie Wasmanski.

C. Academic Department (Dr. Anne Butler)

Action: 1. Academic Report
Recommend the Board of Trustees approve the Academic Report as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Presentation: 2. School Improvement Plan (SIP) for Review Only

D. Finance Department (James Infortuna)

Action: 1. 2024-2025 Final Budget
Recommend the Board of Trustees approve the 2024-2025 Final Budget as presented.

Motion by Karen DelGuercio, second by Stephanie Wasmanski.
Action: 2. Check Listing
Recommend the Board of Trustee approve the Check Listing as presented.

Motion by Stephanie Wasmanski, second by Corvette Kittrell.

E. Operations Department (Regan Shebeck)

Action: 1. Enrollment Report
Recommend the Board of Trustees approve the Enrollment Report as presented.

Motion by Stephanie Wasmanski, second by Corvette Kittrell.

F. Personnel Department (Laurie Smith)

Action: 1. Personnel Report
Recommend the Board of Trustees approve the Personnel Report as presented.

Motion by Karen DelGuercio, second by Sam Wrightson.

G. Board Considerations

Action: 1. University of Florida Agreement
Recommend the Board of Trustees approve the agreement with the University of Florida, not to exceed $82,000.00, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.

Action: 2. Giant Center Agreement
Recommend the Board of Trustees approve the Giant Center agreement for the graduation ceremony, not to exceed $15,943.00, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Action: 3. Concur Expense Agreement
Recommend the Board of Trustees approve the Concur Professional Edition pricing for the 2024-2025 school year, pending legal review, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.

Action: 4. Renaissance Learning Agreement 2024-2025
Recommend the Board of Trustees approve the Renaissance Learning agreement, not to exceed $30,000.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Action: 5. Virtual Technology Renewal Agreement 2024-2025
Recommend the Board of Trustees approve the Virtual Technologies Group Inc agreement for the 2024-2025 school year, not to exceed $135,800.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Action: 6. LinkIt Renewal Agreement 2024-2025
Recommend the Board of Trustees approve the LinkIt renewal agreement for the 2024-2025 school year, not to exceed $113,388.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Action: 7. Nearpod Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the Nearpod renewal agreement for the 2024-2025 school year, not to exceed $69,239.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Action: 8. KDI Office Technology Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the KDI Office Technology renewal agreement for the 2024-2025 school year, not to exceed $43,374.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Action: 9. Seesaw Learning Inc Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the Seesaw Learning Inc. renewal agreement for the 2024-2025 school year, not to exceed $37,750.50, pending legal review, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Action: 10. TeachTown Inc Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the TeachTown Inc. renewal agreement for the 2024-2025 school year, not to exceed $32,130.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Linda Gotlieb.
Action: 11. Capit Learning Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the Capit Learning renewal agreement for the 2024-2025 school year, not to exceed $30,450.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
Action: 12. Rubicon West Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the Rubicon West renewal agreement for the 2024-2025 school year, not to exceed $25,354.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
Action: 13. IXL Learning Renewal Agreement SY2024-2025

Recommend the Board of Trustees approve the IXL Learning renewal agreement for the 2024-2025 school year, not to exceed $20,638.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.

Action: 14. ExploreLearning LLC Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the ExploreLearning LLC renewal agreement for the 2024-2025 school year, not to exceed $19,750.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
Action: 15. Zearn Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the Zearn renewal agreement for the 2024-2025 school year, not to exceed $17,500.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
Action: 16. ClassLink Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the ClassLink renewal agreement for the 2024-2025 school year, not to exceed $16,466.52, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
Action: 17. McGraw Hill Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the McGraw Hill renewal agreement for the 2024-2025 school year, not to exceed $16,340.67, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
Action: 18. Vector Solutions Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the Vector Solutions renewal agreement for the 2024-2025 school year, not to exceed $14,074.74, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
Action: 19. Smart Futures Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the Smart Futures renewal agreement for the 2024-2025 school year, not to exceed $13,500.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
Action: 20. Imagine Learning LLC Agreement SY2024-2025
Recommend the Board of Trustees approve the Imagine Learning LLC renewal agreement for the 2024-2025 school year, not to exceed $8,250.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.

Action: 21. Strongmind Agreement SY2024-2025
Recommend the Board of Trustees approve the Strongmind renewal agreement for the 2024-2025 school year, not to exceed $7,500.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.

Action: 22. Learning Without Tears Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the Learning Without Tears renewal agreement for the 2024-2025 school year, not to exceed $6,637.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
Action: 23. TLS Teaching Learning Succeed SY2024-2025
Recommend the Board of Trustees approve the TLS Teaching Learning Succeed renewal agreement for the 2024-2025 school year, not to exceed $67,500.00, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.

Action: 24. Texthelp Inc Renewal Agreement SY2024-2025
Recommend the Board of Trustees approve the Texthelp Inc renewal agreement for the 2024-2025 school year, not to exceed $10,914.75, pending legal review, as presented.

Motion by Sam Wrightson, second by Corvette Kittrell.
Action: 25. Choose to Love Agreement
Recommend the Board of Trustees approve the Aloha agreement for a keynote speaker, not to exceed $11,500.00, pending legal approval, as presented.

Motion by Sam Wrightson, second by Stephanie Wasmanski.

H. Meeting Closing

Procedural: 1. Next Board Meeting Scheduled on Monday, August 5, 2024 at 4:00 pm

Procedural: 2. Executive Session Announcement

Action, Procedural: 3. Adjournment
Request from the floor to have an additional BOT meeting on June 24, 2024 to wrap up some last minute items.

Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Corvette Kittrell, second by Sam Wrightson.

Public Meeting of the Board of Trustees
(Monday, June 24, 2024)
Generated by Erin Quinn on Tuesday, June 25, 2024

Members present
Linda Gotlieb, Karen DelGuercio, Sam Wrightson, Corvette Kittrell, Stephanie Wasmanski
Meeting called to order at 4:02 PM
A. Meeting Opening
Procedural: 1. Roll Call

Action, Procedural: 3. Approval of Agenda
Recommend the Board approve the agenda as presented.

Motion by Sam Wrightson, second by Stephanie Wasmanski.

Action, Minutes: 4. Approval of the Board Meeting Minutes
Recommend the Board approve the minutes of the June 3, 2024 meeting.

Motion by Linda Gotlieb, second by Sam Wrightson.

Procedural: 5. Public Comment

B. Board Considerations
Action: 1. School Improvement Plan (SIP) 2024-2025 School Year
Recommend the Board of Trustees approve the School Improvement Plan for the 2024-2025
School Year as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.

Action: 2. Renaissance Learning Agreement SY 2024-2025
Recommend the Board of Trustees approve the Renaissance Learning Agreement for the 2024-
2025 school year, not to exceed $233,160.00, as presented.

Motion by Linda Gotlieb, second by Karen DelGuercio.

C. Meeting Closing
Procedural: 1. Next Board Meeting Scheduled on August 5, 2024 at 4:00 pm

Action, Procedural: 2. Adjournment
Recommend the Board of Trustees approve to adjourn the meeting.

Motion by Sam Wrightson, second by Linda Gotlieb.

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Abel, Keri A	Teacher - 6th Grade Science	Instructional 2 Elementary K-6 (2810)	Terminated	EDU 10M - Education Assoc
Abul Ela, Christina C	Teacher - Honors Chemistry;Teacher - Geometry	Instructional 2 Physics 7-12 (8470);Instructional 2 Chemistry 7-12 (8420);Instructional 2 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Acland, Kathrine Rita	Teacher - Geometry	Instructional 2 Special Education PK-12 (9225);Instructional 2 Social Studies 7-12 (8875);Instructional 2 Biology 7-12 (8405);Instructional 2 Mathematics 7-12 (6800);Instructional 2 English 7-12 (3230);Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	EDU 10M - Education Assoc
Adams, Rebecca Rose	Instructional Coach - High School - Math	Instructional 2 Mid-Level Mathematics 6-9 (2860);Endorsement 1 Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
Adams, Serena Renee	Teacher - Special Education - HS	Instructional 2 Special Education Expansion 7-12 (9229);Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades 4-8 (All subjects 4-6 ELA & Reading (3100)	Active	EDU 10M - Education Assoc
Alcorn, Ashley Elizabeth-Nicol	Teacher - 3rd Grade Science;Teacher - 3rd Grade Math	Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Alcott, Elyse M	Teacher - 2nd Grade	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Alderson, Jordan M	Teacher - Honors English 10;Teacher - English 10	Instructional 1 English 7-12 (3230);Instructional 1 Communications 7-12 (3200);Private School - Teacher English: Sec. Ed. 9-12 (13230)	Active	EDU 10M - Education Assoc
Allcorn, Brynne Nadine	Teacher - Middle School Spanish;Teacher - Spanish	Instructional 2 Spanish PK-12 (4490)	Active	EDU 10M - Education Assoc
Allen, Betty A	Assistant Principal - High School	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810);Administrative 2 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Altman, Dorry Ann	Teacher - 7th Grade English Language Arts	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Ambrose, Danielle	Guidance Counselor - High School	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	Active	COU - Counselors
Ambuka, Tracey	Teacher - Family and Consumer Science	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional HOUSSE Designation Mathematics 7-12 (6800);Instructional 2 Family-Consumer Sci PK-12 (5600);Instructional 2 Mid-Level Mathematics 6-9 (2860)	Active	EDU 10M - Education Assoc
Anderson, Aisha N	Teacher - American Literature	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Andrews, Lori Ann	Instructional Coach - General Education - Middle S	Instructional 2 Mathematics 7-12 (6800);Administrative 1 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Angelo, Shannon Lynn	Remedial Specialist - Math - 5th Grade	Instructional 2 Elementary K-6 (2810);Administrative 1 Principal PK-12 (1115)	Active	EDU 10M - Education Assoc
Arcuri, Camille Lynn	Teacher - 1st Grade	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Armstrong, Amanda K	Teacher - 8th Grade Math	Instructional 2 Special Education PK-12 (9225);Instructional 2 Biology 7-12 (8405);Instructional 2 Mathematics 7-12 (6800);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810);Endorsement Online Instruction Program PK-12 (1184)	Active	EDU 10M - Education Assoc
Atwood, Marlee Anna	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Health & Physical Educ PK-12 (4805)	Active	EDU 10M - Education Assoc
Bable, Andrea Rose	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9231);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Baird, Ryan D	Family Coach	Instructional 2 Biology 7-12 (8405);Educational Specialist 1 Inst Technology Specialist PK-12 (1825)	Active	PRO - Cyber Professionals
Baker, Andrea Marie	Family Coach	Instructional 1 Reading Specialist PK-12 (7650);Instructional 1 Family-Consumer Sci PK-12 (5600);Instructional 1 Elementary K-6 (2810)	Active	PRO - Cyber Professionals

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Baker, Christian	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Barber, Constance	Teacher - 5th Grade English Language Arts;Teacher - 4th Grade English Language Arts;Teacher - 3rd Grade English Language Arts;Teacher - 2nd Grade	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Barger, Tammy M	Teacher - 7th Grade Science	Instructional 2 General Science 7-12 (8450)	Active	EDU 10M - Education Assoc
Bargerstock, Whitney E	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Supervisory Supvr Special Education PK-12 (9215);Instructional 2 English 7-12 (3230);Instructional 2 Art PK-12 (1405)	Active	EDU 10M - Education Assoc
Barney, Christine J	Teacher - World History	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Barnhart, Jessica Maria	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Barrios, Jennifer A	School Social Worker	Educational Specialist 2 School Social Worker PK-12 (1851);Educational Specialist 2 Home and School Visitor PK-12 (1850)	Active	PRO - Cyber Professional Coordinators
Bartuska, Rebecca Sowa	Teacher - 8th Grade Science	Instructional 2 Physics 7-12 (8470);Instructional 2 Mathematics 7-12 (6800);Educational Specialist 1 Secondary School Counselor 7-12 (1837)	Active	EDU 10M - Education Assoc
Bash, Theresa Ann	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Baxter, Jenna Laken	Teacher - 5th Grade Social Studies;Teacher - 5th Grade English Language Arts	Instructional 1 Grades PK-4 (2825)	Terminated	EDU 10M - Education Assoc
Bednez, Amy J	Teacher - Special Education - HS	Instructional 2 Special Education Expansion 7-12 (9229);Instructional 2 Special Education PK-8 (9226);Instructional 2 Technology Education PK-12 (6075);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Bedor, Gabrielle Ann	Teacher - 7th Grade English Language Arts	Instructional 2 General Science 7-12 (8450);Instructional 2 Biology 7-12 (8405);Instructional 2 Technology Education PK-12 (6075);Instructional 2 Environmental Educ PK-12 (4820);Instructional 2 English 7-12 (3230);Educational Specialist 1 Inst Technology Specialist PK-12 (1825)	Active	EDU 10M - Education Assoc
Bennett, Cynthia R	Teacher - Medical Terminology;Teacher - Anatomy & Physiology	Instructional 2 Chemistry 7-12 (8420);Instructional 2 Biology 7-12 (8405)	Active	EDU 10M - Education Assoc
Beschizza, Heather Grace	Teacher - 5th Grade Social Studies;Teacher - 5th Grade English Language Arts	Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 Elementary K-6 (2810);Educational Specialist 1 Secondary School Counselor 7-12 (1837);Educational Specialist 1 Elementary School Counselor K-6 (1836)	Active	EDU 10M - Education Assoc
Bianconi, Heather Ann	Assistant Principal - Middle School	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810);Administrative 2 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Bilby, Ron J	Teacher - Pre-Algebra	Instructional 2 Music PK-12 (7205);Instructional 2 Mid-Level Mathematics 6-9 (2860)	Active	EDU 10M - Education Assoc
Bird, Brandon M	Teacher - 7th Grade Science	Instructional 2 General Science 7-12 (8450)	Active	EDU 10M - Education Assoc
Boccella, Bernard Louis	Assistant Principal - Middle School	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Mid-Level English 6-9 (2850);Administrative 1 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Boisvert, Jill	Teacher - Probability and Statistics;Teacher - Pre-Calculus/Trigonometry;Teacher - Java Programming	Instructional 2 Mathematics 7-12 (6800);Private School - Teacher Mathematics: Sec. Ed. 9-12 (16800);Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Boisvert, Melody Rae	Teacher - 3rd Grade Social Studies;Teacher - 3rd Grade English Language Arts	Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Bonniger, Samantha AnnMyers	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225)	Active	EDU 10M - Education Assoc
Bowie, Nicole E	Teacher - Nutrition and Wellness	Instructional 2 Health & Physical Educ PK-12 (4805)	Active	EDU 10M - Education Assoc
Boyer, Cathy Marie	Teacher - Pre-Algebra	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Boyer, Jessica Leigh	Teacher - 5th Grade Math;Teacher - 4th Grade Math;Teacher - 3rd Grade Math;Teacher - 2nd Grade	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Boyle, Jarin Tomas	Teacher - 4th Grade Social Studies;Teacher - 4th Grade English Language Arts	Instructional 1 Grades PK-4 (2825)	Terminated	EDU 10M - Education Assoc
Bramble, Torri Louise	Teacher - Special Education - HS	Instructional 1 Special Education PK-12 (9231);Instructional 1 Grades 4-8 (All subjects 4-6 ELA & Reading (3100);Instructional 1 Grades 5-6 (2826);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Brestensky, Lisa	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Breyak, Laurel	Teacher - 5th Grade Social Studies;Teacher - 5th Grade English Language Arts	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Briley, Christie Leighann	Teacher - Kindergarten	Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Brohi, Heba H	Teacher - Honors Algebra I;Teacher - Algebra I	Instructional 2 Mathematics 7-12 (6800);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Bronson, Angelica L	Teacher - Kindergarten	Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Brown, Brittany Marie	Teacher - Special Education - K-8;Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825);Endorsement Autism PK-12 (1180)	Active	EDU 10M - Education Assoc
Brown, Kathleen A	Teacher - Marketing I;Teacher - Intro to Entrepreneurship I;Teacher - Accounting	Instructional 2 Office Technologies 7-12 (1658);Instructional 2 Marketing 7-12 (1640);Instructional 2 Accounting 7-12 (1610)	Active	EDU 10M - Education Assoc
Bryan, Carol L	Teacher - 3rd Grade Social Studies;Teacher - 3rd Grade English Language Arts	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Buck, Jill	Teacher - 3rd Grade Science;Teacher - 3rd Grade Math	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Buckwalter, Jodeen E	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional HOUSSE Designation Social Studies 7-12 (8875);Instructional HOUSSE Designation General Science 7-12 (8450);Instructional HOUSSE Designation Mathematics 7-12 (6800);Instructional HOUSSE Designation English 7-12 (3230)	Active	EDU 10M - Education Assoc
Buffington, Eric G	Assistant Principal - High School	Instructional 2 English 7-12 (3230);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810);Administrative 2 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Burns, Ashley Elizabeth	Teacher - 7th Grade English Language Arts	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Buss, Jennifer Ann	Teacher - Special Education - K-8	Instructional 2 Speech & Language Impaired PK-12 (9265);Instructional 2 Special Education PK-12 (9225);Instructional HOUSSE Designation Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Butera, Maryann	Teacher - Special Education - HS	Instructional 1 Special Education PK-12 (9225);Instructional 1 Reading Specialist PK-12 (7650);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Butler IV, John Patrick	Operations Coordinator - Elementary School	#N/A	Active	Salaried Academic Min-Max - Non Union
Butler, Anne M	Chief Academic Officer	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 English 7-12 (3230);Instructional 2 Grades 4-8 (All subjects 4-6 ELA & Reading (3100);Instructional 2 Grades PK-4 (2825)	Active	Salaried Mgmt Min-Max - Non Union

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Cadwallader, Amy Beth	Teacher - 8th Grade Math	Instructional 2 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Camaioni, Nicole	Teacher - Modern World Studies	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Library Science PK-12 (6420);Instructional 2 English 7-12 (3230);Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	EDU 10M - Education Assoc
Canonge, Andrea Lauren	Teacher - 5th Grade Science;Teacher - 5th Grade Math	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Cantwell, Brittney Taylor	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Capitano, Jesse C	Instructional Coach - Special Education - HS	Instructional 2 Special Education PK-12 (9225)	Terminated	Salaried Academic Min-Max - Non Union
Carmichael, Rachel M	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Cashman, Sandy	Family Coach	Instructional 1 Elementary K-6 (2810)	Active	PRO - Cyber Professionals
Center, Tina	Teacher - Spanish	Instructional 1 Spanish PK-12 (4490)	Active	EDU 10M - Education Assoc
Chaffin, Casey	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Chiado, Nicole Lynn	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Christmas, Stacy D	Teacher - 6th Grade Math	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Ciarlone, Shannon	Remedial Specialist - Math - 3rd Grade	Instructional 2 Early Childhood N-3 (2840)	Active	EDU 10M - Educ Assoc
Clagett, David C	Teacher - World History	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Clark, Susan S	Teacher - U.S. and Global Economics;Teacher - Contemporary World Issues	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Reading Specialist PK-12 (7650)	Active	EDU 10M - Education Assoc
Colebank, Emily M	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Collins, Megan J	Teacher - Algebra I	Instructional 1 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Compton, Nancy Lee	School Social Worker	Educational Specialist 1 School Social Worker PK-12 (1851)	Active	PRO - Cyber Professional Coordinators
Congdon, Rebekah Lynne	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional HOUSSE Designation Elementary K-6 (2810);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Connelly, Jennifer Marie	Remedial Specialist - Reading - 1st Grade	Instructional 2 Special Education PK-12 (9225);Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Conway, Meredith Dance	Teacher - 3rd Grade Social Studies;Teacher - 3rd Grade English Language Arts	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Cook, Erica L	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Cooper, Barbara J	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Cooper, Laura J	Teacher - 4th Grade Science;Teacher - 4th Grade Math	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Costanzo, Kristal	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Cox, Brianne	Teacher - Algebra I	Instructional 1 Mid-Level Mathematics 6-9 (2860);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Coyne, Heather Marie	Teacher - Physical Science	Instructional 2 General Science 7-12 (8450);Instructional 2 Biology 7-12 (8405);Instructional 2 Environmental Educ PK-12 (4820);Instructional 2 Mid-Level Science 6-9 (2880)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Cragle, Caleb James	Data Analyst	Instructional 2 General Science 7-12 (8450);Instructional 2 Biology 7-12 (8405);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	Salaried Academic Min-Max - Non Union
Cramer, Shila Ellyn	Teacher - Earth Science	Instructional 2 General Science 7-12 (8450)	Terminated	EDU 10M - Education Assoc
Craynon, Kristine F	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Creaven, Melissa	Teacher - 5th Grade Social Studies;Teacher - 5th Grade English Language Arts	Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Cromedy, Jaclyn M	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Cross, Amber Faith	Remedial Specialist - Math - 3rd Grade	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Cukauskas, Michelle Elizabeth	Assistant Director - Special Education - K-8	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Supervisory Supvr Special Education PK-12 (9215);Instructional 2 Elementary K-6 (2810);Private School - Asst or Teacher Nursery/Kindergarten N-K (12833)	Active	Salaried Academic Min-Max - Non Union
Curry, Denise Michele	Instructional Coach - General Education - Elementa	Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810);Private School - Asst or Teacher Nursery/Kindergarten N-K (12833);Endorsement Endorsement Instructional Coach PK-12 (1182);Endorsement Endorsement Sci. Tech Engineer & Math (STEM) Ed PK-12 (1181)	Active	Salaried Academic Min-Max - Non Union
Dachenhausen, Renee M	SAP and Crisis Coordinator	#N/A	Active	Salaried Academic Min-Max - Non Union
Davish, Noreen R	Teacher - Middle School Music	Instructional 2 Music PK-12 (7205);Instructional 2 Mid-Level Mathematics 6-9 (2860)	Active	EDU 10M - Education Assoc
Dearwester, Mia Alexandra	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Reading Specialist PK-12 (7650)	Leave	EDU 10M - Education Assoc
Deemer, Judith	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Deemer, Melissa Rebecca	Teacher - 8th Grade Math	Instructional 1 Grades 4-8 (All subjects 4-6 Math 7-8) (3100)	Active	EDU 10M - Education Assoc
DeFelice, Amanda Elaine	Teacher - 7th Grade English Language Arts	Instructional 1 English 7-12 (3230);Instructional 1 Grades 4-8 (All subjects 4-6 ELA & Reading (3100)	Active	EDU 10M - Education Assoc
Denham, Angela M	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Dietrich, Jenna Lee	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Dillon, Anne	Teacher - 8th Grade English Language Arts	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
DiMartini, Danielle Jane	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810);Private School - Asst or Teacher Nursery/Kindergarten N-K (12833)	Active	EDU 10M - Education Assoc
DiStefano, Katherine Carole	Professional Learning Coordinator - High School	Instructional 2 Art PK-12 (1405)	Active	Salaried Academic Min-Max - Non Union
Dodge, Heidi Marie	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810);Private School - Asst or Teacher Nursery/Kindergarten N-K (12833);Private School - Teacher Elementary Education K-8 (12810)	Active	EDU 10M - Education Assoc
Doebereiner, Julie Elizabeth	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225)	Active	EDU 10M - Education Assoc
Donley, Jason M	Teacher - Physical Education	Instructional 2 Health & Physical Educ PK-12 (4805)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Donnelly, Maureen J	Teacher - Algebra I	Instructional 2 General Science 7-12 (8450);Instructional 2 Earth and Space Science 7-12 (8440);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Mid-Level Mathematics 6-9 (2860)	Active	EDU 10M - Education Assoc
Donovan, James M	Director - Finance	#N/A	Active	Salaried Mgmt Min-Max - Non Union
Draeger, Theresa M	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Dumas, Jennifer A	Teacher - Computer Science;Teacher - Computer Literacy;Teacher - AP Computer Science Principles	Instructional 2 Office Technologies 7-12 (1658);Instructional 2 Marketing 7-12 (1640);Instructional 2 Data Processing 7-12 (1625);Instructional 2 Accounting 7-12 (1610)	Active	EDU 10M - Education Assoc
Dupes, Linda D	Teacher - 6th Grade English Language Arts	Instructional 2 English 7-12 (3230);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Eberly, Jessica Nicole	Remedial Specialist - Math - 4th Grade	Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Eckels, Olivia Claire	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225)	Active	EDU 10M - Education Assoc
Edmundson, Megan Amanda	Teacher - English 9	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Egan, Colleen Denise	Family Coach	Instructional 1 Elementary K-6 (2810)	Active	PRO - Cyber Professionals
Ellis, Bridget Marie	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Elmquist, Dana Lynn	School Psychologist	Instructional 1 Social Studies 7-12 (8875);Educational Specialist 2 School Psychologist PK-12 (1875)	Active	PRO - Cyber Professional Coordinators
Emminger, Lauren Louise	Teacher - Special Education - HS	Instructional 2 Special Education 7-12 (9227);Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Emrick, Carissa Robyn	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
England, Emilee Grace	Orientation Advisor	Instructional 1 English 7-12 (3230)	Active	PRO - Cyber Professionals
Erdmann, Melissa	Remedial Specialist - Reading - 3rd Grade	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Ervin, Nicole	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Evangelista, Gina A	Remedial Specialist - Reading - High School	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 English 7-12 (3230)	Terminated	EDU 10M - Education Assoc
Farster, Ashley Lynne	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Feely, Scott L	Family Coach	Instructional 1 General Science 7-12 (8450);Instructional 1 Biology 7-12 (8405);Instructional 1 Mathematics 7-12 (6800);Instructional 1 Mid-Level Science 6-9 (2880);Instructional 1 Mid-Level Mathematics 6-9 (2860)	Active	PRO - Cyber Professionals
Feeney Hoffmaster, Shannon Margaret	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Feldhaus, Daniel	Director - State Testing & Data	Instructional 1 Social Studies 7-12 (8875)	Terminated	Salaried Academic Min-Max - Non Union
Ferrier, Cassandra L	Teacher - 8th Grade English Language Arts	Instructional 2 English 7-12 (3230);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Finlayson, Rosalyn	Teacher - Journalism;Teacher - Gothic Literature	Instructional 2 Reading Specialist PK-12 (7650);Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 English 7-12 (3230);Instructional 2 Communications 7-12 (3200);Endorsement Online Instruction Program PK-12 (1184)	Active	EDU 10M - Education Assoc
Fiscus, Grace A	Teacher - Kindergarten	Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Fiscus, Kimberly Ann	Special Education Compliancy Coach	Instructional 2 Special Education 7-12 (9227);Endorsement Endorsement Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
Fisher Clark, Jennifer Jo	Director - Special Education - K-8	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Supervisory Supvr Special Education PK-12 (9215)	Active	Salaried Academic Min-Max - Non Union
Flinchum, Christina Leah	Teacher - Anthropology	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Flores, Kayla Lynn	Enrollment Specialist	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Terminated	EDU 12M - Education Assoc (last col -Olsavsky)
Floyd, Michael S	Education Technology Specialist	Instructional 2 General Science 7-12 (8450);Supervisory 1 Supvr Science 7-12 (8415);Instructional 2 Mid-Level Mathematics 6-9 (2860);Administrative 1 Secondary Principal 7-12 (1105)	Terminated	Salaried Academic Min-Max - Non Union
Folmar, Paul R	Teacher - Honors Physics	Instructional 1 Physics 7-12 (8470);Instructional 1 General Science 7-12 (8450);Instructional 1 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Force, Alison Marie	Teacher - U.S. History	Instructional 2 Social Studies 7-12 (8875);Supervisory Supvr Curriculum & Inst PK-12 (2915)	Active	EDU 10M - Education Assoc
Forrest, Emily Christine	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825)	Terminated	EDU 10M - Education Assoc
Franklin, Melissa Lynn	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Early Childhood N-3 (2840)	Active	EDU 10M - Education Assoc
Frederick, Holly Anne	Teacher - 6th Grade Computer Literacy	Instructional 2 Grades 4-8 (All subjects 4-6 Science 7-8) (3100);Instructional 2 Grades 4-8 (All subjects 4-6 ELA & Reading (3100);Instructional 2 Grades PK-4 (2825);Letter of Equivalency 1 Master's Equivalency - (1185)	Active	EDU 10M - Education Assoc
Freyvogel Bruss, Colleen L	Assistant Director - Special Education Operations	Instructional 2 Special Education PK-12 (9225);Instructional 2 English 7-12 (3230);Instructional 2 Communications 7-12 (3200);Instructional 2 Mid-Level Mathematics 6-9 (2860);Administrative 1 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Froehlich, Brittany P	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Furka, David J	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 Elementary K-6 (2810);Endorsement Online Instruction Program PK-12 (1184);Endorsement Autism PK-12 (1180)	Active	EDU 10M - Education Assoc
Gallagher, Heather Ann	Teacher - Special Education - HS;Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Gallis, Kimberly Ann	Teacher - 4th Grade Science;Teacher - 4th Grade Math	Instructional 2 Elementary K-6 (2810);Endorsement Sci. Tech Engineer & Math (STEM) Ed PK-12 (1181)	Active	EDU 10M - Education Assoc
Galonski, Morgan M	Remedial Specialist - Reading - High School	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 English 7-12 (3230);Instructional 2 Elementary K-6 (2810);Endorsement Instructional Coach PK-12 (1182)	Active	EDU 10M - Education Assoc
Galonski, Robert B	Teacher - Biology	Instructional 2 General Science 7-12 (8450);Instructional 2 Biology 7-12 (8405);Private School - Teacher Biology: Sec. Ed. 9-12 (18405)	Active	EDU 10M - Education Assoc
Gamber, Kristen L	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades PK-4 (2825)	Terminated	EDU 10M - Education Assoc
Gannon, Devin Richard	Teacher - Special Education - HS	Instructional 1 Special Education PK-12 (9225);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Ganter, Crysta M	Teacher - Kindergarten;Teacher - Kindergarten	Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades 5-6 (2826);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Garczynski, Molly E	Enrollment Specialist	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810);Private School - Asst or Teacher Nursery/Kindergarten N-K (12833)	Active	EDU 12M - Education Assoc (last col -Olsavsky)
Gaso, Melissa	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Private School - Teacher Soc and Emotionally Dist K-12 (19260)	Active	EDU 10M - Education Assoc
Gaylord, Callie A	Teacher - Honors American Literature;Teacher - American Literature	Instructional 2 English 7-12 (3230);Administrative Principal PK-12 (1115)	Active	EDU 10M - Education Assoc
Geiman, Amanda Mae	Remedial Specialist - Reading - Kindergarten;Remedial Specialist - Reading - 2nd Grade;Remedial Specialist - Reading - 1st Grade	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
George, Michelle Beatrice	Family Coach Lead	Instructional 1 Elementary K-6 (2810)	Active	PRO - Cyber Professionals
Gibbons, Ahrin Yvette	Teacher - 8th Grade Science	Instructional 2 General Science 7-12 (8450)	Active	EDU 10M - Education Assoc
Giordano, Michele L	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Giovanisci, Katy Veronica	Director - Curriculum, Instruction, & Assessment	Instructional 2 English 7-12 (3230);Instructional 2 Communications 7-12 (3200);Supervisory 1 Supvr Curriculum & Inst PK-12 (2915);Administrative 1 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Girard, Karen Danielle	Teacher - 5th Grade Science;Teacher - 4th Grade Science;Teacher - 3rd Grade Science;Teacher - 2nd Grade	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Goff, Jaelynne Beeler	Teacher - 7th Grade History	Instructional 1 Social Studies 7-12 (8875);Instructional 1 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Goughnour, Lauren Marie	Teacher - Algebra I	Instructional 2 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Grant, Jamie Marie	Instructional Coach - General Education - Elementa	Instructional 2 Elementary K-6 (2810);Endorsement Endorsement Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
Greco, Dante M	Teacher - Special Education - HS	Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Griffith, Dean A	Teacher - 8th Grade History	Instructional 2 Social Studies 7-12 (8875);Instructional 2 General Science 7-12 (8450)	Active	EDU 10M - Education Assoc
Gruber, Jenna Bertele	Teacher - Middle School Art	Instructional 1 Art PK-12 (1405)	Active	EDU 10M - Education Assoc
Hagelgans, Matthew J	Teacher - 7th Grade History	Instructional 1 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Hale Patterson, Melissa P	Instructional Coach - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810);Endorsement Endorsement Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
Hall, Alexandra McKenney	Teacher - Special Education - HS	Instructional 1 Special Education 7-12 (9227);Instructional 1 Special Education PK-8 (9226);Instructional 1 Reading Specialist PK-12 (7650);Endorsement Autism PK-12 (1180)	Active	EDU 10M - Education Assoc
Hamburger, Karen Marie	Teacher - 7th Grade Math	Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Harbaugh, Amanda Blair	Curriculum Coordinator	Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	Salaried Academic Min-Max - Non Union
Hardisky, Jennifer R	Teacher - Biology	Instructional 1 Biology 7-12 (8405)	Active	EDU 10M - Education Assoc
Harkins, Paul K	Assistant Principal - High School	Instructional 2 English 7-12 (3230);Administrative 1 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Harlan, Maria	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Harris, Tracy E	Teacher - 8th Grade Math;Teacher - 8th Grade Math	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Hartman, Cathrine S	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Hartman, Robin E	Professional Learning Coordinator - Elementary	Instructional 2 Elementary K-6 (2810)	Active	Salaried Academic Min-Max - Non Union
Harvey, Barbara N	Teacher - 7th Grade Math	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Supervisory Supvr Special Education PK-12 (9215);Instructional 2 Mid-Level Citiz. Ed 6-9 (2870);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810);Private School - Teacher Soc and Emotionally Dist K-12 (19260);Private School - Teacher Learning Disabled K-12 (19245);Private School - Teacher Physically Handicapped K-12 (19240);Private School - Teacher Mentally Retarded K-12 (19220);Private School - Teacher Mathematics: Sec. Ed. 9-12 (16800);Private School - Teacher	Active	EDU 10M - Education Assoc
Hathaway, Melanie Lynn	Teacher - 6th Grade English Language Arts	Instructional 2 Special Education PK-8 (9226);Instructional 2 Family-Consumer Sci PK-12 (5600);Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810);Educational Specialist 1 Inst Technology Specialist PK-12 (1825)	Active	EDU 10M - Education Assoc
Hawk, Kristie	Assistant Principal - Elementary School	Instructional 2 Art PK-12 (1405);Administrative Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Heard, Pamela Ann	Teacher - Drivers Safety	Instructional 2 Safety Ed/Driver Ed 7-12 (5215);Instructional 2 Health & Physical Educ PK-12 (4805);Letter of Equivalency Master's Equivalency - (1185)	Active	EDU 10M - Education Assoc
Hennig, Ashley Nicole	Teacher - Honors Geometry;Teacher - Geometry	Instructional 2 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Heppenstall, Amber Paige	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Hetrick, Angela Mae	Teacher - Sociology	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Hewitt, Denna Marcell	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 English 7-12 (3230);Administrative 1 Principal PK-12 (1115)	Active	EDU 10M - Education Assoc
Hill, Jessica Ann	Teacher - Middle School Career Explorations	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Hill, Lisa M	Remedial Specialist - Reading - Kindergarten	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Hill, Ocie	Teacher - World History;Teacher - Geography and World Cultures	Instructional 2 Special Education PK-12 (9225);Instructional 2 Social Studies 7-12 (8875);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Hilson, Erin R	Assistant Principal - High School	Instructional 1 Special Education PK-12 (9225);Instructional 1 Reading Specialist PK-12 (7650);Administrative 2 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Hoffert, Heather L	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mid-Level English 6-9 (2850)	Terminated	EDU 10M - Education Assoc
Hoffman, Kaelyn McKenzie	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades 4-8 (All subjects 4-6 ELA & Reading (3100);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Hollenbach, Nicolette M	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Hopkins, Ellen P	Remedial Specialist - Reading - 2nd Grade	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Hornbake, Jansen L	Principal - Elementary School	Supervisory Supvr Curriculum & Inst PK-12 (2915);Instructional 2 Elementary K-6 (2810);Administrative 2 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Horst, Nicole Elizabeth	ELL Specialist;ELL Specialist	Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Horton, Danielle R	Teacher - Game Design;Teacher - Computer Literacy	Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	EDU 10M - Education Assoc
Houseknecht, Dayna S	Teacher - 8th Grade English Language Arts	Instructional 2 Mid-Level Citiz. Ed 6-9 (2870);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Huff, Ashley N	Teacher - Kindergarten	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Huffman, Hope C	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades 5-6 (2826);Instructional 1 Grades PK-4 (2825)	Leave	EDU 10M - Education Assoc
Huffman, Jena Mae	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Humanick, Kymberly Diana	Teacher - Special Education - K-8;Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Hunkele, Terri Lee	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Iampietro, Jared A	Teacher - 7th Grade Science	Instructional 2 Biology 7-12 (8405)	Active	EDU 10M - Education Assoc
Imbarlina, Cindy	Family Coach	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 Elementary K-6 (2810);Letter of Equivalency Master's Equivalency - (1185)	Active	PRO - Cyber Professionals
Infortuna, James	Chief Financial Officer	#N/A	Active	Salaried Mgmt Min-Max - Non Union
Irvin, Haley Jane	Certified School Nurse	Educational Specialist 1 School Nurse PK-12 (1890)	Active	Salaried Admin Min-Max - Non Union
Jackson, Erin L	Teacher - French	Instructional 2 French PK-12 (4410);Administrative Principal PK-12 (1115)	Active	EDU 10M - Education Assoc
Jackson, Veronica A	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Jacob, Linda Michelle	Teacher - 2nd Grade	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Jafarian, Mia N	Guidance Counselor - High School	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	Active	COU - Counselors
Janus, Elizabeth E	Family Coach	#N/A	Active	PRO - Cyber Professionals
Jensen, Richard S	Chief Executive Officer	Instructional 2 Social Studies 7-12 (8875);Administrative 2 Principal PK-12 (1115)	Active	Salaried Mgmt Min-Max - Non Union
Johnson, Kaitlin M	Teacher - Special Education - HS	Instructional 1 Special Education Expansion 7-12 (9229);Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Johnson, Maryann	Assistant Director - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Supervisory Supvr Special Education PK-12 (9215);Instructional 2 Elementary K-6 (2810);Administrative 1 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Johnson-Nied, Caitlin	Teacher - 5th Grade Science;Teacher - 5th Grade Math	Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810)	Terminated	EDU 10M - Education Assoc
Johnston, Jennifer A	Teacher - 5th Grade Science;Teacher - 5th Grade Math	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Joseph, Margret Rene	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 English 7-12 (3230);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Jusko, Melissa Maria	Instructional Coach - High School - Electives	Instructional 1 Art PK-12 (1405);Endorsement Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
Kammermeier, Amanda	Teacher - Special Education - HS	Instructional 2 Special Education Expansion 7-12 (9229);Instructional 2 Special Education PK-8 (9226);Instructional 2 Early Childhood N-3 (2840)	Active	EDU 10M - Education Assoc
Kara, Rebecca J	Teacher - 4th Grade Social Studies;Teacher - 4th Grade English Language Arts	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Karosas, Lisa Marie	Teacher - Chemistry	Instructional 2 Chemistry 7-12 (8420);Instructional 2 Mid-Level Science 6-9 (2880)	Active	EDU 10M - Education Assoc
Karp, Barbara Myers	Teacher - Modern World Studies;Teacher - Honors Modern World Studies	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Kaufman, Gillian Spencer	Teacher - Special Education - K-8	Instructional 1 Special Education 7-12 (9227);Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Keefe, Allison A	Instructional Coach - General Education - Middle S	Instructional 1 English 7-12 (3230)	Active	Salaried Academic Min-Max - Non Union
Kelso, Sharon A	Teacher - Honors English 10;Teacher - English 10	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Kenzakowski, Rebecca A	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Biology 7-12 (8405)	Active	EDU 10M - Education Assoc
Kerner, Danielle L	Teacher - British and World Literature;Teacher - AP English Language and Composition	Instructional 2 French PK-12 (4410);Instructional 2 English 7-12 (3230);Supervisory Supvr Curriculum & Inst PK-12 (2915);Private School - Teacher French K-12 (14410);Administrative 1 Principal PK-12 (1115)	Active	EDU 10M - Education Assoc
Kerns, Lauren Diehl	BCBA - Board Certified Behavior Analyst;Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mid-Level Mathematics 6-9 (2860);Educational Specialist 1 Secondary School Counselor 7-12 (1837)	Active	EDU 11M - Education Assoc (10M rate* 1.119)
Khan, Anissa N	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 General Science 7-12 (8450);Private School - Teacher Biology: Sec. Ed. 9-12 (18405)	Active	EDU 10M - Education Assoc
Kieffer, Brittany E	Enrollment Specialist	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 12M - Education Assoc (last col -Olsavsky)
Kiger, Darian N	Teacher - English 10	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Killam, Caroline Maria	Teacher - 7th Grade English Language Arts	Instructional 1 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Kitchel, Allison Marie	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Kitchell, Alina R	Federal Programs Coordinator	#N/A	Active	Salaried Admin Min-Max - Non Union
Klara, Michelle A	Teacher - 8th Grade Science	Instructional 2 Physics 7-12 (8470);Instructional 2 General Science 7-12 (8450);Instructional 2 Biology 7-12 (8405);Instructional 2 Environmental Educ PK-12 (4820);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Mid-Level Mathematics 6-9 (2860)	Active	EDU 10M - Education Assoc
Klein, Suzanne Elizabeth	Guidance Counselor - Elementary School	Educational Specialist 2 Secondary School Counselor 7-12 (1837);Educational Specialist 2 Elementary School Counselor K-6 (1836)	Active	COU - Counselors
Kowalok, Krista Marie	Teacher - 4th Grade Science;Teacher - 4th Grade Math	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Kozak, Tamara Ann	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 Elementary K-6 (2810);Letter of Equivalency Master's Equivalency - (1185)	Active	EDU 10M - Education Assoc
Kozar, Bridget M	Principal - Middle School	Instructional 2 Elementary K-6 (2810);Administrative Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Kraich, Melissa Marie	Teacher - Kindergarten	Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Kramer, Marc A	Teacher - Physical Education	Instructional 2 Safety Ed/Driver Ed 7-12 (5215);Instructional 2 Health & Physical Educ PK-12 (4805)	Active	EDU 10M - Education Assoc
Kraus, Susan Kathryn	ELL Specialist	Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 1 Elementary K-6 (2810)	Terminated	EDU 10M - Education Assoc
Kreider, Timothy B	Director - Student Services	#N/A	Active	Salaried Mgmt Min-Max - Non Union
Kreseski, Kimberly Ann	Remedial Specialist - Reading - 7th Grade;Remedial Specialist - Reading - 6th Grade	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Kreutzer, Candace	MTSS Coordinator - Elementary School	Instructional 2 Grades PK-4 (2825);Administrative 1 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Krol, Nicole S	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Kroner, Lewis F	Teacher - Foundations of Music	Instructional 2 Music PK-12 (7205);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Mid-Level Mathematics 6-9 (2860)	Active	EDU 10M - Education Assoc
Krusey, Kristina Marie	Teacher - Special Education - K-8	Instructional 1 Special Education PK-12 (9225);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Kunitsky, Diane Marie	Teacher - Chemistry	Instructional 2 Chemistry 7-12 (8420)	Active	EDU 10M - Education Assoc
Kwiecinski, Dana Susan	Teacher - Special Education - HS	Instructional 1 Special Education PK-12 (9225);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Lambert, June M	Certified School Nurse	Educational Specialist 2 School Nurse PK-12 (1890)	Active	Salaried Admin Min-Max - Non Union
Lanzilotta, Kristen Fay	Teacher - 5th Grade Social Studies;Teacher - 5th Grade English Language Arts	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Lapsker, Kristina	Enrollment Specialist;Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Grades PK-4 (2825)	Active	EDU 12M - Education Assoc (last col -Olsavsky)
Large, Allison Lee	Teacher - Special Education - HS	Instructional 2 Special Education 7-12 (9227);Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Largent, Beth A	Remedial Specialist - Reading - 8th Grade;Remedial Specialist - Reading - 7th Grade	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Laudenslager, Leslie J	Teacher - 8th Grade English Language Arts	Instructional 2 English 7-12 (3230);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Lavacca, Deborah Ann	Teacher - 2nd Grade	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Learn, Ryan P	Guidance Counselor - High School	Educational Specialist 2 Elem. & Secondary School Counselor PK-12 (1839);Educational Specialist 2 Secondary School Counselor 7-12 (1837)	Active	COU - Counselors
Lee, Erica Marie	Guidance Counselor - High School	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	Active	COU - Counselors
LeGendre, Annette Marie	Teacher - 8th Grade Math	Instructional 2 Physics & Mathematics 7-12 (8475)	Active	EDU 10M - Education Assoc
Lelko, Susan R	Teacher - Special Education - HS;Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mathematics 7-12 (6800);Instructional 2 Marketing (Distributive) Ed PK-12 (1666);Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	EDU 10M - Education Assoc
Leonard, Katie	Teacher - Geometry	Instructional 2 Mathematics 7-12 (6800);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Lepsch, Anna E	Instructional Coach - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Social Studies 7-12 (8875);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Mid-Level Citiz. Ed 6-9 (2870);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810);Endorsement 1 Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
Lesczynski, Trisa Ann	Teacher - Hospitality and Tourism;Teacher - Interior Design;Teacher - Early Childhood Education;Teacher - Hospitality and Tourism;Teacher - Interior Design;Teacher - Early Childhood Education	Instructional 2 Family-Consumer Sci PK-12 (5600);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Lewis, Jennifer Rebecca	Remedial Specialist - Reading - 4th Grade	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Linderman, Jessica L	Teacher - Special Education - K-8	Instructional 1 Special Education PK-12 (9225);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Lipiec, Susan E	Teacher - Special Education - K-8	Instructional 1 Special Education PK-12 (9225);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Logan, Laura Jean	Teacher - 2nd Grade	Instructional 2 Social Studies 7-12 (8875);Instructional 2 English 7-12 (3230);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Lombardo, Jaime L	Teacher - American Literature	Instructional 1 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Long, Crystal Renee	Curriculum Coordinator;Curriculum Coordinator	Instructional 2 Mathematics 7-12 (6800)	Active	Salaried Academic Min-Max - Non Union
Long, Jessica B	Orientation Advisor	#N/A	Active	PRO - Cyber Professionals
Love, Melissa Anne	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225)	Active	EDU 10M - Education Assoc
Love, Roberta M	Teacher - 6th Grade History	Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Lubich, Luke A	Teacher - Middle School Health and Physical Educat	Instructional 2 Health & Physical Educ PK-12 (4805)	Active	EDU 10M - Education Assoc
Lucia, Jennifer A	Assistant Director - Special Education - K-8	Instructional 1 Special Education PK-12 (9225);Supervisory Supvr Special Education PK-12 (9215);Instructional 1 English 7-12 (3230)	Active	Salaried Academic Min-Max - Non Union
Luciano, Elizabeth Kathryn	Teacher - 5th Grade Science;Teacher - 5th Grade Math	Instructional 1 English 7-12 (3230);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Lucier, Heidi A	Teacher - 7th Grade Science	Instructional 2 Biology 7-12 (8405);Instructional 2 Mid-Level Science 6-9 (2880)	Active	EDU 10M - Education Assoc
Lyman, Stephanie M	Family Coach	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Family-Consumer Sci PK-12 (5600)	Active	PRO - Cyber Professionals
Lynn, Meghan C	Teacher - Microsoft Office;Teacher - IT Explorations	Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	EDU 10M - Education Assoc
Lynn, Sharon	Teacher - Microsoft Office;Teacher - Computer Literacy	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mathematics 7-12 (6800);Instructional 2 Safety Ed/Driver Ed 7-12 (5215);Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	EDU 10M - Education Assoc
Mack, Cathryn L	Teacher - Special Education - K-8;Teacher - Special Education - K-8	Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	Active	EDU 10M - Education Assoc
MacLacklin, Tovah I	Teacher - English 9	Instructional 1 Mid-Level English 6-9 (2850);Instructional 1 Early Childhood N-3 (2840);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Macuga, Erica Lynn	Teacher - American Literature	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Mahon, Jill	Teacher - 4th Grade Social Studies;Teacher - 4th Grade English Language Arts	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Maines, Beth Ann	Teacher - 5th Grade Science;Teacher - 5th Grade Math	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Maio, Pamela	Teacher - American Literature	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Majzlik, Angela	Teacher - 2nd Grade	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Mangano, Melissa Marie	Teacher - 4th Grade Social Studies;Teacher - 4th Grade English Language Arts	Instructional 1 Grades PK-4 (2825)	Terminated	EDU 10M - Education Assoc
Manko, Laura C	Guidance Counselor - High School	Supervisory Supvr Pupil Personnel Serv PK-12 (2930);Educational Specialist 2 Secondary School Counselor 7-12 (1837)	Active	COU - Counselors
Mannarino, Stephanie Lynn	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Marcello, Stefanie Marlene	Teacher - Special Education - K-8	Instructional 1 Special Education PK-12 (9225);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Marcinkiewicz, Ilyse Beth	Teacher - Pre-Algebra	Instructional 1 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Markle, Jennifer Louise	Teacher - Special Education - HS	Instructional 1 Special Education 7-12 (9227);Instructional 1 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Marquis, Weston J	Teacher - U.S. History;Teacher - U.S. History	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Marshall, Casey M	Teacher - 1st Grade	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Marsiliano, Judy	Teacher - Geometry	Instructional 2 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Martin, Jennifer B	Teacher - Spanish	Instructional 1 Spanish PK-12 (4490)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Martinez, Barbara Ann	Teacher - 7th Grade History	Instructional 2 Special Education PK-12 (9225);Instructional 2 Social Studies 7-12 (8875);Instructional 2 Reading Specialist PK-12 (7650)	Active	EDU 10M - Education Assoc
Mastropietro, Melissa	Teacher - 1st Grade	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Matijevich, Kaylee M	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Matusz, Anastacia J	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
McAndrew, Kate Louise	Teacher - Earth Science	Instructional 2 General Science 7-12 (8450);Instructional 2 Earth and Space Science 7-12 (8440)	Active	EDU 10M - Education Assoc
McCabe, Megan Elizabeth	Supervisor of Student Health Services	Educational Specialist 2 School Nurse PK-12 (1890)	Active	Salaried Admin Min-Max - Non Union
McCarthy, James V	Teacher - Physical Education	Instructional 2 Health & Physical Educ PK-12 (4805);Instructional 2 Mid-Level Mathematics 6-9 (2860)	Active	EDU 10M - Education Assoc
McCarthy, Valerie Lynn	Teacher - 6th Grade History	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
McCauley, Tamara J	Teacher - 1st Grade	Instructional 1 Early Childhood N-3 (2840);Instructional 1 Elementary K-6 (2810)	Terminated	EDU 10M - Education Assoc
McCormick, Heather M	Assistant Principal - High School	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Supervisory Supvr Curriculum & Inst PK-12 (2915);Instructional 2 Mid-Level English 6-9 (2850);Administrative 2 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
McCracken, Kevin S	Teacher - Music Appreciation;Teacher - Foundations of Music	Instructional 2 Music PK-12 (7205)	Active	EDU 10M - Education Assoc
McCracken, Melissa Kathryn	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 Hearing Impaired PK-12 (9205);Instructional 2 Early Childhood N-3 (2840)	Active	EDU 10M - Education Assoc
McCrea, Julie A	Instructional Coach - High School - Science	Instructional 1 Earth and Space Science 7-12 (8440);Instructional 1 Biology 7-12 (8405)	Active	Salaried Academic Min-Max - Non Union
McCready, Melissa Sue	Teacher - 1st Grade	Instructional 1 Grades 5-6 (2826);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
McCreary, Adrienne	Remedial Specialist - Reading - 5th Grade	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
McCullough, Kelly S	Teacher - Earth Science	Instructional 1 Social Studies 7-12 (8875);Instructional 1 Earth and Space Science 7-12 (8440)	Active	EDU 10M - Education Assoc
McDowell, Deidre J	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9231);Instructional 2 English 7-12 (3230);Letter of Equivalency Master's Equivalency - (1185)	Active	EDU 10M - Education Assoc
McEwen, Elizabeth Mary	Instructional Coach - General Education - Middle S	Instructional 2 Special Education PK-12 (9225);Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 English 7-12 (3230);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810);Endorsement Endorsement Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
McGlothlin, Shelly L	Teacher - English 10	Instructional 2 English 7-12 (3230);Instructional 2 Communications 7-12 (3200);Supervisory Supvr Curriculum & Inst PK-12 (2915);Administrative 1 Principal PK-12 (1115)	Active	EDU 10M - Education Assoc
McGlynn, James G	Teacher - Practical Math	Instructional 2 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
McGregor, Jade Nicole	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
McKeown, Janelle Lee	Teacher - Honors English 9;Teacher - English 9	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
McLaughlin, Kimberly Renee	Enrollment Specialist	Instructional 2 Special Education PK-12 (9225);Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	EDU 12M - Education Assoc (last col -Olsavsky)
McMillen, Ashly Dawn	Teacher - American Literature	Instructional 2 Mathematics 7-12 (6800);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
McMullen, Daniel Christopher	Teacher - Algebra I	Instructional 1 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
McMurdy, Daneen Marie	Truancy Prevention Officer	#N/A	Active	Salaried Academic Min-Max - Non Union
McQuillan, Michael T	Teacher - Honors World History	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Meinig, Lynnette Marie	Teacher - Special Education - K-8	Instructional 1 Special Education Expansion 7-12 (9229);Instructional 1 Special Education PK-8 (9226);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Menzler, Sarah Elizabeth	Teacher - U.S. History	Instructional 2 Social Studies 7-12 (8875);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Meyer, Jennifer L	ELL Specialist	Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 Spanish PK-12 (4490)	Active	EDU 10M - Education Assoc
Miller, Jeffrey Paul	Principal - High School	Instructional 2 Earth and Space Science 7-12 (8440);Instructional 2 Biology 7-12 (8405);Instructional 2 Environmental Educ PK-12 (4820);Administrative 2 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Miller, Samantha	Teacher - 8th Grade History	Instructional 2 Social Studies 7-12 (8875);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Mirth, Richard Michael	Guidance Counselor - High School	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	Active	COU - Counselors
Mitzel, Rebecca S	Teacher - Special Education - HS	Instructional 1 Special Education 7-12 (9227);Instructional 1 Special Education PK-8 (9226);Instructional 1 Social Studies 7-12 (8875);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Monterroso, Jacqueline Jay	Teacher - 7th Grade History	Instructional 2 Mid-Level Citiz. Ed 6-9 (2870);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Montgomery, James W	Assistant Principal - Elementary School	Instructional 2 Social Studies 7-12 (8875);Administrative 2 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Morantz, Christina Marie	Teacher - 8th Grade Science	Instructional 1 Grades 4-8 (All subjects 4-6, S Stud 7-8) (3100SS);Instructional 1 Grades 4-8 (All subjects 4-6 Science 7-8) (3100);Instructional 1 Grades 4-8 (All subjects 4-6 ELA & Reading (3100);Instructional 1 Mid-Level Mathematics 6-9 (2860);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Moreno, Catherine	Teacher - 5th Grade Social Studies;Teacher - 5th Grade English Language Arts	Instructional 2 Mid-Level Citiz. Ed 6-9 (2870);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Morgan, Taryn D	Teacher - Veterinary Science;Teacher - Environmental Science	Instructional 2 Agriculture PK-12 (1200)	Active	EDU 10M - Education Assoc
Moritz, Kristel D	Certified School Nurse	Educational Specialist 1 School Nurse PK-12 (1890)	Active	Salaried Admin Min-Max - Non Union
Morris, Allyson Elizabeth	Teacher - Special Education - HS	Instructional 1 Special Education 7-12 (9227);Instructional 1 Special Education PK-8 (9226);Instructional 1 Reading Specialist PK-12 (7650)	Active	EDU 10M - Education Assoc
Morrow, Angelina Marie	Teacher - 1st Grade	Instructional 1 Spanish PK-12 (4490);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Moyer, Amanda J	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 English 7-12 (3230);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Moyer, Jill A	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Moyo, Bongani E	Teacher - Special Education - HS	Instructional 1 Special Education 7-12 (9227);Instructional 1 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Mruskovic, Brenna Colleen	Teacher - 8th Grade History	Instructional 1 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Mueller, Antoinette L	Remedial Specialist - Reading - High School	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Myers, Carmen Riggle	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Natale, Valerie L	Assistant Director - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Supervisory Supvr Special Education PK-12 (9215);Instructional 2 Elementary K-6 (2810)	Active	Salaried Academic Min-Max - Non Union
Nayowith, Jessica L	Teacher - Special Education - HS	Instructional 1 Special Education PK-12 (9231);Instructional 1 Grades 4-8 (All subjects 4-6 ELA & Reading (3100)	Active	EDU 10M - Education Assoc
Nelson, Eileen C	Guidance Counselor - Elementary School	Educational Specialist 2 Elementary School Counselor K-6 (1836)	Active	COU - Counselors
Nicholas, Fallon Nicole	Guidance Counselor - Middle School	Educational Specialist 2 Secondary School Counselor 7-12 (1837);Educational Specialist 2 Elementary School Counselor K-6 (1836)	Active	COU - Counselors
Nicholas, Jesse	Teacher - World History	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Citizenship 7-12 (8825);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Nichols, Christina Marie	Teacher - Earth Science	Instructional 2 Earth and Space Science 7-12 (8440);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Nickerson Little, Christy Elizabeth	Remedial Specialist - Reading - 3rd Grade	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Nicol, Ericka Samuels	Teacher - Earth Science	Instructional 2 General Science 7-12 (8450);Instructional 2 Biology 7-12 (8405)	Active	EDU 10M - Education Assoc
Noss, Kelly Anne	Guidance Counselor - High School	Educational Specialist 2 Secondary School Counselor 7-12 (1837);Educational Specialist 2 Elementary School Counselor K-6 (1836)	Active	COU - Counselors
Nugent, Emily Elizabeth	Teacher - Physical Science	Instructional 2 General Science 7-12 (8450);Instructional 2 Earth and Space Science 7-12 (8440)	Active	EDU 10M - Education Assoc
Nugent, Stephen R	Professional Learning Coordinator - High School	Instructional 2 Social Studies 7-12 (8875)	Active	Salaried Academic Min-Max - Non Union
O Donnell, Katie E	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
O Neill, Carolyn J	Remedial Specialist - Reading - 1st Grade	Instructional 2 Special Education PK-12 (9225);Instructional 1 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
O Reilly, Jaclyn E	MTSS Coordinator - High School	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	Salaried Academic Min-Max - Non Union
Oakes, Casey Louise	Teacher - 6th Grade Math	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Oberholtzer, Stephanie L	Teacher - 6th Grade Math	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Obranovich, Caley L	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Olsavsky, Michelle Lenore	Instructional Coach - Special Education - HS;Enrollment Specialist	Instructional 2 Special Education PK-12 (9225);Instructional 2 English 7-12 (3230);Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810);Endorsement 1 Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
Pacolay, Dana R	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Biology 7-12 (8405);Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Health PK-12 (4810)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Pagliei, Lynn Marie	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Palcko, Dena M	Teacher - English 9	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Library Science PK-12 (6420);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Paolino, Kimberly A	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Pascucci, Jeanne Marie	Teacher - 8th Grade English Language Arts	Instructional 1 English 7-12 (3230);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Pastin, Laurie Lynn	Teacher - 7th Grade Math	Instructional 2 Grades 4-8 (All subjects 4-6 Math 7-8) (3100);Instructional 2 Elementary K-6 (2810);Letter of Equivalency Master's Equivalency - (1185)	Active	EDU 10M - Education Assoc
Patrick, Agatha A	Teacher - English 9	Instructional 2 Special Education PK-12 (9225);Instructional 2 Family-Consumer Sci PK-12 (5600);Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 English 7-12 (3230);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Pease, Kelly Ann	Teacher - English 9	Instructional 1 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Pelipesky, Michele Anne	Family Coach	Instructional 1 Elementary K-6 (2810)	Active	PRO - Cyber Professionals
Pelissier, Michelle	Teacher - Special Education - K-8;Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Pfeiffer, Eric James	Teacher - Honors Earth Science;Teacher - Earth Science	Instructional 2 Earth and Space Science 7-12 (8440);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Philson, Anita J	Teacher - World History	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Citizenship 7-12 (8825);Instructional 2 Safety Ed/Driver Ed 7-12 (5215);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Mid-Level Mathematics 6-9 (2860)	Active	EDU 10M - Education Assoc
Pittman, Sarah B	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Platt, Keith A	Teacher - Physical Education	Instructional 2 Health & Physical Educ PK-12 (4805)	Terminated	EDU 10M - Education Assoc
Pontious, Brianna	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825)	Leave	EDU 10M - Education Assoc
Popp, Kristen A	Teacher - Special Education - HS	Instructional 1 Special Education PK-12 (9231);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Porreca, Jessica A	Family Coach	Instructional 1 Elementary K-6 (2810)	Active	PRO - Cyber Professionals
Postler, Suzanne	Teacher - 6th Grade Math	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Pratt, Robert James	Teacher - 6th Grade Science	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Purdy Hunsberger, Linda	Teacher - Skills for Health	Instructional 2 Family-Consumer Sci PK-12 (5600);Instructional 2 Safety Ed/Driver Ed 7-12 (5215);Instructional 2 Health & Physical Educ PK-12 (4805);Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	EDU 10M - Education Assoc
Purdy, Marcy L	Teacher - Honors Algebra II;Teacher - Algebra II	Instructional 2 Mathematics 7-12 (6800)	Terminated	EDU 10M - Education Assoc
Purser, Jessica Leeann	Teacher - Special Education - HS	Instructional 1 Special Education 7-12 (9227);Instructional 1 Social Studies 7-12 (8875);Instructional 1 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Puskar, Kathryn P	Teacher - 3rd Grade Science;Teacher - 3rd Grade Math	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Pust, Ronda Jean	Teacher - 1st Grade	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Pytko, Jonathan Clayton	Teacher - Sociology	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Quisito, Tara Ann	Guidance Counselor - High School	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	Active	COU - Counselors

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Rahim, Zakia Amina	Truancy Prevention Officer	#N/A	Active	Salaried Academic Min-Max - Non Union
Ramsey, Cathryn A	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810);Administrative 1 Principal PK-12 (1115)	Active	EDU 10M - Education Assoc
Rau, Sarah Elizabeth	Teacher - Introduction to Biological Sciences	Instructional 2 Biology 7-12 (8405)	Active	EDU 10M - Education Assoc
Read, Allison Berkowitz	Teacher - Career Explorations	Instructional 2 Family-Consumer Sci PK-12 (5600);Instructional 2 English 7-12 (3230);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Reese, Jessica Sara	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Reiber, Kiersten Leann	Teacher - 3rd Grade Social Studies;Teacher - 3rd Grade English Language Arts	Instructional 2 English 7-12 (3230);Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Reimers, Nancy	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 English 7-12 (3230);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Renner, Katherine	Family Coach	Instructional 1 Reading Specialist PK-12 (7650)	Active	PRO - Cyber Professionals
Rex, Shelley R	Family Coach	Instructional 1 Bus-Computer-Info Tech PK-12 (1603)	Active	PRO - Cyber Professionals
Richardson, Colleen Shannon	MTSS Coordinator - Middle School	Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810);Administrative 1 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Riexinger, Anna Elizabeth	Teacher - Biology	Instructional 1 Biology 7-12 (8405);Instructional 1 Family-Consumer Sci PK-12 (5600);Instructional 1 Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	Active	EDU 10M - Education Assoc
Riggs, John	Teacher - British and World Literature	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Rinaldi, Andrew J	Teacher - Foundations of Music	Instructional 2 Music PK-12 (7205)	Active	EDU 10M - Education Assoc
Rizzo, Felicia L	Teacher - 5th Grade Social Studies;Teacher - 5th Grade English Language Arts	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Robosky, Jalina A	Remedial Specialist - Math - 5th Grade	Instructional 2 Elementary K-6 (2810);Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	EDU 10M - Education Assoc
Rockower, Mindy Sharon	Guidance Counselor - High School	Educational Specialist 2 Secondary School Counselor 7-12 (1837);Educational Specialist 2 Elementary School Counselor K-6 (1836)	Active	COU - Counselors
Rodzwic, Tara Lynn	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Rosenbaum, Aliyah Marie	Teacher - 1st Grade	Instructional 1 Grades PK-4 (2825)	Terminated	EDU 10M - Education Assoc
Rosenberger, Shauna	Teacher - 6th Grade History	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Rublesky, Michael John	Chief Technology Officer	#N/A	Active	Salaried Mgmt Min-Max - Non Union
Ruffner, Zoleanne S	Teacher - 8th Grade History	Instructional 1 Social Studies 7-12 (8875);Instructional 1 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Ruiz, Fawn Michele	Supervisor of Orientation Services	#N/A	Active	Salaried Academic Min-Max - Non Union
Ryan, Elizabeth B	Teacher - Integrated Math	Instructional 2 Mathematics 7-12 (6800);Endorsement Online Instruction Program PK-12 (1184)	Active	EDU 10M - Education Assoc
Saad, Tammy L	Teacher - 2nd Grade	Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Salimbene, Ashley Marie	Teacher - Special Education - K-8	Instructional 2 Special Education 7-12 (9227);Instructional 2 Social Studies 7-12 (8875);Administrative 1 Principal PK-12 (1115)	Active	EDU 10M - Education Assoc
Sarber, Carl William	Teacher - 2nd Grade	Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Sarber, Kenneth Ogden	Teacher - 8th Grade Math	Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Savitz, Lisa K	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Chemistry 7-12 (8420);Instructional 2 Biology 7-12 (8405)	Active	EDU 10M - Education Assoc
Scarince, Dana M	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Scears, Breanne M	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Schall, Danielle Marie	Assistant Director - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Supervisory Supvr Special Education PK-12 (9215);Instructional 2 Elementary K-6 (2810)	Active	Salaried Academic Min-Max - Non Union
Schar, Jill C	Teacher - 5th Grade Science;Teacher - 5th Grade Math	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Scheirer, Christine Marie	Family Coach	#N/A	Active	PRO - Cyber Professionals
Scheirer, Michael J	Instructional Coach - High School - Social Studies	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Citizenship 7-12 (8825);Instructional 2 English 7-12 (3230);Endorsement Endorsement Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
Scherrbaum, Jaclyn Joyce	Teacher - Psychology;Teacher - AP Psychology	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Schwartz, Olivia Marie	Teacher - Kindergarten	Instructional 2 Elementary K-6 (2810);Private School - Asst or Teacher Nursery/Kindergarten N-K (12833)	Active	EDU 10M - Education Assoc
Schweizer, Cara Marie	Teacher - Honors Earth Science;Teacher - Earth Science	Instructional 2 General Science 7-12 (8450);Instructional 2 Earth and Space Science 7-12 (8440);Instructional 2 Environmental Educ PK-12 (4820)	Active	EDU 10M - Education Assoc
Scrip, Erin Marie	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810);Private School - Teacher Soc and Emotionally Dist K-12 (19260);Private School - Teacher Mentally Retarded K-12 (19220)	Active	EDU 10M - Education Assoc
Seraut Schlager, Lauren J	Teacher - Middle School Health and Physical Educat	Instructional 1 Health PK-12 (4810);Instructional 1 Health & Physical Educ PK-12 (4805)	Active	EDU 10M - Education Assoc
Shaffer, Jamie D	Teacher - 3rd Grade Social Studies;Teacher - 3rd Grade English Language Arts	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Shaffer, Janelle R	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Shaffer, Lauren E	Curriculum Coordinator	Instructional 2 Social Studies 7-12 (8875)	Active	Salaried Academic Min-Max - Non Union
Shea, Amy M	Guidance Counselor - High School	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	Active	COU - Counselors
Shebeck, Regan Lynne	Chief Operations Officer	Instructional 2 General Science 7-12 (8450);Instructional 2 Biology 7-12 (8405);Administrative 2 Principal PK-12 (1115)	Active	Salaried Mgmt Min-Max - Non Union
Sheffo, Arlene	Teacher - 7th Grade Math	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Shehan, Amy M	Guidance Counselor - Middle School	Educational Specialist 2 Elem. & Secondary School Counselor PK-12 (1839)	Active	COU - Counselors
Shields, Thomas Richard	Teacher - Archaeology	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Latin PK-12 (4030)	Active	EDU 10M - Education Assoc
Shivetts, Stephanie Lynn	Guidance Counselor - Elementary School	Educational Specialist 2 Secondary School Counselor 7-12 (1837);Educational Specialist 2 Elementary School Counselor K-6 (1836)	Active	COU - Counselors
Shoop, Elizabeth Ann	Teacher - 7th Grade History	Instructional 2 Special Education PK-12 (9225);Instructional 2 Grades 4-8 (All subjects 4-6 Science 7-8) (3100);Instructional 2 Grades 4-8 (All subjects 4-6 Science 7-8) (3100);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Short, Jonna Rose	Teacher - 1st Grade	Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Shuttleworth, Stephen A	Teacher - World History	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Mid-Level Mathematics 6-9 (2860)	Active	EDU 10M - Education Assoc
Silberman, Heather S	Teacher - Special Education - HS	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Sinan, Megan C	Teacher - Culinary Arts	Instructional 1 Mathematics 7-12 (6800);Instructional 1 Family-Consumer Sci PK-12 (5600);Instructional 1 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Skelly, Cortney Marie	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Slacktish, Erinn Keelie	Director - Special Education HS	Instructional 2 Special Education PK-12 (9225);Supervisory Supvr Special Education PK-12 (9215);Instructional HOUSSE Designation Social Studies 7-12 (8875);Instructional HOUSSE Designation Mathematics 7-12 (6800);Instructional HOUSSE Designation English 7-12 (3230)	Active	Salaried Academic Min-Max - Non Union
Smith, Ashley R	Teacher - 6th Grade Science	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Smith, Jeremy Charles	Operations Coordinator - Middle School	#N/A	Active	Salaried Academic Min-Max - Non Union
Smith, Joseph Bart	Teacher - Biology	Instructional 2 General Science 7-12 (8450);Instructional 2 Biology 7-12 (8405);Instructional 2 Mid-Level Science 6-9 (2880)	Active	EDU 10M - Education Assoc
Smith, Kailey N	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Smith, Laurie B	Chief Human Resources Officer	#N/A	Active	Salaried Mgmt Min-Max - Non Union
Smith, Patricia Marie	Teacher - Algebra II	Instructional 2 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Smith, Tonya L	Instructional Coach - High School - English	Instructional 2 English 7-12 (3230);Endorsement Endorsement Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
Smyntek, Michael A	Teacher - 8th Grade History	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Soda, Lory A	Teacher - Career Explorations	Instructional 2 Health & Physical Educ PK-12 (4805)	Active	EDU 10M - Education Assoc
Sonlin, Allison Mott	Teacher - English 10	Instructional 2 English 7-12 (3230);Instructional 2 Communications 7-12 (3200)	Active	EDU 10M - Education Assoc
Spess, Chantel A	Teacher - World History	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Spratt, Leslie D	Teacher - Special Education - K-8	Instructional 2 Ment and/or Phys Handicapped K-12 (9235);Educational Specialist 1 Elem. & Secondary School Counselor PK-12 (1839)	Active	EDU 10M - Education Assoc
Stabilito, Catherine M	Family Coach Lead	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Library Science PK-12 (6420)	Active	PRO - Cyber Professionals
Stalebrink, Meghan D	Teacher - English 9	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Staley, Amber	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Stanforth, Melanie	Speech Pathologist	Instructional 2 Speech & Language Impaired PK-12 (9265)	Active	PRO - Cyber Professional Coordinators
Stapf, Laura L	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Stebbins, Ashley L	Truancy Prevention Officer	#N/A	Active	Salaried Academic Min-Max - Non Union
Stenson, Lauren	Guidance Counselor - Middle School;Guidance Counselor - Middle School	Educational Specialist 2 Elem. & Secondary School Counselor PK-12 (1839)	Active	COU - Counselors
Stepnowski, Corinne A	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810);Private School - Teacher Elementary Education K-8 (12810)	Active	EDU 10M - Education Assoc
Stevens, Beth A	Remedial Specialist - Math - 4th Grade	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Stiles, Heather	Teacher - Biology	Instructional 2 Biology 7-12 (8405)	Active	EDU 10M - Education Assoc
Strong, Kimberly	Teacher - 4th Grade Science;Teacher - 4th Grade Math	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Stump, Melissa C	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 English 7-12 (3230);Instructional 2 Art PK-12 (1405)	Active	EDU 10M - Education Assoc
Stump, Shelley A	Data Analyst - Special Education	Instructional 2 Special Education PK-12 (9225);Instructional 2 Health & Physical Educ PK-12 (4805);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Mid-Level Citiz. Ed 6-9 (2870);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	Salaried Admin Min-Max - Non Union
Svonavec, Lauren J	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Taggart, Andrea	Remedial Specialist - Reading - 2nd Grade	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Tainter, Erin F	Teacher - 7th Grade Science	Instructional 2 Chemistry 7-12 (8420);Instructional 2 Biology 7-12 (8405);Instructional 2 Mid-Level Science 6-9 (2880)	Active	EDU 10M - Education Assoc
Talley, Katie M	School Psychologist	Instructional 2 Special Education PK-12 (9225);Instructional 2 English 7-12 (3230);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810);Educational Specialist 1 School Psychologist PK-12 (1875)	Active	PRO - Cyber Professional Coordinators
Taylor, Laura Ellen	Teacher - 6th Grade Science	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Thayer, Barbara Jean	Teacher - English Foundations II;Teacher - Creative Writing	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 English 7-12 (3230);Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Thomas, Amber Marie	Teacher - Special Education - HS	Instructional 1 Special Education 7-12 (9227);Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Thomas, Christine Wiles	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Thomas, Jennine Michelle	Teacher - U.S. History	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Thomas, John C	Professional Learning Coordinator - Middle School	Instructional 2 Citizenship 7-12 (8825);Endorsement Endorsement Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
Thomas, Robert John	Teacher - Image Design and Editing;Teacher - Foundations of Art	Instructional 1 Art PK-12 (1405)	Active	EDU 10M - Education Assoc
Thompson, Jennifer M	Teacher - 5th Grade Social Studies;Teacher - 4th Grade Social Studies;Teacher - 3rd Grade Social Studies;Teacher - 2nd Grade	Instructional 2 Elementary K-6 (2810);Private School - Asst or Teacher Nursery/Kindergarten N-K (12833)	Active	EDU 10M - Education Assoc
Thompson, Taylor J	Director - Technology	#N/A	Active	Salaried Admin Min-Max - Non Union
Tilsner, Michelle	Remedial Specialist - Reading - 7th Grade;Remedial Specialist - Reading - 6th Grade	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Titus, Lorna Francesca	Teacher - Special Education - HS	Instructional 1 Special Education PK-12 (9225);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Tkach, Amber L	Teacher - Honors British and World Literature;Teacher - British and World Literature	Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Tomik, Amanda	Teacher - 4th Grade Math	Instructional 2 Grades 5-6 (2826);Instructional 2 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Trevino, Stephen	Teacher - Special Education - HS	Instructional 1 Special Education 7-12 (9227);Instructional 1 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Trott, Alyssa Marie	Teacher - Special Education - HS	Instructional 1 Special Education Expansion 7-12 (9229);Instructional 1 Special Education PK-8 (9226);Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Tumas, John P	Teacher - Honors U.S. History;Teacher - Criminology	Instructional 2 Social Studies 7-12 (8875);Instructional 2 Library Science PK-12 (6420);Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	EDU 10M - Education Assoc
Tybl, Mary Susan	Teacher - Algebra I	Instructional 2 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Ulewicz, Janet M	Teacher - Special Education - K-8	Instructional 2 Special Education PK-8 (9226);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Vacca, Kaitlin Irwin	Teacher - Special Education - K-8;Teacher - Special Education - K-8	Instructional 1 Special Education PK-12 (9225)	Active	EDU 10M - Education Assoc
Vasil, Jay J	Teacher - Physical Education	Instructional 2 Family-Consumer Sci PK-12 (5600);Instructional 2 Safety Ed/Driver Ed 7-12 (5215);Instructional 2 Health & Physical Educ PK-12 (4805);Instructional 2 Mid-Level Citiz. Ed 6-9 (2870);Instructional 2 Mid-Level English 6-9 (2850);Administrative Vocational Admin Dir. 7-12 (2300);Administrative 1 Principal PK-12 (1115)	Active	EDU 10M - Education Assoc
Velto, Rachel Andrea	Teacher - Spanish	Instructional 2 Spanish PK-12 (4490);Instructional 2 English 7-12 (3230)	Active	EDU 10M - Education Assoc
Vietmeier, Stacy L	Teacher - Special Education - K-8	Instructional 2 Special Education PK-12 (9225);Instructional HOUSSE Designation Social Studies 7-12 (8875);Instructional HOUSSE Designation General Science 7-12 (8450);Instructional HOUSSE Designation English 7-12 (3230);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Vuong Schmick, Thy M	Teacher - 8th Grade Science	Instructional 2 Chemistry 7-12 (8420);Instructional 2 Mid-Level Science 6-9 (2880)	Active	EDU 10M - Education Assoc
Walczak, Brittney Ann	Teacher - Special Education - K-8	Instructional 1 Special Education PK-8 (9226);Instructional 1 Grades PK-4 (2825)	Active	EDU 10M - Education Assoc
Walker, Tara M	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225)	Active	EDU 10M - Education Assoc
Walsh, Mary Elise	Teacher - English 9	Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810);Letter of Equivalency Master's Equivalency - (1185)	Active	EDU 10M - Education Assoc
Walters, Carrie Irene	Teacher - 6th Grade English Language Arts	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Walters, Melanie A	Teacher - Biology	Instructional 2 Biology 7-12 (8405);Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Mid-Level Science 6-9 (2880)	Active	EDU 10M - Education Assoc
Ward Illich, Michele Renee	Supervisor of Truancy Services	#N/A	Active	Salaried Academic Min-Max - Non Union
Waters, Nancy Miriam	Teacher - Career Explorations;Teacher - Business Explorations	Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional 2 Office Technologies 7-12 (1658);Instructional 2 Marketing 7-12 (1640);Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	Active	EDU 10M - Education Assoc
Watts, Brigitt	Teacher - Foundations of Art;Teacher - Fine Art;Teacher - 3D Animation	Instructional 2 Bus-Computer-Info Tech PK-12 (1603);Instructional 2 Art PK-12 (1405)	Active	EDU 10M - Education Assoc
Webb, Alexandra L	Teacher - 6th Grade English Language Arts	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Webb, Ryan Michael	Teacher - Physical Education	Instructional 1 Health & Physical Educ PK-12 (4805)	Active	EDU 10M - Education Assoc
Weidner, Maryann Louise	Orientation Advisor	#N/A	Active	PRO - Cyber Professionals
Weikert, Sarah E	Teacher - Digital Arts;Teacher - Adobe Illustrator;Teacher - 3D Modeling	Instructional 2 Art PK-12 (1405)	Active	EDU 10M - Education Assoc
Weisz, Christopher Joseph	Teacher - World History	Instructional 2 Social Studies 7-12 (8875)	Active	EDU 10M - Education Assoc
Wesley, Mindy C	Enrollment Specialist;Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Educational Specialist 1 Elem. & Secondary School Counselor PK-12 (1839)	Active	EDU 12M - Education Assoc (last col -Olsavsky)

Employee Name	Grades Teaching or Serving	Areas of Certification & Type of Certificate	Status	Salary Schedule
Whippo, Janet Demay	Remedial Specialist - Reading - 4th Grade	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
White, Andrew	Teacher - 6th Grade History	Instructional 1 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Whitebread, Autumn Lee	Remedial Specialist - Reading - 5th Grade	Instructional 2 Special Education PK-12 (9231);Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Mid-Level Science 6-9 (2880);Instructional 2 Elementary K-6 (2810);Administrative 1 Principal PK-12 (1115)	Active	EDU 10M - Education Assoc
Whited, Barron Gene	Guidance Counselor - High School	Educational Specialist 2 Secondary School Counselor 7-12 (1837);Educational Specialist 2 Elementary School Counselor K-6 (1836)	Active	COU - Counselors
Whitmoyer, Jessica Lynn	Teacher - U.S. History;Teacher - Honors U.S. History	Instructional 2 Social Studies 7-12 (8875);Educational Specialist 1 Inst Technology Specialist PK-12 (1825)	Active	EDU 10M - Education Assoc
Whitten, Anne S	Teacher - Honors English 9;Teacher - English 9	Instructional 2 Mid-Level Citiz. Ed 6-9 (2870);Instructional 2 Mid-Level English 6-9 (2850)	Active	EDU 10M - Education Assoc
Widlund, Shari Rachel	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional HOUSSE Designation English 7-12 (3230);Instructional 2 Mid-Level English 6-9 (2850);Instructional HOUSSE Designation Mid-Level English 6-9 (2850);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Williams, Marie	Operations Coordinator - High School	Instructional 2 Mathematics 7-12 (6800);Administrative 1 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Wilson, Lauren	Literacy Coordinator	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Mid-Level Mathematics 6-9 (2860);Instructional 2 Elementary K-6 (2810);Endorsement Endorsement Instructional Coach PK-12 (1182);Administrative 1 Principal PK-12 (1115)	Active	Salaried Academic Min-Max - Non Union
Wilson, Misty L	Family Coach	Instructional 1 English 7-12 (3230)	Active	PRO - Cyber Professionals
Wise, Ashley R	Teacher - 2nd Grade	Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Witman, Morgan Rae	Assistant Director - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Supervisory Supvr Special Education PK-12 (9215);Instructional 2 English 7-12 (3230)	Active	Salaried Academic Min-Max - Non Union
Worrell, Kimberly A	Teacher - Personal Finance;Teacher - Calculus	Instructional 2 Mathematics 7-12 (6800)	Active	EDU 10M - Education Assoc
Wright, Kathleen Ann	Instructional Coach - General Education - Elementa	Instructional 2 Early Childhood N-3 (2840);Instructional 2 Elementary K-6 (2810);Private School - Asst or Teacher Nursery/Kindergarten N-K (12833);Endorsement Endorsement Instructional Coach PK-12 (1182)	Active	Salaried Academic Min-Max - Non Union
Yeager, Paola P	Family Coach	Instructional 1 Reading Specialist PK-12 (7650)	Active	PRO - Cyber Professionals
Young, Sasha	Teacher - Special Education - HS	Instructional 2 Special Education PK-12 (9225);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Zanetti, Holli Ann	Remedial Specialist - Reading - Kindergarten	Instructional 2 Reading Specialist PK-12 (7650);Instructional 2 Elementary K-6 (2810)	Active	EDU 10M - Education Assoc
Zeisloft, Roxanne Bogo	Guidance Counselor - High School	Educational Specialist 2 Secondary School Counselor 7-12 (1837);Educational Specialist 2 Elementary School Counselor K-6 (1836)	Active	COU - Counselors

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

Division of Federal Programs
Consolidated Program Review

2019-2020 School Year

Agora Cyber CS
590 North Gulph Road
King of Prussia, PA 19406

LEA Level Monitoring

	Name	**Phone Number**	Check if Interviewed
Superintendent:	Dr. Michael Conti	610-230-0079	☐
Business Manager:	James Donovan	610-230-2248	☐
Federal Program Coordinator:	Alina Kitchell	484-387-0109	☑
Parent/Family Member:	Melissa Martinelli	610-368-6426	☐

Program(s) Reviewed:

☑ Title IA: Fiscal   ☑ Title IVA: Fiscal

☑ Title IIA: Fiscal

☐ Title IIIA: Fiscal

Program Reviewer(s): Joe Roberts

Program Review Date: 04/23/2021

Title IA: Fiscal

Component I: General Fiscal Requirements/Uniform Grants Guidance

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantee's 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	Comments

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Audits The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: **The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.** Uniform Grants Guidance Section 200.501	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA	☑	☐	☐	☑ Two most recent audit reports (federal programs only, sections tabbed and marked) ☐ LEA response to findings ☐ PDE follow-up review of findings ☐ Independent auditor report shows that LEA has completed all corrective actions	
2. Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999)	☐	☐	☑	☐ Inventory list of items purchased with Title I A.	**District Comments** 2/12/2020 10:42:33 AM Controller James Donovan Agora Cyber Charter School does not use Title I funds to purchase equipment, computing devices, or special purpose equipment. **Monitor Comments** 4/19/2021 12:39:58 PM Monitor Joe Roberts The LEA does not use Title I funds to purchase equipment.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years	☐	☐	☑	☐ Documentation that physical inventory was conducted within the last two years	**District Comments** 2/12/2020 10:42:54 AM Controller James Donovan Agora Cyber Charter School does not use Title I funds to purchase equipment, computing devices, or special purpose equipment. **Monitor Comments** 4/19/2021 12:40:46 PM Monitor Joe Roberts The LEA does not use Title I funds to purchase equipment.
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs' approved/submit date	☑	☐	☐	☐ List approval/submit date in comment section ☑ Documentation that program funds were not spent prior to program approval/submit date	
4. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	☑	☐	☐	☑ Evidence that records are maintained for a period of seven years	
5. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report, for the prior year, for Title IA. **Please note: the LEA does not need to provide copies of the Consolidated Application. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☑	☐	☐	☑ Consolidated Application, Performance Goal Output Report in Title IA	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	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.	☑	☐	☐	☑ Data reports/summaries must be present at time of monitoring.	
6. Conflict of Interest Policy UGG Sec 200.112	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: • Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) • 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) • Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) • Mandatory Disclosure- (potential conflict disclosed in writing)	☑	☐	☐	☑ Board Approved policy, ☐ Self-disclosure form, ☐ Resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	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	☑	☐	☐	☑ Review program expenditures ☐ Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.	
8. Procurement UGG Sec 200.320, 100.67, 200.88	1. Procurement the LEA maintains purchasing procedures Micro-purchases (purchase up to $10,000) • Small Purchase (between $10,000-$250,000) • Sealed Bids (purchases over $250,000 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)	☑	☐	☐	☑ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels ☐ Evidence that procurement procedures were followed for 3-5 tested random expenditures.	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. Cash Management Procedures UGG Sec 200.305	1. Cash Management - the LEA must maintain written procedures to implement the following cash management requirements: • Reimbursements - explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds • Advances - explain what happens if the LEA receives advance payments of federal grant funds • Interest - explain how the LEA will manage interest earned on federal grant awards	☑	☐	☐	☑ Procedures are available that address the three components ☐ Evidence that LEA returned interest earned in excess of $500 to federal government, if applicable	
10. Travel Reimbursement UGG Sec 200.474	1. Travel the LEA 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)	☑	☐	☐	☑ Board approved policies available for review ☐ Samples of travel requests reviewed followed policy ☐ Prior written approval was obtained by PDE for out of state travel	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
11. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454	1. LEA must obtain prior written approval for the following expenditures: • 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)	☑	☐	☐	☐ Items were included in approved consolidated application budgets and/or narratives ☑ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.	
12. Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	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	☑	☐	☐	☑ Consolidated Application Carryover section ☐ Waiver request and Carryover Waiver Approval Letter	
13. Rank Order 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. Sec. 1113	1. The LEA must rank buildings highest to lowest based on poverty percentages. All buildings over 75% low-income must be served, 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." This can be marked N/A only if one of the following applies; the LEA has one building per grade span, the LEA is a single building, less than 1,000 district enrollment, or a Charter School.	☐	☐	☑	☐ Building Level Title I Expenditures	**District Comments** 2/12/2020 10:46:42 AM Controller James Donovan Agora Cyber Charter School is considered one building and ranking does not apply. **Monitor Comments** 4/19/2021 12:41:31 PM Monitor Joe Roberts The LEA has no need to rank buildings since it is considered to be one building.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. If an LEA has a building over 75%, this cannot be marked N/A. **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☑	☐ Consolidated Application, Selection of Schools ☐ Approval by Regional Coordinator and evidence of a supplemental program	**District Comments** 2/12/2020 10:46:47 AM Controller James Donovan Agora Cyber Charter School is considered one building and ranking does not apply. **Monitor Comments** 4/19/2021 12:41:58 PM Monitor Joe Roberts The LEA is considered to be one building.
	3. Pre-kindergarten children are excluded from the poverty count of any school	☐	☐	☑	☐ PIMS Report on Economically Disadvantaged ☐ Other printed documentation showing Pre-K excluded from enrollment counts	**District Comments** 2/12/2020 10:46:50 AM Controller James Donovan Agora Cyber Charter School is considered one building and ranking does not apply. **Monitor Comments** 4/19/2021 12:42:54 PM Monitor Joe Roberts The LEA excludes pre-kindergarten children from poverty count.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
14. Comparability The LEA complies with the comparability provisions of Title I Sec. 1118(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 **Please note: the LEA does not need to provide evidence. Monitor will view prior to monitoring from the Comparability website. By checking this as met you are ensuring compliance with this requirement.**	☑	☐	☐	☐ Detailed Data Sheet and Assurance page ☑ Assurance page for those LEAs that are exempt	**District Comments** 2/12/2020 10:49:14 AM Controller James Donovan Agora Cyber Charter School submitted the November Comparability Assurance Report as required.
15. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113(c)(3), 42 U.S.C 11432 Sec. 1116(a)(3)	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. **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☑	☐	☐	☐ Consolidated Application Reservation of Funds page ☐ Consolidated Application Title I budget ☑ Statement of expenditures for homeless	
	2. 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. **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☑	☐	☐	☑ Consolidated Application, Reservation of Funds ☐ 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	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	☐	☐	☑	☐ Statement of expenditures for Neglected Institution	**District Comments** 2/12/2020 10:50:23 AM Controller James Donovan As a cyber charter school, Agora does not serve neglected institutes. **Monitor Comments** 4/19/2021 12:43:24 PM Monitor Joe Roberts The LEA does not serve neglected institutions.
	4. 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. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	☐	☐	☑	☐ Statement of expenditures for Foster	**District Comments** 2/12/2020 10:50:49 AM Controller James Donovan Agora Cyber Charter School serves foster students with LEA general funds. **Monitor Comments** 4/19/2021 12:44:16 PM Monitor Joe Roberts The LEA does not set aside funds for foster students.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	5. 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. (If not used, select NA)	☐	☐	☑	☐ Spreadsheet demonstrating calculations	**District Comments** 2/12/2020 10:51:21 AM Controller James Donovan Agora Cyber Charter School does not exercise the Salary and Fringe Benefit set-aside option. **Monitor Comments** 4/19/2021 12:45:00 PM Monitor Joe Roberts The LEA does not use either of the set asides.
	6. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	☐	☐	☑	☐ LEA Title I budget and expenditures	**District Comments** 2/12/2020 10:52:59 AM Controller James Donovan Agora Cyber Charter School did not indicate the use of Optional set asides on the Reservation of Funds worksheet. **Monitor Comments** 4/19/2021 12:45:34 PM Monitor Joe Roberts The LEA does not use either of the set asides.
16. 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.	☑	☐	☐	☑ Expenditures aligned to transferred into subprogram ☐ Consolidated Application, Transferability page	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Evidence that Nonpublic school consultation to discuss transfer of funds occurred prior to the transfer of funds.	☐	☐	☑	☐ Agendas/sign in sheets ☐ Emails ☐ Other documentation to reflect consultation occurred prior to the transfer of funds	**District Comments** 2/12/2020 10:53:49 AM Controller James Donovan Agora Cyber Charter School does not participate in any non-public school consultations. **Monitor Comments** 4/19/2021 12:46:07 PM Monitor Joe Roberts The LEA does not service any non public students.
	If you have additional comments to make about this section, enter them here:					
17. Time Documentation UGG Section 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	☑	☐	☐	☑ Semi-annual time certifications	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	☐	☐	☑	☐ Documentation of Fixed schedule semi-annual time documentation DFP approval	**District Comments** 2/12/2020 10:55:08 AM Controller James Donovan Agora Cyber Charter School is not using single funding certifications to document time. **Monitor Comments** 4/19/2021 12:46:54 PM Monitor Joe Roberts The LEA does not use any single funding certs for time documentation.
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 2/12/2020 10:56:32 AM Controller James Donovan All Agora Cyber Charter School employees funded through Title I dedicate one hundred percent of their time to Title I activities. **Monitor Comments** 4/19/2021 12:47:55 PM Monitor Joe Roberts The LEA employees dedicate all their time to Title I .

Desk Monitoring only: Title I uploads-Fiscal 2019-20.pdf

- Upload inventory list for public and Non-public programs
- Upload data reports/summaries

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	• Upload Conflict of Interest Policy and Travel Reimbursement Policy, Cash Management Procedure, Allowability of Costs Procedure and Procurement Procedure • Upload Carryover Waiver Approval Letter, if applicable • Upload building level budgets for each Title I building • Upload Documentation of LEA methodology for allocating state and local funds to buildings. • For LEAs not exempt, upload Comparability Assurance page and Detailed data sheet. For those LEAs that are exempt, upload Assurance page. • Upload MOE letter from PDE • Upload agendas, sign in sheets, emails, or other documentation to reflect Non-public consultation occurred.					

Community Eligibility Provision (CEP) 7 CFR 245.9(f)97) (iii)

The Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) offers LEAs an alternative to collecting household applications in the National School Lunch and National School Breakfast Programs, which eliminates unnecessary paperwork previously required by the Richard B. Russell National School Lunch Act. The CEP is a reimbursement option for eligible LEAs and schools that wish to offer free meals to all children in high-poverty schools.

☑ **If the LEA does not use the Community Eligibility Provision (CEP), this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 18-19 SY? This is asked for 19-20 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data Note: If your LEA has schools that have adopted CEP for the first time during the 19-20 SY this answer is "no". Note: If a "no" answer the remaining questions can be marked N/A. **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☐	☐ Consolidated Application, Selection of Schools	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. 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. **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☐	☐ Consolidated Application Selection of Schools ☐ 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. ☐ 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. ☐ 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.	

Comments

The Lea has successfully completed all the requirements for Title I

Title IIA: Fiscal

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Supplement/Supplant The LEA ensures that Federal 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 Sec. 1118(b)	1. Title II - the LEA approved budget and records of expenditures of Title II funds match	☐	☐	☑	☐ Title II budgets ☐ LEA budget ☐ Statement of Expenditures for Title II	**District Comments** 2/12/2020 11:03:35 AM Controller James Donovan Agora Cyber Charter School implemented the transferability component and all Title II funds are transferred to Title I and used used for salaries and benefits. **Monitor Comments** 4/19/2021 12:30:45 PM Monitor Joe Roberts All Title II funds transferred to Title I.
2. Time Documentation UGG 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	☑	☐	☐	☑ Semi-annual time certifications	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	☐	☐	☑	☐ Documentation of Fixed schedule semi-annual time documentation DFP approval	**District Comments** 2/12/2020 11:06:03 AM Controller James Donovan Agora Cyber Charter School is not using Single Funding Certifications to document time. **Monitor Comments** 4/19/2021 12:31:24 PM Monitor Joe Roberts The LEA does not use Single Funding Certs .
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 2/12/2020 11:06:42 AM Controller James Donovan All Agora Cyber Charter School employees funded through Title II dedicate one hundred percent of their time to Title I activities. **Monitor Comments** 4/23/2021 9:49:02 AM Monitor Joe Roberts All LEA employees spend 100 percent of their time in Title I activities

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title II by the due date. **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☑	☐ Consolidated Application, Performance Goal Output Report in Title II.	**District Comments** 2/12/2020 11:08:10 AM Controller James Donovan Agora Cyber Charter School implemented the transferability component and all Title II funds are transferred to Title I so a Title II performance goal was not needed. 4/3/2020 2:32:00 PM Federal Programs Coordinator Alina Kitchell As I was preparing for the desk audit I realized we did in fact have a performance goal included in the 18-19 consolidated application. I did submit the report prior to the January 4th deadline and the information is included in the Title II upload files. We did not include a Title II goal in the 19-20 consolidated application since I had checked at the PAFPC conference and they confirmed a goal was not needed if funds were transferred. **Monitor Comments** 4/19/2021 12:32:49 PM Monitor Joe Roberts Goals are not needed since Title II funds were transferred to Title I.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	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.	☐	☐	☑	☐ Data reports/ summaries	**District Comments** 2/12/2020 11:08:16 AM Controller James Donovan Agora Cyber Charter School implemented the transferability component and all Title II funds are transferred to Title I so a Title II performance goal was not needed. **Monitor Comments** 4/19/2021 12:33:42 PM Monitor Joe Roberts Documentation is not needed since all funds transferred to Title I.
4. Equipment and Related Property UGG 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999)	☐	☐	☑	☐ Inventory list of items purchased with Title IIA	**District Comments** 2/12/2020 11:09:58 AM Controller James Donovan Agora Cyber Charter School does not use Title II funds for equipment and related property. **Monitor Comments** 4/19/2021 12:34:14 PM Monitor Joe Roberts The LEA does not se any Title II funds to purchase equipment.

Desk monitoring only:

- Upload data reports supporting performance goal output report
- Upload Title II budget
- Appropriate Time Documentation

Title II-Uploads-Fiscal 2019-20.pdf
Single Certification SY 19-20 Semester 2.pdf
Single Certification SY 19-20 Semester 1.pdf

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

Comments

The Lea has successfully completed all the requirements for Title II.

Title IVA: Fiscal

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Supplement/Supplant The LEA ensures that Federal 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 Sec. 1118(b)	1. Title IV (where applicable) - the LEA approved budget and records of expenditures of Title IV funds match.	☐	☐	☑	☐ Title IV budgets ☐ LEA budget ☐ Statement of Expenditures for Title IV	**District Comments** 2/12/2020 11:12:38 AM Controller James Donovan Agora Cyber Charter School implemented the transferability component and all Title IV funds are transferred to Title I and all funds are used for salary and benefits. **Monitor Comments** 4/19/2021 12:35:15 PM Monitor Joe Roberts All Title IV funds are transferred to TITLE I.
2. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title IV by the due date. **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☑	☐ Consolidated Application, Performance Goal Output Report in Title IV.	**District Comments** 2/12/2020 11:13:09 AM Controller James Donovan Agora Cyber Charter School implemented the transferability component and all Title IV funds are transferred to Title I so a Title IV performance goal was not needed. **Monitor Comments** 4/19/2021 12:36:31 PM Monitor Joe Roberts All Title IV funds transferred to Title I.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	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.	☐	☐	☑	☐ Data reports/ summaries	**District Comments** 2/12/2020 11:13:33 AM Controller James Donovan Agora Cyber Charter School implemented the transferability component and all Title IV funds are transferred to Title I so a Title IV performance goal was not needed. **Monitor Comments** 4/19/2021 12:36:59 PM Monitor Joe Roberts All Title IV funds transferred to Title I
3. Time Documentation UGG 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	☑	☐	☐	☑ Semi-annual time certifications	
	1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	☐	☐	☑	☐ Documentation of Fixed schedule semi-annual time documentation DFP approval	**District Comments** 2/12/2020 11:14:36 AM Controller James Donovan Agora Cyber Charter School is not using single funding certification to document time. **Monitor Comments** 4/19/2021 12:37:41 PM Monitor Joe Roberts The LEA does not use single funding certs to document time.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 2/12/2020 11:15:36 AM Controller James Donovan All Agora Cyber Charter School employees funded by Title IV dedicate one hundred percent of their time to Title I activities. **Monitor Comments** 4/19/2021 12:38:30 PM Monitor Joe Roberts All employees dedicate 100 per cent of their time to Title I. They use signed time certifications.
4. Equipment and Related Property UGG 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999)	☐	☐	☑	☐ Inventory list of items purchased with Title IV	**District Comments** 2/12/2020 11:16:07 AM Controller James Donovan Agora Cyber Charter School does not use Title IV funds for equipment and related property. **Monitor Comments** 4/19/2021 12:39:02 PM Monitor Joe Roberts The LEA does not use Title IV funds to purchase equipment.

Desk monitoring only:

- Upload data reports supporting performance goal output report
- Upload Title IV budget
- Appropriate Time Documentation

Title IV-Uploads-Fiscal 2019-20.pdf
Single Certification SY 19-20 Semester 2.pdf
Single Certification SY 19-20 Semester 1.pdf

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

Comments

The Lea has successfully completed all the requirements for Title IV

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

**Division of Federal Program
Consolidated Program Review
2019-2020 School Year
Agora Cyber CS**

Agora Cyber Charter School

SCHOOL Level Monitoring

	Name	**Check if Interviewed**
Principal:	Dr. Rich Jensen	☑
Parent:	Melissa Martinelli	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:	Joe Roberts	Visit Date:	4/23/2021

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Time Documentation UGG Sec. 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	☑	☐	☐	☑ Semi-annual time certifications	
	1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	☐	☐	☑	☐ Documentation of Fixed schedule semi-annual time documentation DFP approval	**District Comments** 4/12/2021 2:37:50 PM Federal Programs Coordinator Alina Kitchell Agora Cyber Charter School Title Funded Staff spend 100% of their time and effort in those Title positions. **Monitor Comments** 4/23/2021 9:47:45 AM Monitor Joe Roberts The Lea employees spend 100 per cent of their time in their Title I positions.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 4/12/2021 2:38:33 PM Federal Programs Coordinator Alina Kitchell Agora Cyber Charter School Title Funded Staff spend 100% of their time and effort in those Title positions. **Monitor Comments** 4/23/2021 9:46:53 AM Monitor Joe Roberts The Lea employees spend 100% of their time on Title I.
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting **ALL** Title I expenditures	☑	☐	☐	☑ 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	

Desk Monitoring Only:

school level monitoring.pdf

- Upload staff semi-annual certification and/or time logs
- Upload schools Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures.

If you have additional comments to make about this section, enter them here:	

Comments

The Lea has successfully completed all the requirements for school level monitoring.

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

Division of Federal Programs
Consolidated Program Review

2019-2020 School Year

Agora Cyber CS
590 North Gulph Road
King of Prussia, PA 19406

LEA Level Monitoring

	Name	**Phone Number**	Check if Interviewed
Superintendent:	Dr. Michael Conti	610-230-0079	☐
Business Manager:	James Donovan	610-230-2248	☐
Federal Program Coordinator:	Alina Kitchell	484-387-0109	☑
Parent/Family Member:	Melissa Martinelli	610-368-6426	☐

Program(s) Reviewed:

☑ Title IA: Program   ☑ Title IVA: Program

☐ Ed-Flex Waiver Review   ☐ Title VI-B REAP

☑ Title IIA: Program   ☐ Title VIII

Program Reviewer(s): Joe Roberts

Program Review Date: 04/23/2021

Title IA: Program

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 funds meet applicable State certification and licensure requirements.

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Teachers and paraprofessionals working in a Title I program are appropriately state certified.	☑	☐	☐	☐ List of staff working in the Title IA program and their certifications. ☐ Samples of valid level I or II certificated with appropriate content areas aligned with class schedules. ☐ Emergency permits unacceptable except for Charter Schools - 25% rule ☑ Report by the LEA data system on staff qualifications	
Desk monitoring only: Upload list of staff working in the Title IA program and their certifications.				Component I-Appropriately State Certified.pdf Component I- Appropriately State Certified_part 2.xlsx	
If you have additional comments to make about this section, enter them here:					

Component II: Equity Plan

The 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(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	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.	☑	☐	☐	☐ Equity Plan and **dated** agenda and sign in sheets ☑ Documentation of annual review of Equity Plan ☐ Teachers are reassigned, if applicable ☐ Changes to union contract are made, if applicable ☐ Sample class schedules with applicable staff and student percentages	
Desk monitoring only: Upload Equity Plan and agendas and sign-in sheets for Equity Plan meetings.				Component II-Equity Plan, Signin Sheet, Agenda for Discussion.pdf	
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 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.	☐	☐	☑	☐ Written transportation procedures with signatures	**District Comments** 2/7/2020 3:13:38 PM Federal Programs Coordinator Alina Kitchell According to Educational Stability for Foster Care Youth in Pennsylvania's website cyber charter schools are not required to provide transportation procedures. **Monitor Comments** 4/19/2021 12:16:16 PM Monitor Joe Roberts Statewide charter schools are not required to have an MOU.
Desk monitoring only: Upload written Foster Care Transportation procedures.					Component III-Foster Care Evidence.pdf
If you have additional comments to make about this section, enter them here:					

Component IV: Head Start Coordination Requirements

Each LEA receiving Title I funds must carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. **Please note: If the LEA uploaded the MOU to eGrants, additional copies are not required. The monitor will view the MOU prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☑	☐ Signed MOU/written agreement between LEA and Head Start agency(ies)	**District Comments** 2/7/2020 3:17:08 PM Federal Programs Coordinator Alina Kitchell Cyber Charter schools are not required to provide Head Start MOU's. **Monitor Comments** 4/19/2021 12:17:35 PM Monitor Joe Roberts Cyber Charter Schools do not need to have a MOU for Head Start.
Desk monitoring only: Upload signed MOU.					Component IV-Head Start Coordination Requirements Evidence.pdf
If you have additional comments to make about this section, enter them here:					

Component V: Transition

Title I requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Section 1112(b)(8)
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students. **Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☑	☐	☐	☑ Consolidated Application Transition and Coordination section	
If you have additional comments to make about this section, enter them here:					

Component VI: 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	Comments

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments

1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:
 	
• description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application)
• description of 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 1116 parent and family involvement activities to improve student academic achievement and school performance
• description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs
• description of 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 Title I, Part A, including identifying:
    ○ 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
• description of how the LEA uses 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, and
• description of involvement of parents in the activities of the Title I schools.
	☑	☐	☐	☑ LEA Parent and Family Engagement policy with **review/revision** date. **Dated** parent meeting agenda and sign in sheet and evidence of distribution, examples website posting, handbook, mailing, etc.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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.) **Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☑	☐	☐	☑ Consolidated Application, Reservation of Funds	
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)	☑	☐	☐	☑ **Dated** agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside	
4. If the LEA received $500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, **including at least one of the following:** • 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 • 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 • engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received $500,000 or less in Title I funds.)	☑	☐	☐	☑ LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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.	☑	☐	☐	☐ Dated agenda and sign in sheets from meeting with parents to discuss the evaluation ☑ Surveys and **collated** results to demonstrate evaluation process	
Desk Monitoring only: • Upload LEA Parent and Family Engagement Policy, parent meeting agendas and sign in sheets, method of distribution • Upload agendas and sign in sheets that demonstrate a discussion with parents and family members, and/or the survey and results.				District-Parent-and-Family-Engagement-2.4.19_ADA.pdf Parent-and-Family-Engagement-Policy_ADA.pdf 2019 Annual Title I Meeting Invitation.docx October Newsletter showing parents invited to Title I meeting.pdf Title I meeting participants list 2019-20 Signin Sheet.pdf Title I meeting 2019-20.pdf Newsletter containing Title I recording and survey.pdf Title I survey 2019-20 SY results.pdf 18-19 EoY Survey Summary.pdf	
If you have additional comments to make about this section, enter them here:					

Component VII: Schoolwide Programs

A LEA 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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA is consolidating, not coordinating, funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A)	☐	☐	☑	☐ Approval letter from PDE	**District Comments** 3/27/2020 12:25:51 PM Federal Programs Coordinator Alina Kitchell I reached out to Erin Derr regarding this question and she said, "Did you receive a letter from PDE indicating you can consolidate our funds? If you did not, then you would check NA. If you did, then you would select Met." We did not receive a letter so I indicated n/a as instructed. **Monitor Comments** 4/19/2021 12:21:40 PM Monitor Joe Roberts The LEA does not consolidate funds on the Schoolwide program.
	Desk monitoring only: Upload Approval letter from PDE stating LEA can consolidate funds.				
If you have additional comments to make about this section, enter them here:					

Component VIII: Nonpublic Schools

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

Sections 1117, 8501, and 8503 Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

☑ **If the LEA is not required to provide nonpublic services or the nonpublic official has declined services, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has procedures for provision of services to eligible children attending nonpublic schools. **Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☐	☐ 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.	☐	☐	☐	☐ Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials ☐ 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 SEA's equitable services ombudsman.	☐	☐	☐	☐ Affirmation of Consultation ☐ eGrants affirmation upload ☐ LEA documentation that consultation has, or attempts at such consultation have, taken place ☐ Emails, Return Receipt mail card, and/or Certified Letter postage receipt are required ONLY if the LEA does not have/nonpublic official fails to sign the affirmation.	
4. LEA regularly monitors the provision of Title I services to nonpublic students.	☐	☐	☐	☐ Visitation log ☐ Evaluation data ☐ Assessment data	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA is evaluating the Title I program serving nonpublic school students.	☐	☐	☐	☐ Evaluation data ☐ Needs assessment, survey form and collated results ☐ 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. **Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☐	☐ Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants ☐ Announcements/sign-in sheets for Parent & Family Engagement opportunities for nonpublic teachers and parents as applicable	
7. LEA's budget documents appropriate set-asides. **Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☐	☐ Title I budget/Budget Summary section of eGrants	
8. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	☐	☐	☐	☐ Carryover section of eGrants and copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials	
9. 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.	☐	☐	☐	☐ Inventory list of items purchased with Title I A nonpublic funds ☐ Documentation that a physical inventory is **conducted annually at the end of the school year**	
10. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.	☐	☐	☐	☐ Copy of third-party contracts that include a breakdown of instructional costs, amount of services to be delivered, administrative costs for nonpublic schools and multi-year contracts DO NOT exceed three years and contain an exit clause.	
11. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.	☐	☐	☐	☐ Informal quotes or RFPs	
12. LEA has Title I complaint procedures available for nonpublic schools.	☐	☐	☐	☐ Copy of Complaint Procedure and verification of distribution to nonpublic schools	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
13. Transferability Sec. 5103(b) 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. (Complete only if transfer) Evidence of Nonpublic school consultation to discuss transferred amounts	☐	☐	☐	☐ Agendas/sign in sheets ☐ Emails ☐ Other documentation to reflect nonpublic consultation occurred prior to the transfer of funds.	

Desk monitoring only:

- Upload Copies of letters, e-mails, consultation forms, or meeting sign-in sheets between LEA and nonpublic officials to demonstrate services have been discussed
- Upload sign in sheets or visitation logs to demonstrate LEA monitored Nonpublic school
- Upload evaluation data, assessment data, or the needs assessment survey to demonstrate LEA evaluated Nonpublic Title I program.
- Upload third party contracts
- Upload complaint procedures

If you have additional comments to make about this section, enter them here:	

Component IX: Targeted Support and Improvement (TSI) Plans

Schools are encouraged to create a multiyear plan. The deadline for TSIs schools to have their plan complete is the end of their school year. Plans must be board approved, but not approved by PDE. If the LEA is in recovery or receivership the Chief Recovery Officer or Receiver must sign off.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Each TSI school must have either a completed plan or can demonstrate progress towards completing the plan.	☐	☐	☑	☐ Written plan ☐ evidence of progress such as stakeholder and/or planning meetings, agendas and/or sign in sheets		**District Comments** 2/10/2020 12:59:41 PM Federal Programs Coordinator Alina Kitchell Agora is a Comprehensive Support and Improvement School not a TSI. **Monitor Comments** 4/19/2021 12:22:33 PM Monitor Joe Roberts Agora Cyber Charter School is not a TSI LEA.
	☐	☐	☐			
If you have additional comments to make about this section, enter them here:	☐	☐	☐			

Comments

The Lea has successfully completed all requirements for Title I.The LEA also has done a wonderful job in answering and uploading the information.

Title IIA: Program

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.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	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).	☐	☐	☑	☐ Evidence of data used to indicate large class sizes or justification for the types of professional development activities offered.	**District Comments** 2/10/2020 1:00:57 PM Federal Programs Coordinator Alina Kitchell All Title II funds were transferred to Title I. **Monitor Comments** 4/19/2021 12:23:35 PM Monitor Joe Roberts All Title II funds transferred to Title I.
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities (including transfer discussions) e.g. parents, community members, schools staff.	☐	☐	☑	☐ Dated agendas and sign-in sheets for meetings that took place **prior** to the writing of the grant	**District Comments** 2/10/2020 1:01:18 PM Federal Programs Coordinator Alina Kitchell All Title II funds were transferred to Title I. **Monitor Comments** 4/19/2021 12:23:57 PM Monitor Joe Roberts All Title II funds transferred to Title I.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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. • Detailed list of ESSA-authorized activities: • Teacher/principal evaluation. • Recruitment and retention. • Class size reduction. • PD tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments. • Identify trauma, mental illness, and intervention. • Safety, drug and alcohol abuse, chronic absenteeism. • Gifted learning. • Library programs. • Sex abuse. • STEM. • Improved staff working conditions (feedback). • Career/tech ed integration and work-based learning to prepare for workforce or post-secondary transition • Other uses that at meet the intent of Title IIA	☐	☐	☑	☐ Expenditure printouts indicating detailed Title II activities	**District Comments** 2/10/2020 1:01:38 PM Federal Programs Coordinator Alina Kitchell All Title II funds were transferred to Title I. **Monitor Comments** 4/19/2021 12:24:21 PM Monitor Joe Roberts All Title II funds transferred to Title I.

Desk monitoring only:

- Upload data
- Upload meeting notices, agenda and sign-in sheets for any meetings at which stakeholders were involved in the planning of Title II activities.
- Upload list of CSR staff and their certifications or copies of teacher certificates (blackout social security numbers)
- Upload data reports/summaries

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

Comments

The Lea has completed successfully all the requirements for Title II.

Title IVA: Program

Requirements

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 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	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	☐	☐	☑	☐ **Dated** agendas and sign-in sheets for meetings that took place **prior** to writing the grant.	**District Comments** 2/10/2020 1:10:15 PM Federal Programs Coordinator Alina Kitchell All Title IV funds were transferred to Title I. **Monitor Comments** 4/19/2021 12:29:02 PM Monitor Joe Roberts All Title IV funds transferred to Title I.
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 as CSI and TSI; or are identified as persistently dangerous. **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☑	☐ Consolidated application Selection of Schools ranking page	**District Comments** 2/10/2020 1:10:22 PM Federal Programs Coordinator Alina Kitchell All Title IV funds were transferred to Title I. **Monitor Comments** 4/19/2021 12:25:29 PM Monitor Joe Roberts All Title IV funds transferred to Title I.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. The LEA **continued to consult** with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	☐	☐	☑	☐ **Dated** agendas and sign-in sheets	**District Comments** 2/10/2020 1:10:28 PM Federal Programs Coordinator Alina Kitchell All Title IV funds were transferred to Title I. **Monitor Comments** 4/19/2021 12:25:57 PM Monitor Joe Roberts All Title IV funds transferred to Title I
4. 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). **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☑	☐ Consolidated application showing funds in the Effective Use of Technology expenditure section	**District Comments** 2/10/2020 1:10:35 PM Federal Programs Coordinator Alina Kitchell All Title IV funds were transferred to Title I. **Monitor Comments** 4/19/2021 12:26:19 PM Monitor Joe Roberts All Title IV funds transferred to Title I

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. If LEA receives more than $30,000, the activities supported by Title IV are aligned with the needs of the district/schools. (Evidence: Needs Assessment Data that is less than 3 years old)	☐	☐	☑	☐ **Dated** needs Assessment	**District Comments** 2/10/2020 1:10:46 PM Federal Programs Coordinator Alina Kitchell All Title IV funds were transferred to Title I. **Monitor Comments** 4/19/2021 12:26:48 PM Monitor Joe Roberts All Title IV funds transferred to Title I
6. If the LEA has received more than $30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities. **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☑	☐ Consolidated application Well-Rounded narrative completed. ☐ Consolidated application showing funds in the Well-Rounded expenditure section	**District Comments** 2/10/2020 1:10:53 PM Federal Programs Coordinator Alina Kitchell All Title IV funds were transferred to Title I. **Monitor Comments** 4/19/2021 12:27:13 PM Monitor Joe Roberts All Title IV funds transferred to Title I

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. If the LEA has received more than $30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities. **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☑	☐ Consolidated application Safe and Healthy narrative completed. ☐ Consolidated application showing funds in the Safe and Healthy expenditure section	**District Comments** 2/10/2020 1:11:01 PM Federal Programs Coordinator Alina Kitchell All Title IV funds were transferred to Title I. **Monitor Comments** 4/19/2021 12:27:35 PM Monitor Joe Roberts All title IV funds transferred to Title I
8. If the LEA has received more than $30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities. **Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.**	☐	☐	☑	☐ Consolidated application Effective Use of Technology narrative completed. ☐ Consolidated application showing funds in the Effective Use of Technology expenditure section	**District Comments** 2/10/2020 1:11:08 PM Federal Programs Coordinator Alina Kitchell All Title IV funds were transferred to Title I. **Monitor Comments** 4/19/2021 12:28:27 PM Monitor Joe Roberts All Title IV funds transferred to Title I.

Desk monitoring only:

- Upload meeting notices, agenda and sign-in sheets for any meetings at which stakeholders were involved in the planning of Title IV activities.
- For those LEAs that receive more than $30,000, upload Needs Assessment with date

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

Comments

The Lea has successfully completed all the requirements for Title IV.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

Division of Federal Program
Consolidated Program Review
2019-2020 School Year
Agora Cyber CS

Agora Cyber Charter School

SCHOOL Level Monitoring

	Name	**Check if Interviewed**
Principal:	Dr. Rich Jensen	☑
Parent:	Melissa Martinelli	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:	Joe Roberts	Visit Date:	4/23/2021

School Level Monitoring

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.

Sec. 1112(c)(6) Sec. 1112(e)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. **All** instructional paraprofessionals working in a Title I program are appropriately certified.	☐	☐	☑	☐ List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	**District Comments** 3/12/2021 1:40:33 PM Federal Programs Coordinator Alina Kitchell Agora has no paraprofessionals on staff. **Monitor Comments** 4/22/2021 4:04:41 PM Monitor Joe Roberts Agora does not employ paraprofessionals.
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their childs teacher(s), and of paraprofessionals who provide instructional services to their children.	☑	☐	☐	☑ Copy of Right-to-Know - Teacher Qualifications letter **dated** and evidence of distribution date	
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.)	☑	☐		☑ Copy of Right-to-Know - Four Consecutive Week letter ☐ Evidence of distribution date with signature, if applicable	

Desk Monitoring Only:

- Upload list of paraprofessionals working in Title I programs with their qualifications.
- Upload dated copy of Right-to-Know Teacher Qualification letter

Right -to-Know-Four Consecutive Week Letter.docx
FW_ Title 1 Parent Letters.pdf
AGORA - 2019 Right To Know Information.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• Upload a copy of Right-to-Know Four Consecutive Week letter					
If you have additional comments to make about this section, enter them here:					

Component II: 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.

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments

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. **All the following are Required components**:
 	
• 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 school's Title I program and to explain the requirements of Title I and the right of parents to be involved.
• 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 school's programs, the school may use the process, if such process included an adequate representation of Title I.
• Provide Title I parents
   ○ 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
	☑	☐	☐	☑ School Parent and Family Engagement policy, (that includes all required components), with review/revision date, dated parent meeting, dated agenda & sign-in sheets, and method of distribution	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ 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).					
○ 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 aid 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.					
○ 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	Comments
○ 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).					
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 school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	☑	☐	☐	☑ **Dated** Title I meeting agenda & sign-in sheets	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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 State's high standards. The compact shall • describe the school's 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 children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and • 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 children'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.	☑	☐	☐	☑ School-parent compact with review/revision date, dated agenda, sign-in sheets and method of distribution	
4. Title I Schools shall aid 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.	☑	☐	☐	☐ **Dated** Title I meeting agenda & sign-in sheets that indicate topics of discussion ☑ Staff/Parent meeting agendas and sign-in sheets	
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.	☑	☐	☐	☐ Training materials, evaluations, agendas & sign-in sheets, calendar of events ☑ Workshops with copies of dated agendas and sign-in sheets.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. **ALL** schools teachers and staff shall **annually** be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	☑	☐	☐	☑ **Dated** staff meeting agendas and sign-in sheets ☐ SPAC skits and staff agendas and sign in sheets ☐ Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	☑	☐	☐	☑ Transition Plan ☐ Parent training materials, evaluations, agendas, calendar of events ☐ Staff/Parent meeting agendas and sign-in sheets	
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.	☑	☐	☐	☑ Translated documents such as fliers, letters, web site postings ☐ Translated Schoolwide Plan	

Desk Monitoring Only:

- Upload School-Level Parent and Family Engagement Policy for each Title I school, parent meeting agenda and sign in sheet, and method of distribution.
- Upload agenda for annual Title I meeting and sign-in sheets.
- Upload School-Parent Compact for each Title I school and agenda and sign in sheet from parent meeting.
- Upload Staff/Parent meeting agendas, back-to-school nights or parent training meetings.
- Upload Staff/Parent meeting agendas, back-to-school nights or parent training meetings.
- Upload agenda of staff meeting(s) where discussion of effective means to communicate with parents is discussed, along with sign-in sheets. Include documentation of parent involvement in the process.
- Upload a sample translated document.

Parent-and-Family-Engagement-Policy_ADA.pdf
District-Parent-and-Family-Engagement-2.4.19_ADA.pdf
October Newsletter showing parents invited to Title I meeting.pdf
Title I survey 2019-20 SY results.pdf
Title I meeting 2019-20.pdf
Title I meeting participants list 2019-20 Signin Sheet.pdf
Compact-revised 2.4.19.pdf
Learning Coach Orientation Survey SY19-20 (Responses).pdf
agora-org-learning-coach-orientation.pdf
parent led PD.pdf
RE_ Parent Podcast.pdf
RE_ parent led PD_proof of parent involvement.pdf
Compact translated into French.pdf
2019 Back to School Venues.xlsx

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

Component III: 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 school does not operate a Schoolwide Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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.	☑	☐	☐	☑ Copy of the School Plan Template OR the Schoolwide Plan Must also provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.	

Desk Monitoring Only: Upload a copy of the School Plan Template or the Schoolwide Plan and sign-in sheets and agendas demonstrating plan was updated within a year of the monitoring visit.	2020-2021 Agora School Improvement Plan.pdf Agora-Cyber-CS_Comprehensive-Plan_12-4-2018.doc Evidence of plan review and updating.pdf

Note: If the school does not have an approved Schoolwide Plan, must monitor requirements in the Targeted Assistance section.

If you have additional comments to make about this section, enter them here:	

Component IV: Targeted Assistance Programs

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. 1113

☑ **If the school does not operate a Targeted Assistance Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	☐	☐	☐	☐ 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.	☐	☐	☐	☐ 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 includeexpanded 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.).	☐	☐	☐	☐ 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.	☐	☐	☐	☐ Documentation of regular team meetings, **dated** agenda, sign-in sheets, and minutes	
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.	☐	☐	☐	☐ List of professional development activities, **dated** agendas, and sign in sheets	
Desk Monitoring Only:					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• Upload selection criteria and student roster with test scores that includes rank order listing • Upload a list of instructional strategies including activities that strengthen the academic program provided to eligible children • Upload a list of professional development activities, agendas, and sign in sheets					
If you have additional comments to make about this section, enter them here:					

Comments

The LEA has successfully completed all the requirements for school level monitoring.

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AUDIT RESULTS

JUNE 30, 2023

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Timothy L. Sawyer, CPA, CGMA □ Partner
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February 5, 2024

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Board of Trustees
Agora Cyber Charter School
1108 West 8th Avenue
King of Prussia, PA 19406-2800

Dear Board of Directors:

We are pleased to present the results of our audit of the financial statements of the Agora Cyber Charter School. Open and candid dialogue with you is a critical step in the audit process and in the overall governance process, and we appreciate the opportunity to share the insights from our audit with you.

Our audit was designed to express an opinion on the June 30, 2023 financial statements. We continue to receive the full support and assistance of the School's finance department personnel in conducting our audit.

We look forward to meeting with you to discuss the contents of this report and answer any questions you may have about these or any other audit-related matters.

Very truly yours,

BARBACANE, THORNTON & COMPANY LLP

Timothy L. Sawyer, CPA, CGMA
Partner

/nrb
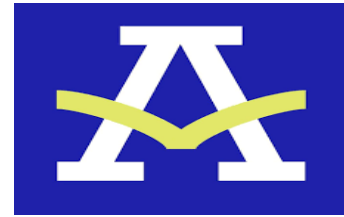
Fiscal Year 2023 Audit Summary

Status and Reports

- Our fieldwork for the fiscal year 2023 audit was completed on November 13, 2023.

- We issued an unmodified ("clean") audit opinion on the Agora Cyber Charter School's financial statements, which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Results

- Internal control systems surrounding the processing of transactions (cash receipts, cash disbursements, and payroll) are designed and operating effectively.

  o As part of our audit procedures for fiscal year 2023, we tested 40 expenditure transactions. We noted no issues with the sample tested.

  o As part of our audit procedures for fiscal year 2023, we tested 40 student billing transactions. We noted no issues with the sample tested.

- We assisted with the preparation of the financial statements, related notes, and Annual Financial Report (AFR) of the Agora Cyber Charter School in conformity with accounting principles generally accepted in the United States of America based on information provided by you.

- Annual Financial Report was submitted to the Pennsylvania Department of Education on November 30, 2023.

Other Items

- Please be advised that you are required to certify and submit your Data Collection Form to the Federal Audit Clearinghouse within 30 days of receipt of your report, or nine months after the end of your fiscal year (March 31, 2023), whichever comes first.

- Upon completion of the certification of your Data Collection Form with the Federal Audit Clearinghouse, you are required to email the Federal Audit Clearinghouse confirmation of receipt, the certified copy of the Data Collection Form, and the Single Audit Reporting Package Checklist to RA-BAFMSingleAudit@pa.gov.

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Financial Highlights

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Financial Highlights

Liabilities and Net Assets

	2023	2022
Accounts Payable	8,973,946	7,658,976
Accrued Salaries & Benefits	5,974,742	7,224,835
Unearned Revenue	5,249,323	-
Lease Liability	1,983,695	2,230,092
Net Assets	24,243,102	15,510,885

Financial Highlights

Revenues

Category	2023	2022
Tuition	93,371,042	101,132,952
Federal Grants	21,880,006	12,560,411
All Other Revenues	1,031,394	564,686

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Financial Highlights

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Summary of Required Communications

Provided below is a summary of required communications between the audit team and those charged with governance.

Services and Deliverables	Status
Overview of the planned scope and timing of the audit	Our scope and timing of the audit are consistent with the plan communicated to management in our planning memo and audit plan document dated August 3, 2023.
Auditor's responsibility under generally accepted auditing standards, including discussion of the type of auditor's report we are issuing and if there are any events and conditions that cause us to conclude that there is substantial doubt about the entity's ability to continue as a going concern	Our responsibilities are included in our engagement letter dated August 3, 2023. We have issued unmodified opinions on the School's financial statements for the year ended June 30, 2023.
Our views about the qualitative aspects of the School's significant accounting practices, including: • Accounting policies • Additional views	The School adopted Financial Accounting Standards Board (FASB) Topic 842 "Leases" during the year ended June 30, 2023. We are not aware of any significant accounting policies used by the School in controversial or emerging areas for which there is a lack of guidance.
Uncorrected misstatements, related to accounts and disclosures, considered by management to be immaterial	There were no uncorrected misstatements for the year ended June 30, 2023.
Material corrected misstatements related to accounts and disclosures	There were no misstatements identified. Our proposed audit adjustments were reviewed by management, approved, and are reflected in the financial statements
Significant deficiencies and material weaknesses in internal control	No material weaknesses or significant deficiencies were identified.

Summary of Required Communications

Services and Deliverables	Status
Fraud and illegal acts	We are not aware of any fraud or illegal acts.
Independence matters	We are not aware of any matters that in our professional judgment would impair our independence.
Representations we are requesting from management	Management will provide us with the required representations.
Changes to the terms of the audit with reasonable justification for the change	None
Significant findings and issues during the audit relating to related parties	None
Significant findings or issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management	None
Significant difficulties encountered during the audit	None
Disagreements with management	None
Management's consultations with other accountants	None of which we are aware
Findings regarding external confirmations	None
Other findings or issues regarding the over-sight of the financial reporting process	None

AGORA CYBER CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2023

AGORA CYBER CHARTER SCHOOL
JUNE 30, 2023

TABLE OF CONTENTS

INDEPENDENT AUDITOR'S REPORT

January 26, 2024

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

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of the Agora Cyber Charter School, which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Agora Cyber Charter School as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Agora Cyber Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the

- 1 -

To the Board of Trustees
Agora Cyber Charter School

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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Agora Cyber Charter School's ability to continue as a going concern for one year after the date that the financial statements are issued.

<u>Auditor's Responsibilities for the Audit of the Financial Statements</u>

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit 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 Agora Cyber Charter School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Agora Cyber Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

To the Board of Trustees
Agora Cyber Charter School

Emphasis of a Matter

As discussed in Note 2 to the financial statements, the Agora Cyber Charter School has adopted the requirements of Financial Accounting Standards Board (FASB) Topic 842, "Leases." The statement provides additional guidance regarding the identification of leases for accounting and financial reporting purposes and how the leases should be reported. Our opinion is not modified with respect to this matter.

Report on Summarized Comparative Information

We have previously audited the Agora Cyber Charter School's June 30, 2022 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated January 13, 2023. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Supplementary Information

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 26, 2024, on our consideration of the Agora 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 solely 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 effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Agora Cyber Charter School's internal control over financial reporting and compliance.

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

AGORA CYBER CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2023 AND 2022

	2023	2022
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	$ 39,064,955	$ 18,808,837
Accounts receivable, net	3,802,911	6,002,190
Grants receivable	663,632	5,312,323
Prepaid expenses	783,483	95,975
Total Current Assets	44,314,981	30,219,325
NONCURRENT ASSETS:		
Property and equipment:		
Leasehold improvements	193,909	193,909
Computer equipment and software	347,752	347,752
Office equipment	149,241	149,241
Less Accumulated depreciation	(564,770)	(515,531)
Total Property and Equipment	126,132	175,371
Right-of-use asset, office building	1,983,695	2,230,092
Total Noncurrent Assets	2,109,827	2,405,463
TOTAL ASSETS	$ 46,424,808	$ 32,624,788
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable	$ 8,973,946	$ 7,658,977
Accrued salaries and benefits	5,974,742	7,224,834
Unearned revenue	5,249,323	-
Current portion of lease liability	261,505	246,397
Total Current Liabilities	20,459,516	15,130,208
NONCURRENT LIABILITIES:		
Noncurrent portion of lease liability	1,722,190	1,983,695
NET ASSETS:		
Net assets without donor restrictions	24,243,102	15,510,885
Total Net Assets	24,243,102	15,510,885
TOTAL LIABILITIES AND NET ASSETS	$ 46,424,808	$ 32,624,788

The accompanying notes are an integral part of these financial statements.

AGORA CYBER CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023
(With Summarized Totals for the Year Ended June 30, 2022)

	Without Donor Restrictions	With Donor Restrictions	Totals 2023	Totals 2022
PUBLIC SUPPORT AND REVENUE				
Public Support:				
Operating subsidy	$ 93,371,042	$ -	$ 93,371,042	$ 101,132,952
Federal grants	-	21,880,006	21,880,006	12,560,411
Interest income	978,780	-	978,780	22,835
Other income	52,614	-	52,614	542,102
Subtotal	94,402,436	21,880,006	116,282,442	114,258,300
Net assets released from restriction:				
Satisfaction of program restrictions	21,880,006	(21,880,006)	-	-
TOTAL PUBLIC SUPPORT AND REVENUE	116,282,442	-	116,282,442	114,258,300
EXPENSES				
Program Services:				
Instruction	52,728,244	-	52,728,244	65,454,936
IDEA	1,774,706	-	1,774,706	2,017,982
Medical Access Administrative	64,223	-	64,223	79,809
Title I	3,584,825	-	3,584,825	3,377,282
Title II	195,590	-	195,590	244,365
Education Stabilization	16,008,641	-	16,008,641	6,596,891
Title IV	252,021	-	252,021	244,082
Total Program Services	74,608,250	-	74,608,250	78,015,347
Support services	32,941,975	-	32,941,975	32,516,816
TOTAL EXPENSES	107,550,225	-	107,550,225	110,532,163
NET OPERATING INCOME	8,732,217	-	8,732,217	3,726,137
CHANGE IN NET ASSETS	8,732,217	-	8,732,217	3,726,137
NET ASSETS, BEGINNING OF YEAR	15,510,885	-	15,510,885	11,784,748
NET ASSETS, END OF YEAR	$ 24,243,102	$ -	$ 24,243,102	$ 15,510,885

The accompanying notes are an integral part of these financial statements.

AGORA CYBER CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2023
(With Summarized Totals for the Year Ended June 30, 2022)

| | Program Services | | | | | | | Total Program Services | Total Support Services | Totals | |
| | | | Medical Access | | | Education | | | | | |
	Instruction	IDEA	Administrative	Title I	Title II	Stabilization	Title IV			2023	2022
Salaries	$ 18,013,798	$ -	$ -	$ 1,611,416	$ 120,288	$ 4,695,376	$ 154,993	$ 24,595,871	$ 13,990,046	$ 38,585,917	$ 36,997,956
Benefits and payroll taxes	13,221,415	-	-	1,493,195	75,302	2,453,021	97,028	17,339,961	8,610,616	25,950,577	28,764,281
Total Salaries and Related Expenses	31,235,213	-	-	3,104,611	195,590	7,148,397	252,021	41,935,832	22,600,662	64,536,494	65,762,237
Advertising	-	-	-	-	-	-	-	-	2,950,964	2,950,964	2,970,988
Books and materials	1,578,739	-	-	4,400	-	-	-	1,583,139	2,865	1,586,004	2,383,925
Depreciation	49,239	-	-	-	-	-	-	49,239	-	49,239	119,131
Dues and fees	7,326	-	-	1,523	-	-	-	8,849	552,583	561,432	689,209
Insurance	-	-	-	-	-	-	-	-	317,525	317,525	285,521
Instructional expenses and software	539,764	-	-	-	-	-	-	539,764	60,486	600,250	249,711
Legal services	-	-	-	-	-	-	-	-	561,885	561,885	504,819
Miscellaneous	-	-	-	-	-	-	-	-	-	-	20,028
Occupancy	330	-	-	-	-	-	-	330	364,345	364,675	349,230
Postage	17,738	-	-	14,183	-	-	-	31,921	98,950	130,871	162,008
Professional services	5,541,286	1,774,706	64,223	156,345	-	7,265,701	-	14,802,261	2,439,114	17,241,375	15,583,403
Rental expense	27,445	-	-	7,665	-	228,618	-	263,728	27,889	291,617	232,549
Repairs and maintenance	1,914,039	-	-	-	-	-	-	1,914,039	-	1,914,039	2,143,618
Scholarship	800	-	-	-	-	-	-	800	-	800	-
Special education services	593,417	-	-	-	-	-	-	593,417	1,066,428	1,659,845	529,304
Student activities	846	-	-	-	-	-	-	846	34,014	34,860	9,913
Supplies and small equipment	-	-	-	135,031	-	67,597	-	202,628	28,566	231,194	136,987
Technology expense	10,383,397	-	-	150,526	-	1,226,906	-	11,760,829	1,056,034	12,816,863	16,563,900
Telephone and internet	539,986	-	-	-	-	-	-	539,986	576,793	1,116,779	1,075,936
Transportation	75,620	-	-	-	-	-	-	75,620	-	75,620	566,892
Travel and entertainment	223,059	-	-	10,541	-	71,422	-	305,022	202,872	507,894	192,854
TOTAL EXPENSES	$ 52,728,244	$ 1,774,706	$ 64,223	$ 3,584,825	$ 195,590	$ 16,008,641	$ 252,021	$ 74,608,250	$ 32,941,975	$ 107,550,225	$ 110,532,163

The accompanying notes are an integral part of these financial statements.

AGORA CYBER CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2023 AND 2022

	2023	2022
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	$ 8,732,217	$ 3,726,137
Adjustments to reconcile change in net assets to net		
cash provided (used) by operating activities:		
Depreciation	49,239	119,131
(Increase) Decrease in:		
Accounts receivable	2,199,279	(1,008,648)
Grants receivable	4,648,691	(4,617,821)
Prepaid expenses	(687,508)	125,108
Deposits	-	150,426
Increase (Decrease) in:		
Accounts payable	1,314,969	(5,007,455)
Accrued salaries and benefits	(1,250,092)	1,863,740
Unearned revenue	5,249,323	-
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	20,256,118	(4,649,382)
NET CHANGE IN CASH AND CASH EQUIVALENTS	20,256,118	(4,649,382)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	18,808,837	23,458,219
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 39,064,955	$ 18,808,837
SUPPLEMENTAL DISCLOSURES:		
Interest paid	$ -	$ -
Taxes paid	$ -	$ -

The accompanying notes are an integral part of these financial statements.

NOTE 1   <u>NATURE OF THE ORGANIZATION</u>

The Agora Cyber Charter School (the School) is organized as a not-for-profit organization and operates a cyber charter school in King of Prussia, Pennsylvania, under an approved charter received from the Pennsylvania Department of Education, acting pursuant to authority conferred under Act 88. The School's initial operations began on July 1, 2005.

The mission of the School is to provide an innovative and intense academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills, and develop proficiency in the design and use of new computer technologies and scientific research. Through a combination of computer-supported instruction in the home; face-to-face meetings; and video conferencing with a certified teacher, specifically tailored research-based curriculum, and access to a community of experts in science and technology, our students will be fully prepared to be leaders in the digital age.

NOTE 2   <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES</u>

<u>Basis of Accounting</u>

The financial statements of the School have been prepared using the accrual basis of accounting.

<u>Financial Statement Presentation</u>

In accordance with the portion of the Financial Accounting Standards Board Accounting Standards Codification (FASB ASC) regarding financial statements of not-for-profit organizations, the School is required to report information regarding its financial position and activities according to the following two classes of net assets:

- Net Assets Without Donor Restrictions – Net assets that are not subject to donor-imposed restrictions or law.

- Net Assets With Donor Restrictions – Net assets subject to restrictions imposed by the donor. These restrictions may be removed either by actions of the School or the passage of time or may exist in perpetuity.

In addition, the School is required to present a statement of cash flows.

<u>Income Tax Status</u>

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School has been classified

NOTE 2   SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

as an organization that is not a private foundation under Sections 509(a)(1) and 170(b)(1)(a)(iv) of the Internal Revenue Code. The School did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

Cash and Cash Equivalents

The School considers all short-term highly liquid investments with an original maturity of three months or less to be cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual receivables from grants, contracts, and others. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to the applicable accounts receivable.

Property and Equipment

The School defines property and equipment as assets with an initial individual cost equal to or greater than $1,000 and an estimated useful life in excess of one year. All property and equipment 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 capitalized.

Property and equipment of the School are depreciated using the straight-line method over the following estimated useful lives:

Leasehold improvements	5 - 10 years
Computer equipment and software	2 - 5 years
Office equipment	3 - 10 years
Right of use asset	Lease term

Net Assets

Net assets represent the difference between assets and liabilities.

NOTE 2   SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Funding

The School is funded primarily from the local school district in which a student resides by receiving an amount equal to the calculation of selected expenditures per average daily membership for each child attending the School. Funding is recognized as revenue as it is earned. The rate of funding per student is determined on an annual basis.

Advertising Costs

The School expenses advertising costs as incurred.

Allocation of Functional Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Expenses are allocated to program and supporting services based upon employees' time for each function, purpose of each expenditure, and service provided for each program.

Use of Estimates in the Preparation of Financial Statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America 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 revenue and expenses during the reporting period. Actual results could differ from those estimates.

Prior Year Financial Statements

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2022, from which the summarized information was derived.

Implementation of FASB Standard

During the year ended June 30, 2023, the School implemented Financial Accounting Standards Board ("FASB") Topic 842, "Leases." The purpose of this standard is to bring most operating leases, which were previously accounted for off-balance sheet, onto the consolidated statement of financial position. The 2022 data presented in this report was restated to conform to this new standard.

NOTE 3   DEPOSITS

Custodial Credit Risk

Custodial credit risk is the risk that, in the event of a bank failure, the School's deposits may not be returned. The School does not have a policy in place for custodial credit risk. As of June 30, 2023, the carrying amount of the School's deposits was $39,064,955, and the bank balance was $39,974,726. Of the bank balance, $250,000 was covered by FDIC insurance, and $760,139 was uninsured and exposed to custodial credit risk. The remaining bank balance of $38,964,587 was held in the Pennsylvania School District Liquid Asset Fund (PSDLAF). Although not registered with the Securities Exchange Commission and not subject to regulatory oversight, PSDLAF acts like a money market mutual fund in that the objective is to maintain a stable net asset value of $1 per share. PSDLAF is rated by a nationally recognized rating organization and, on June 30, 2023, was rated AAAm.

NOTE 4   RECEIVABLES

Receivables as of June 30, 2023 consist primarily of charges to school districts. The allowance for uncollectible accounts is based on management's evaluation of outstanding receivables. Accounts receivable at June 30, 2023 consisted of:

	Accounts	Grants
Due from school districts	$ 4,640,321	$ -
Federal receivables	-	663,632
Less: Allowance for uncollectible accounts	(837,410)	-
Totals	$ 3,802,911	$ 663,632

NOTE 5   PROPERTY AND EQUIPMENT

Property and equipment activity were as follows:

	Balance June 30, 2022	Additions	Deletions	Balance June 30, 2023
Leasehold improvements	$ 193,909	$ -	$ -	$ 193,909
Computer equipment and software	347,752	-	-	347,752
Office equipment	149,241	-	-	149,241
	690,902	-	-	690,902
Accumulated depreciation	(515,531)	(49,239)	-	(564,770)
	$ 175,371	$ (49,239)	$ -	$ 126,132

NOTE 6   OPERATING LEASES

In September 2018, the School entered into a 126-month lease for its King of Prussia location at 1018 West 8ᵗʰ Avenue with Pios Grande KOP Business Center, L.P. for approximately 17,000 rentable square feet (RSF) to be used for its administrative offices beginning on January 1, 2019. The lease called for monthly payments beginning at $18.50/RSF annually from January 2019 through December 2025, increasing by $0.50/RSF annually each year thereafter on January 1. The monthly payments also call for $2.50/RSF for utilities.

The discounted present value of the future minimum lease obligations under the operating agreements are as follows:

Year Ending June 30,	Amount
2024	$ 261,506
2025	307,694
2026	325,521
2027	343,891
2028	362,778
2029	382,305
	$ 1,983,695

Rent expense for the year ended June 30, 2023 was $309,905 and has been included in occupancy expense.

NOTE 7   COMMITMENTS AND CONTINGENCIES

Educational Products and Services Agreement

In the year ended June 30, 2023, the School was using K12 to provide educational products and administrative and technology services to the School. The School incurred expenses totaling $16,756,885 during the year ended June 30, 2023. As of June 30, 2023, the School owed K12 $2,416,471 related to the expenses incurred during the year ended June 30, 2023.

NOTE 8   PENSION PLANS

The School contributes to a governmental cost-sharing multiple-employer defined benefit pension plan administered by the Pennsylvania Public School Employees' Retirement System (PSERS). Benefit provisions of the plan are established under the provisions of the Pennsylvania Public School Employees' Retirement Code (the Code) and may be amended by an act of the Pennsylvania State Legislature. The plan provides retirement, disability, and death benefits; legislatively mandated *ad hoc* cost-of-living adjustments; and healthcare insurance premium

NOTE 8   PENSION PLANS (cont'd)

assistance to qualifying plan members and beneficiaries. It also provides for refunds of a member's accumulated contribution upon termination of the member's employment in the public school sector. The PSERS issues annual publicly available financial reports that include financial statements for the plan. The report may be obtained by writing to PSERS, P.O. Box 125, Harrisburg, PA 17108-0125.

Funding Policy

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members and employers and the Commonwealth. In the past, most active members were required to contribute 5.25% of their compensation if they joined the plan before July 22, 1983 and 6.25% if they joined on or after that date.

Members enrolled at June 1, 2001 had to elect to maintain the same contribution rate as stated above or change to a higher contribution rate that provides greater retirement benefits. The new higher contribution rates, effective January 1, 2002, are 6.5% if the member joined prior to July 22, 1983 and 7.5% if they joined on or after that date. The contributions required of participating employers are based on an actuarial valuation and are expressed as a percentage of annual covered payroll during the period for which the amount is determined. For the fiscal year ended June 30, 2023, the rate of employer contribution was 34.94% of covered payroll, which was comprised of 33.99% for pension contributions, 0.15% for defined benefit contributions, and 0.80% for healthcare contributions.

The School's contributions to PSERS for the years ended June 30, 2023, 2022, and 2021 were $9,779,430, $10,390,789, and $10,280,905, respectively. Those amounts are equal to the required contribution for each year.

403(b) Plan Description

For all employees hired after June 1, 2015, the School participates in the Agora Cyber Charter School 403(b) Plan (the 403(b) Plan) as an alternative to the PSERS plan. The plan requires a 5% mandatory employee contribution as well as a 5% employer nonelective contribution for the employee. The employer may also, if desired, add a discretionary nonelective contribution to be determined on an annual basis. Employer contributions become 100% vested after one year of participation in the 403(b) Plan.

Funding Policy

The contribution policy is established by the 403(b) Plan document and requires contributions by employees and the employer. For the years ended June 30, 2023, 2022, and 2021, the School's contributions were $310,677, $251,081, and $514,337, respectively.

NOTE 9   GRANTS

The School participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required, and the collectability of any related receivable at June 30, 2023 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

NOTE 10   LINE OF CREDIT

In December 2021, the School obtained a $500,000 revolving line of credit with Meridian Bank, interest payable monthly at the Wall Street Journal U.S. Prime Rate, which was 8.25% at June 30, 2023. The line of credit is due on demand. The outstanding balance as of June 30, 2023 was $0.

NOTE 11   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. The School self-funds health insurance claims on a pay-as-you-go basis. During the year ended June 30, 2023, the School paid $7,977,239 in medical claims.

NOTE 12   ECONOMIC DEPENDENCY

The largest source of revenue for the School is the amount received through operating subsidies from local education agency assistance. This amount was $93,371,042, or 80.3%, of total public support, revenue, and gains for the year ended June 30, 2023. Of this amount, 34.4% came from the School District of Philadelphia.

NOTE 13   LIQUIDITY AND AVAILABILITY OF RESOURCES

The School's financial assets consist of cash and cash equivalents, accounts receivable, and grants receivable.

The School has a goal to maintain financial assets on hand to meet, at a minimum, 60 days of normal operating expenses, which is approximately $18,169,600. At June 30, 2023, the School had $44,314,981 in highly liquid financial assets. The School has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due.

NOTE 14   <u>SUBSEQUENT EVENTS</u>

The School has evaluated all subsequent events through January 26, 2024, the date the financial statements were available to be issued.

SINGLE AUDIT INFORMATION

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*

January 26, 2024

To the Board of Trustees
Agora Cyber Charter School
King of Prussia, 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 Agora Cyber Charter School (the School), a nonprofit organization, which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 26, 2024.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion 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.

To the Board of Trustees
Agora Cyber Charter School

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 or significant deficiencies may exist that were not identified.

<u>Compliance and Other Matters</u>

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. 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 or other matters that are required to be reported under *Government Auditing Standards.*

<u>Purpose of This Report</u>

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 on 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.

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

INDEPENDENT AUDITOR'S REPORT
ON COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE UNIFORM GUIDANCE

January 26, 2024

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

<u>Report on Compliance for the Major Federal Program</u>

<u>Opinion on Compliance for the Major Federal Program</u>

We have audited the Agora 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 the School's major federal program for the year ended June 30, 2023. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

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 its major federal program for the year ended June 30, 2023.

<u>Basis for Opinion on the Major Federal Program</u>

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); 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). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence

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To the Board of Trustees
Agora Cyber Charter School

we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

<u>Responsibilities of Management for Compliance</u>

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal program.

<u>Auditor's Responsibilities for the Audit of Compliance</u>

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the major federal program.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances 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 the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

To the Board of Trustees
Agora Cyber Charter School

<u>Report on Internal Control Over Compliance</u>

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

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 combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that 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 audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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.

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

AGORA CYBER CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023

FEDERAL GRANTOR/PROJECT TITLE	SOURCE CODE	FEDERAL ASSISTANCE LISTING NUMBER	PASS-THROUGH GRANTOR'S NUMBER	GRANT PERIOD BEGINNING/ ENDING DATES	GRANT AMOUNT	TOTAL RECEIVED FOR YEAR	ACCRUED (UNEARNED) REVENUE 07/01/2022	REVENUE RECOGNIZED	EXPENDITURES	ACCRUED (UNEARNED) REVENUE 06/30/2023	AMOUNT PASSED THROUGH TO SUBRECIPIENTS
U.S. DEPARTMENT OF EDUCATION											
Passed through Pennsylvania Department of Education											
Title I - Grants to Local Educational Agencies	I	84.010	042-201057	07/01/21 - 09/30/22	$ 311,192	$ 71,813	$ -	$ 71,813	$ 71,813	$ -	$ -
Title I - Grants to Local Educational Agencies	I	84.010	042-211057	03/16/20 - 09/30/22	359,679	324,871	-	324,871	324,871	-	-
Title I - Grants to Local Educational Agencies	I	84.010	042-221057	07/01/21 - 09/30/22	223,421	223,421	-	223,421	223,421	-	-
Title I - Grants to Local Educational Agencies	I	84.010	013-221057	07/01/21 - 09/30/22	3,225,007	234,151	-	234,151	234,151	-	-
Title I - Grants to Local Educational Agencies	I	84.010	013-231057	07/01/22 - 09/30/23	3,116,384	3,116,384	883,494	2,730,569	2,730,569	497,679	-
Total ALN 84.010						3,970,640	883,494	3,584,825	3,584,825	497,679	
Title II - Improving Teacher Quality	I	84.367	020-211057	07/01/20 - 09/30/21	319,934	88,571	15,486	73,085	73,085	-	-
Title II - Improving Teacher Quality	I	84.367	020-221057	07/01/21 - 09/30/22	244,365	(73,085)	-	(73,085)	(73,085)	-	-
Title II - Improving Teacher Quality	I	84.367	020-231057	07/01/22 - 09/30/23	222,588	222,588	-	195,590	195,590	(26,998)	-
Total ALN 84.367						238,074	15,486	195,590	195,590	(26,998)	-
Title IV - Student Support and Enrichment	I	84.424	144-221057	07/01/21 - 09/30/22	244,082	179,032	179,032	-	-	-	-
Title IV - Student Support and Enrichment	I	84.424	144-231057	07/01/22 - 09/30/23	252,021	61,046	-	252,021	252,021	190,975	-
Total ALN 84.367						240,078	179,032	252,021	252,021	190,975	-
Education Stabilization Grant:											
CARES Act - ESSER Fund Local	I	84.425D	200-201057	03/13/20 - 09/30/23	11,985,441	10,591,785	3,470,272	7,121,513	7,121,513	-	-
ARP ESSER	I	84.425U	223-211057	03/13/20 - 09/30/24	24,243,079	14,105,064	-	8,855,741	8,855,741	(5,249,323)	-
ARP ESSER Homeless Children and Youth	I	84.425W	181-212004	07/01/21 - 09/30/24	122,411	31,387	-	31,387	31,387	-	-
Total ALN 84.425						24,728,236	3,470,272	16,008,641	16,008,641	(5,249,323)	-
Passed through Montgomery County I.U.											
Special Education - Grants to State (IDEA, Part B)	I	84.027	062-22-0035	07/01/21 - 06/30/22	2,014,702	762,063	762,063	-	-	-	-
Special Education - Grants to State (IDEA, Part B)	I	84.027	062-22-0035	07/01/21 - 06/30/22	2,014,702	1,774,706	-	1,774,706	1,774,706	-	-
Total ALN 84.027						2,536,769	762,063	1,774,706	1,774,706	-	-
Special Education - Preschool Grants (IDEA Preschool)	I	84.173	N/A	07/01/21 - 06/30/22	1,976	-	1,976	-	-	1,976	-
Total Special Education Cluster						2,536,769	764,039	1,774,706	1,774,706	1,976	-
TOTAL U.S. DEPARTMENT OF EDUCATION						31,534,765	5,133,291	21,815,783	21,815,783	(4,585,691)	-
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES											
Passed through Pennsylvania Department of Health and Human Services											
Medical Assistance Reimbursement	I	93.778	N/A	N/A	64,223	64,223	-	64,223	64,223	-	-
TOTAL U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES						64,223	-	64,223	64,223	-	-
TOTAL EXPENDITURES OF FEDERAL AWARDS						$ 31,598,988	$ 5,133,291	$ 21,880,006	$ 21,880,006	$ (4,585,691)	$ -

SOURCE CODE:

I - Indirect Funding

AGORA CYBER CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A   REPORTING ENTITY

The accompanying schedule of expenditures of federal awards presents the activity of all federal award programs of the Agora Cyber Charter School. Federal awards received directly from federal agencies as well as federal awards passed through other government agencies are included on the schedule.

NOTE B   BASIS OF ACCOUNTING

The accompanying schedule of expenditures of federal awards is presented using the accrual basis of accounting.

NOTE C   INDIRECT COST RATE

The School has not elected to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance. For the year ended June 30, 2023, there were no indirect costs included in the schedule of expenditures of federal awards.

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PART A - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Internal control over financial reporting:
- Material weakness(es) identified? _____ Yes __X__ No
- Significant deficiency(ies) identified? _____ Yes __X__ None reported
- Noncompliance material to financial statements noted? _____ Yes __X__ No

Federal Awards

Internal control over major program:
- Material weakness(es) identified? _____ Yes __X__ No
- Significant deficiency(ies) identified? _____ Yes __X__ None reported

Type of auditor's report issued on compliance for major programs [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance? _____ Yes __X__ No

Identification of major program:

CFDA Number	Name of Federal Program or Cluster
84.425D, 84.425U, and 84.425W	Education Stabilization Grant

Dollar threshold used to distinguish between Type A and Type B programs: $ 750,000

Auditee qualified as low-risk auditee? __X__ Yes _____ No

AGORA CYBER CHARTER SCHOOL

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PART B - FINDINGS RELATED TO FINANCIAL STATEMENTS

<u>STATUS OF PRIOR YEAR FINDINGS</u>

None.

<u>CURRENT YEAR FINDINGS AND RECOMMENDATIONS</u>

None.

PART C - FINDINGS RELATED TO FEDERAL AWARDS

<u>STATUS OF PRIOR YEAR FINDINGS</u>

None.

<u>CURRENT YEAR FINDINGS AND RECOMMENDATIONS</u>

None.

April 12, 2019

Dr. Michael Conti
Chief Executive Officer
Agora Cyber CS
1018 West 8th Street
King of Prussia, Pa   19406

Dear Dr. Conti:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Agora Cyber CS the week of January 14, 2019.

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 Dr. Beth Marvin, 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,

Patricia Hozella

Patricia Hozella
Interim 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
Agora Cyber CS

PART I
SUMMARY OF FINDINGS

A.   Review Process

Prior to the Bureau's monitoring the week of January 14, 2019, the Agora 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	2	0
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)	0	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	1	0
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	1	0
SPP/APR Indicator 13 (Transition)	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

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

*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 Agora 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	85	2	73
Evaluation/Reevaluation: Process and Content	219	1	560
Individualized Education Program: Process and Content	532	2	266
Procedural Safeguards: Process and Content	115	4	1
TOTALS	951	9	900

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	146	5	47
Program Implementation: Special Ed Teacher Interviews	316	5	125
Program Implementation: Parent Interviews	131	14	88
TOTALS	593	24	260

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.

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: **Agora Cyber CS**

Chief Executive Officer: **Dr. Michael Conti**

Special Education Director/Coordinator:

BSE Special Education Adviser: **Dr. Beth Marvin**

Date of Report: **April 12, 2019**

Date Final Report Sent to LEA: **April 12, 2019**   **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:

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			
Y						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			
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	D K	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.			
		X				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.			
Y						12. **FSA-EXTENDED SCHOOL YEAR SERVICES**			
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)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4	Always			
					0	Sometimes			
					0	Rarely			
					2	Never			
					0	Don't Know			
					0	Does not Apply			
						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.			
					4	Always			
					0	Sometimes			
					0	Rarely			
					2	Never			
					0	Don't Know			
					0	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)			
6	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
5	0	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
2	0	4				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
6	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	5				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	1	1				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.			
Y						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.		
						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						17B. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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.			
Y						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.			
						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)			
					3 1 0 1 1 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			

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Agora Cyber CS

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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.			
					4	Always			
					1	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
						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.			
					2	Always			
					3	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
						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.			
					3	Always			
					1	Sometimes			
					0	Rarely			
					1	Never			
					1	Don't Know			
					0	Does not Apply			
6	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?			
6	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
6	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?			
6	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
6	0	0				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?			
6	0	0				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways? Doing better, engaging with peer groups. Enjoys the curriculum, doing a great job with the work assigned. Enjoying the curriculum and doing a great job with it. Interacts with peers, building confidence. Opportunity to work in large and small settings. Getting good grades, completing work.			
0	0	6				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
6	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
6	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	6				GE 85b. If no, what training or support would assist you?			
6	0	0				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?			
8	0	2				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?			
8	0	2				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?			
0	0	2				SE 95c. If yes, what reasons were discussed for recommending removal? Needed help in some core subjects. The need for more support. Needed extra help. Needed more support and service. Needs Needed more services. Needs require more support and service. Due to needs.			
0	0	2				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Agora Cyber CS

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Specific times during the day on regular schedule. IEP team. IEP team. IEP team. Needs additional supports and services. Based on specific classes that were needed. Team Needed more service and support.			
7	0	3				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?			
7	0	3				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	0				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?			
6	3	1				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
8	1	1				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.			
	N					6. **FSA-GRADUATION RATES (SPP)** **Standard:** The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	The LEA will develop an improvement plan to address meeting the SPP target for graduation rates.		

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action / Evidence of Change	Timelines and Resources	Closed Date
	N					7. **FSA-DROPOUT RATES (SPP)** **Standard:** The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	The LEA will develop an improvement plan to address meeting the SPP target for drop out rates.		
		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.			
	N					11. **FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)** **Standard:** Students with disabilities are provided for in the least restrictive environment	The LEA will develop an improvement plan to address meeting the SPP target for students with disabilities served inside the regular classroom less than 40% of the day.		
	N					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.	The LEA will develop an improvement plan to address meeting the SPP target to increase participation rate in state and local assessments.		
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)			
1	0	9				FR 153. PTE-Consent Form is present in the student file			
1	0	9				FR 154. Demographic data			
1	0	9				FR 155. Reason(s) for referral for evaluation			
1	0	9				FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
4	1	5			20%	FR 194. PTRE-Consent Form is present in the student file			
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			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 199.	Parent has selected a consent option			
4	0	6				FR 200.	Parent signature or documentation of reasonable efforts to obtain consent			
						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 ID 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)				
1	0	9				FR 160.	ER is present in the student file			
0	1	9			100%	FR 161.	Evaluation was completed within timelines			
1	0	9				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)			
1	0	9				FR 163.	Demographic data			
1	0	9				FR 164.	Date report was provided to parent			
1	0	9				FR 165.	Reason(s) for referral			
1	0	9				FR 166.	Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167.	Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168.	Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169.	Recommendations by teachers			
1	0	9				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			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				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)			
1	0	9				FR 173.	Lack of appropriate instruction in reading			
1	0	9				FR 174.	Lack of appropriate instruction in math			
1	0	9				FR 175.	Limited English proficiency			
1	0	9				FR 176.	Present levels of academic achievement			
1	0	9				FR 177.	Present levels of functional performance			
1	0	9				FR 178.	Behavioral information			
1	0	9				FR 179.	Conclusions			
1	0	9				FR 180.	Disability Category			
1	0	9				FR 181.	Recommendations for consideration by the IEP team			
1	0	9				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			

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Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
9	0	1				FR 207. RR is present in the student file			
9	0	1				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 ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
9	0	1				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)			
9	0	1				FR 210. Demographic data			
9	0	1				FR 211. Date IEP team reviewed existing evaluation data			
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
9	0	1				FR 214. Aptitude and achievement tests			
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			
9	0	1				FR 219. Lack of appropriate instruction in math			
9	0	1				FR 220. Limited English proficiency			
9	0	1				FR 221. Conclusion regarding need for additional data is indicated			
5	0	5				FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			

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Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 226.	Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
9	0	1				FR 227.	Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
3	1	6			25%	FR 228.	Interpretation of additional data			
0	0	10				FR 229.	Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230.	Indication of process(es) used to determine eligibility			
0	0	10				FR 231.	Instructional strategies used and student-centered data collected			
0	0	10				FR 232.	Educationally relevant medical findings, if any			
0	0	10				FR 233.	Effects of the student's environment, culture, or economic background			
0	0	10				FR 234.	Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235.	Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236.	Observation in the student's learning environment			
0	0	10				FR 237.	Other data if needed			
0	0	10				FR 238.	Statement for all 6 items			
9	0	1				FR 239.	Documentation of Evaluation Team Participants			
0	0	10				FR 240.	Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)				
5	1	0	0			P 24.	Have you been asked to provide information for your child's evaluation/reevaluation?			
5	0	1	0			P 25.	Were you given the opportunity to provide this information in writing or in another way that worked for you?			
5	0	1	0			P 26.	Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			

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Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	4	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	2	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
5	0	5				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)			
9	1	0			10%	FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
6	0	4				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
6	0	4				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			
6	0	4				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
1	0	9				FR 252. Demographic data			
1	0	9				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
1	0	9				FR 254. Form designates which members will submit written input prior to the meeting			
1	0	9				FR 255. Parent written consent is documented			
					0 1 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
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			
6	0	4				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
9	0	1				FR 267. Local Education Agency Representative			
1	0	9				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
1	0	9				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			
9	1	0			10%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						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			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 275.	If the student is deaf or hard of hearing, a communication plan			
3	0	7				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			
3	0	7				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			
3	0	7				FR 280.	If the student has other special considerations, these are addressed in the IEP			
						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	0	4				FR 283.	Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
9	0	1				FR 284.	Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
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)				
6	0	4				FR 289.	Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
6	0	4				FR 290.	An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
6	0	4				FR 291.	Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			

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Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
6	0	4				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
8	0	2				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
4	0	6				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
4	0	6				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
3	0	7				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
3	0	7				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)			
8	0	2				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
3	0	7				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			
3	0	7				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 303.	Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304.	Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305.	Documentation of progress reporting on Annual Goals			
5	0	5				FR 306.	Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)				
10	0	0				FR 307.	Program Modifications and Specially-Designed Instruction			
10	0	0				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			
10	0	0				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			
9	0	1				FR 311.	If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
9	0	1				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			
10	0	0				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			
10	0	0				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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
3	0	7				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			
3	0	7				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
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.			
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)			
2	0	8				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)			
6	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
6	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
6	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
2	0	4	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action / Evidence of Change	Timelines and Resources	Closed Date
5	1	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	1	1	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	5	0			P 32b. If no, what training or support would assist you? Need more information about my child's disability category and needs.			
4	0	2	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?			
6	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
6	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?			
6	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	6	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	6	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
	5	0			1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Appointment			
4	0	2				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	1	2				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	3				GE 76. Were those recommendations considered by the IEP team?			
6	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?			
3	3	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)			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	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?			
6	0	0	0			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.			
6	0	0				GE 81.	Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
6	0	0				GE 82.	Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
6	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?			
10	0	0				SE 102.	Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103.	Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
6	0	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?			
10	0	0				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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
8	0	2				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?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
8	0	2				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	2				SE 117b. If yes, in what ways? Grades have improved, socially interacting more. Making good grades, gaining skills. Class participation, positive interactions with peers. Working with peers and making contribution in class. Working with peers and making contribution in class. Has made great leaps in progress. Able to model learning styles and team work with others. Likes being with peers.			
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)			
6	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?			
6	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?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4	Always			
					0	Sometimes			
					0	Rarely			
					1	Never			
					1	Don't Know			
					0	Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			
					5	Always			
					0	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
6	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
6	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
6	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
4	0	2				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	2				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	3				GE 79c. If yes, what reasons were discussed for recommending removal? Specific needs. More support and services. Academic concerns.			
0	0	3				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team. Team based on needs. Based on need for additional support and service.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	2				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?			
2	0	4				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
4	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?			
10	0	0				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?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	0	1				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)			
4	0	2	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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	1			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	2	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
5	0	1	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	6	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?			
2	0	4	0			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?			
9	0	1				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
5	0	5				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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
2	0	3	1			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	2			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?			
0	5	1	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	6	0			P 50c. If yes, what reasons were discussed for recommending removal?			
0	0	6	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?			
2	1	1	2			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	1	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways? Interacts with peers. Works on skills in groups. Opportunity for learning and socialization with peers. Improving in core content classes. Improving content area and learning life skills.			
0	0	5	0			P 50h. If no, what does your child need that he/she is not receiving in the class? Too fast paced, content needs to be slower and broken down more.			
					2 0 0 0 0 4	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
6	0	4				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			
9	1	0			10%	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			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
9	1	0			10%	FR 337. Signature of school district superintendent or charter school CEO or designee			
9	1	0			10%	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.)			
9	1	0			10%	FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			

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Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	6	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?			
						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.			
					5	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					5	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					1	Don't Know			
					0	Does not Apply			
		0	0			**P 66.** Tell me anything you really like about your child's special education program.			
					1	a. modifications			
					2	b. progress reports			
					1	c. staff-aide ratios			
					1	d. staff's knowledge, training			
					2	e. instructional materials			
					2	g. staff open to suggestions, good communication			
					5	i. support services			
					1	j. student ratios			
					5	k. staff's understanding and attitude			
					1	l. more inclusion			
		3	0			**P 67.** Tell me anything you would like to change about the program.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action / Evidence of Change	Timelines and Resources	Closed Date
					1	a. modifications			
					1	b. progress reports			
					1	d. staff's knowledge, training			
					1	e. instructional materials			
					1	g. staff open to suggestions, good communication			
					2	m. services provided outside neighborhood school			
					1	n. other Fast pace setting in some areas.			
		0	0			P 68.　　The school explains what options parents have if the parent disagrees with a decision of the school.			
					2	a. Very strongly agree			
					4	c. Agree			
						P 69.　　Additional comments about your child's program. Sometimes I would like to have face to face meetings with specific staff.			
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 15A Parent Survey Results	Based on the results of the parent survey, the LEA will develop an improvement plan to address parent trainings.		
						FSA 19A Teacher Survey Results	Based on the results of the teacher survey, the LEA will develop an improvement plan to address teacher trainings, such as writing NOREPs, behavior management, use and knowledge of AT devices, and understanding how to differentiate instruction.		

IEP Meeting Procedure

22 Pa Code §711.3(b)(24) incorporating:
34 CFR §300.320-300.324. IEP

(a) In addition to the requirements incorporated by reference (see 34 CFR 300.320—300.324), the IEP of each student with a disability must include:

  (1) A description of the type or types of support as defined in this paragraph that the student will receive, the determination of which may not be based on the categories of the child's disability alone. Students may receive more than one type of support as appropriate and as outlined in the IEP and in accordance with this chapter. Special education supports and services may be delivered in the regular classroom setting and other settings as determined by the IEP team. In determining the educational placement, the IEP team must first consider the regular classroom with the provision of supplementary aids and services before considering the provision of services in other settings.

  (i) *Autistic support*. Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills or behaviors consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child's response to sensory experiences and changes in the environment, daily routine and schedules; and, the need for positive behavior supports or behavioral interventions.

  (ii) *Blind-visually impaired support*. Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are blind or visually impaired, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after the evaluation of the child's reading and writing needs, and appropriate reading and writing media, the extent to which Braille will be taught and used for the student's learning materials.

  (iii) *Deaf and hard of hearing support*. Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication, accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and assistive technology devices and services.

  (iv) *Emotional support*. Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.

(v)   *Learning support*. Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.

(vi)   *Life skills support*. Services for students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(vii)   *Multiple disabilities support*. Services for students with more than one disability the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(viii)   *Physical support*. Services for students with a physical disability who require services primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.

(ix)   *Speech and language support*. Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.

(2) Supplementary aids and services in accordance with 34 CFR 300.42 (relating to supplementary aids and services).

(3) A description of the type or types of support (relating to personnel). *Note: May use as a guide but 22 Pa Code Chapter 14 not applicable to charters. 22 Pa Code Chapter 711.5 has the same content as to personnel but does not contain levels of support and caseloads as this is more dependent on individual charter school Charter Applications and Charters granted.*

(4) The location where the student attends school and whether this is the school the student would attend if the student did not have an IEP.

(5) For students who are 14 years of age or older, a transition plan that includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

(6) The IEP of each student shall be implemented as soon as possible, but no later than 10 school days after its completion.

(7) Every student receiving special education and related services provided for in an IEP developed prior to July 1, 2008, shall continue to receive the special education and related services under that IEP, subject to the terms, limitations and conditions set forth in law.

 (b) In addition to the requirements incorporated by reference in 34 CFR 300.324 (relating to development, review, and revision of IEP), each school entity shall designate persons responsible to coordinate transition activities.

Scope and Application:
IEPs must be reviewed annually at a minimum. Special Education Case Managers must ensure they schedule meetings in advance to meet required timelines. Parents/Legal Guardians cannot halt the IEP timeline due to refusal to communicate with the Special Education Case Manager, lack of availability, or disagreement with any/all of IEP. If such circumstances arise, a PWN/NOREP may be issued to memorialize school's attempts to obtain Parent/Legal Guardian's cooperation as an IEP Team member and school's attempts to comply with applicable timelines pursuant to IDEA and Chapter 711.

Responsibilities:

Special Education Case Manager	Schedule the IEP meeting.
	Draft the special education documents.

	Create and send IEP Invitation Create and send procedural safeguards notice AND letter with Invitation to Parent Create and send excusal for team members Send out IEP Input Form Provide drafted documents and IEP Analysis to LEA 48 hours prior to IEP meeting Make relevant changes per the IEP meeting Finalize all IEP documents Complete doc2file procedures for submission
LEA	Review IEP documents prior to the meeting Assure changes needed prior, during and after the meeting were completed Complete the IEP Analysis form
General Education Teacher	Provide input for student prior to meeting to include classroom data and observations Attend the IEP meeting Review finalized specially designed instruction

Procedure:
1. IEP Meeting Scheduling & Attempts
    a. Special Education Case Managers must contact the Parent/Legal Guardian to schedule the IEP meeting at least 30 days in advance of the IEP due date. Attempts to schedule should be made via phone, email, text, and/or mail, and documented in the student's file.
    b. Special Education Case Managers should attempt to contact the Parent/Legal Guardian in at least 2 different ways over 3 or more days (no more than 5 days). If the Parent/Legal Guardian is not responsive on the third attempt the Special Education Case Manager should provide the date and time of the IEP meeting to the Parent/Legal Guardian via voice mail and email, and document attempts in the student's file.
        i. Special Education Case Managers should schedule the first attempt IEP meeting for a date at least three weeks before the IEP due date to include an IEP Invitation. Even if the Parent/Legal Guardian does not respond to the invite the team should convene and attempt to call the Parent/Legal Guardian at the agreed upon time.
        ii. If the Parent/Legal Guardian does not show to the first scheduled attempt for the IEP meeting, the Special Education Case Manager should schedule the second attempt IEP meeting for a date at least 2 weeks before the IEP due date to include an IEP Invitation. This should be done via VM, email, text, and or mail but at least 2 ways, and document attempts in the student's file.
        iii. If the Parent/Legal Guardian does not show to the second scheduled

attempt for the IEP meeting, the Special Education Case Manager should schedule the third attempt IEP meeting for a date at least 1 week before the IEP due date. This should be done via VM, email, text, and or mail but at least 2 ways.

c. The IEP meeting must also be scheduled via the Outlook calendar with the IEP team. The invitation should be sent to all Agora staff participating in the IEP meeting. The invitation should include the BBC link, Teams link and/or phone conference line. Do not send this invitation to any providers that do not work for Agora. A separate email with IEP meeting information should be sent to the provider.

d. If a meeting cannot be held due to the fault of the school or representation of the school, then that cannot be counted as an attempt (i.e. a required team member does not show).   Once a meeting is accepted, all parties are expected to attend the IEP meeting unless the Special Education Case Manager is notified 48 hours in advance of the meeting.

    i. Required members of the IEP meeting include:
1. Parent/Legal Guardian
2. Student (who is required to be invited from the age of 14 years and on)
3. Special Education Teacher
4. General Education Teacher
5. LEA
6. Related Service Providers (if applicable)

    ii. If the student is transitioning from a 504 service agreement to an IEP, the School Counselor must be invited to the IEP meeting and included as a member of the IEP team.

e. In the event of Divorced Parent/Legal Guardians, an invitation must be sent to both Parents/Legal Guardians for the same date and time. The school must attempt to have both Parents/Legal Guardians present in order to facilitate true team decisions unless court orders provide the school with other guidance.

    i. If one Parent/Legal Guardian attends and the other Parent/Legal Guardian does not, the team should follow the procedure for scheduling 3 attempts to hold the meeting with both Parents/Legal Guardians.

    ii. If one Parent/Legal Guardian declines to attend a meeting with the other Parent/Legal Guardian present, advise that there is the option of an ODR Facilitated IEP Team Meeting, whereas the facilitator will be primarily attending to keep order and have all team members' input considered at the meeting, in a respectful manner. The Special Education Case Manager must document the offer of the ODR Facilitated Meeting in a writing to both Parents/Legal Guardians as it is a voluntary method.

    iii. If Parents/Legal Guardians do not agree to attend with or without a facilitator, then with all documentation, the school may proceed with holding separate meetings with scribing of comments/input by the respective Parents/Legal Guardians so that all input be shared with the other Parent/Legal Guardian at their meeting.

2. IEP Meeting Documents
    a. Once the IEP meeting has been scheduled the Procedural Safeguards Notice and Letter, IEP Invitation, draft IEP, and ER/RR should be emailed or mailed to the Parent/Legal Guardian and Parental Consent to Excuse Members from

Attending the IEP Team Meeting (if necessary). The Procedural Safeguards Notice and Letter and IEP Invitation should be sent within 48 hours to the Parent/Legal Guardian. The IEP and Parental Consent to Excuse (if necessary) should be sent to the Parent/Legal Guardian at least 24 hours in advance of the meeting. The Parental Consent to Excuse should be sent to the Parent/Legal Guardian in advance if a team member is not able to attend the IEP meeting. This should be utilized for most often if related service providers are unable to attend; however reasonable attempts must be made to obtain written input, which should progress data and may also include anecdotal information, from related service providers, in order to provide Parent/Legal Guardian with substantive information as to the student's progress. The Parental Consent to Excuse does not need to be sent for general education teachers as long as one of the student's general education teachers is able to attend. Required IEP team members cannot be excused from the IEP meeting. Refer to "Documenting IEP Team Participation" for required team member attendance.

    i. This should be provided to the Parent/Legal Guardian in advance when a team member will not be able to attend, but signature can be obtained during the IEP meeting if the Parent/Legal Guardian has not indicated he/she does not object to the team member's inability to attend.

    ii. If a team member on the invitation does not attend unexpectedly, this should be presented to the Parent/Legal Guardian at the meeting, prior to proceeding in the event that the Parent/Legal Guardian elects not to go through with the IEP meeting until such team member is present.

a. If the student has two IDEA Parent/Legal Guardians in separate households, documents must be mailed to both and both must be invited to the meeting.

b. The documents must be sent out for each attempt with an updated IEP Invitation.

c. All above listed documents should be emailed to the IEP team at least 24 hours in advance.

d. The Special Education Case Manager must complete a pre-IEP analysis for every IEP. The Special Education Case Manager should mark each section of the IEP complete and add any notes for the LEA. The Special Education Case Manager should make a working live Google Document of the analysis within the IEP Analysis Folder and mark each section of the IEP complete along with any notes for the LEA 48 hours in advance. IEP Analysis forms are not to be emailed.

e. The NOREP should NOT be sent to the Parent/Legal Guardian in advance. NOREPs should always be dated the date provided to the Parent/Legal Guardian. If the NOREP is presented at the meeting it will match the meeting date. If the NOREP is sent on a later date the NOREP date should be the later date which is the date that the NOREP is actually sent.

3. IEP Meeting Input Forms

a. The Special Education Case Manager must create a separate teacher input google document for each student. Copy input template: https://docs.google.com/document/d/1I1hLmOOR_5pq8-bnsAcQzO0wxDXMJPFSmLKaEQjzhDI/edit?usp=sharing

    i. The first page of the input form must include the directions for all team members invited. Each Input form must include the student's first name, last initial and student ID at the top of the first page (highlighted).

    ii. The second page of the input form must include a chart with the example in the first row.

b. The Special Education Case Manager must send the input form via an Outlook calendar invitation/reminder. The IEP Input calendar reminder is separate from the IEP meeting invitation.
    i. The Input calendar reminder must be titled as: "student first name, last initial, ID – IEP Input Form Due"
    ii. The Input calendar reminder should have a scheduled due date at least 3 days before the IEP meeting. Include the input form link.
    iii. This should be sent to all IEP team participants with a reasonable amount of time to complete. Input is required by all – even if a teacher is declining attendance at the IEP meeting. Best practice is to send this 2-3 weeks before the meeting date.
    iv. The "all day" box should be checked so that the reminder will appear at the top of the day and not block off any time during that day. The response box should be unchecked so no one can decline.

4. IEP Meeting Location
    a. IEP meetings must be held in Blackboard Collaborate (BBC) or Teams unless there is a Parent/Legal Guardian request or other specific reason to do otherwise such as inability of Parent/Legal Guardian to attend due to their own disability(s) or need for translation if not English dominant and virtual translation services insufficient. All Special Education Case Managers must set up a free conference line in the event BBC and Teams are not working properly. All Special Education Case Managers should be prepared to call additional participants into the meeting via a 3-way call.
        i. Meetings may be held in BBC while also using a free conference line simultaneously.
        ii. The Parent/Legal Guardian or any providers that do not work for Agora should not be provided the conference line number unless approved by the Director or Assistant Director due to a special circumstance. The Parent/Legal Guardian or providers should be called in to the meeting. A Parent/Legal Guardian should NEVER be provided the conference line number.
        iii. The BBC meeting link must be sent to the Parent/Legal Guardian or set up in the Parent/Legal Guardian's Class Connect.

5. IEP Meeting Electronic Signatures
    a. Special Education Case Managers must attempt to have the IEP Invitation, IEP Attendance, Medical Access, and NOREP signed during the IEP meeting in BBC.
    b. The 10 day waiver must be signed if the ER/RR review meeting is held before the Parent/Legal Guardian has had 10 days to review the report. The Parent/Legal Guardian must agree to the waiver of the 10 day review period in order to hold the meeting.

6. The IEP Analysis must be reviewed and updates must be made to the IEP draft before finalizing.

7. Special Education Case Managers must submit all documents to Docs 2 File within 48 hours of the meeting.

8. Special Education Case Managers will email all finalized documents to the Parent/Legal Guardian. This would include the Invite, Excusal Form, IEP, NOREP,

and ER/RR if applicable. The Special Education Case Manager should then email the finalized IEP to all IEP team members.

9. If signatures were unable to be gathered at the IEP meeting, the Special Education Case Manager will submit all documents to Docs2File to be issued to the Parent/Legal Guardian for signature by the Records Assistants via Adobe Sign.

10. If a Parent/Legal Guardian requests in advance of the IEP meeting, pursuant to Board Policy on recording of IEP team meetings, to record the IEP meeting, the school should inquire of the Parent/Legal Guardian as to the reason for such request and document same in student records. However, even if Parent/Legal Guardian does not give disability-related or other legitimate reason for such request; given the likely claims by Parent/Legal Guardian in the future as to reasons provided to the school, the recording will be permitted if timely requested and the school also will record the IEP meeting per the Board Policy. If request not timely by Parent/Legal Guardian, the meeting may be reconvened at a later time to enable recording by the school in addition to the Parent/Legal Guardian recording. **Note: Please also see "Participation via Alternative Means and Recording of IEP Team Meeting" Board Policy**.

Document History

Authors	Reviewers	Date
Erinn Slacktish, Director of Special Education Jennifer Fisher, Director of Special Education	Erinn Hunt, Director of Special Education Jennifer Fisher, Director of Special Education	9/13/16
Erinn Slacktish, Director of Special Education Jennifer Fisher, Director of Special Education	Erinn Slacktish, Director of Special Education Jennifer Fisher, Director of Special Education	7/1/17
Erinn Slacktish, Director of Special Education Jennifer Fisher, Director of Special Education	Erinn Slacktish, Director of Special Education Jennifer Fisher, Director of Special Education	5/18/18
Jen Lucia, Assistant Director of Special Education	Erinn Slacktish, Director of Special Education Jennifer Fisher, Director of Special Education	10/14/19
Erinn Slacktish, Director of Special Education Danielle Schall, Assistant Director of Special Education	Makenna Snyder Legal Review	8/18/20
Maryann Johnson, Assistant Director of Special Education	Erinn Slacktish, Director of Special Education	10/21/20

Check In Check Out Staff Training:

1. Introduction of CICO
2. Who and Why
3. How to implement CICO
4. CICO Process

List of staff for training video
Kristen Popp
Tamara Kozak
Christine Thomas
Megan Edmundson
Andrew Rinaldi
Illyse Marcinkiewicz
Stephen Shuttleworth
Kate McAndrew
Lynn Pagliei
Susan Clark
Christine Barney
Nicole Krol
Lisa Brestensky
Linda Purdy Hunsberger
Megan Edmundson
Shila Cramer
James McCarthy
Judy Deemer
Tara Walker
Angela Hetrick
Keith Platt
Mary Walsh
Christina Nichols
Christopher Weisz
Judy Deemer
Cathy Boyer
Chantel Spess
Kate McAndrew
Laura Stapf
Jay Vasil
Ericka Nicol
Lewis Kroner
Ocie Hill
Nicole Bowie
Nicolette Hollenbach
Weston Marquis
Jason Donley
Ryan Webb
Christina Nichols
Janelle McKeown
Megan Sinan
Christine Thomas
Nicole Ervin
Mindy Wesley
Lisa Savitz

Marc Kramer
Dante Greco
Torri Bramble
Veronica Jackson
Anita Philson
Shelly McGlothlin
Anna Riexinger
Katie O'Donnell
Amanda Moyer
Susan Tybl
Sarah Menzler

SWIS CICO Training Agenda:

1. Identify critical features of CICO
2. Identify the steps and tools to implement CICO
3. Understand the CICO process at our school
4. Learn CICO SWIS System

SWIS CICO Training Attendees:
Erinn Slacktish; Kerns; Jesse Capitano; Valerie Natale

Objectives

1. Discuss why rating scales matter for your students
2. Introduce commonly used rating scales
3. How to receive and complete the rating scales
4. Timelines and resources
5. Q&A

AGORA
CYBER CHARTER SCHOOL

Teacher Rating Scales as an Assessment Tool: Overview and Recommendations

Presented by:

Dana Elmquist – 6-12 School Psychologist
Katie Talley – K-5 School Psychologist

1. Summary		
Meeting title	ES Teacher Rating Scale Presentation	
Attended participants	45	
Start time	9/13/23, 2:51:10 PM	
End time	9/13/23, 3:20:53 PM	
Meeting duration	29m 43s	
Average attendance time	19m 38s	

2. Participants						
Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Dana Elmquist	9/13/23, 2:53:16 PM	9/13/23, 3:20:53 PM	27m 37s	delmquist@agora.org	delmquist@agora.org	Organizer
Katie Talley	9/13/23, 2:56:21 PM	9/13/23, 3:20:53 PM	24m 32s	ktalley@agora.org	ktalley@agora.org	Organizer
Anne Dieter	9/13/23, 2:58:22 PM	9/13/23, 3:20:17 PM	21m 55s	adieter@agora.org	adieter@agora.org	Organizer
John Thomas	9/13/23, 2:59:45 PM	9/13/23, 3:20:12 PM	20m 26s	jthomas@agora.org	jthomas@agora.org	Organizer
Kristen Gamber	9/13/23, 2:54:56 PM	9/13/23, 3:20:15 PM	25m 19s	kgamber@agora.org	kgamber@agora.org	Attendee
Sarah Pittman	9/13/23, 2:56:11 PM	9/13/23, 3:20:14 PM	24m 3s	spittman@agora.org	spittman@agora.org	Attendee
Jade McGregor	9/13/23, 2:57:20 PM	9/13/23, 3:20:44 PM	23m 23s	jmcgregor@agora.org	jmcgregor@agora.org	Attendee
Janet Ulewicz	9/13/23, 2:57:28 PM	9/13/23, 3:20:18 PM	22m 50s	julewicz@agora.org	julewicz@agora.org	Attendee
Danielle DiMartini	9/13/23, 2:57:31 PM	9/13/23, 3:20:14 PM	22m 43s			Attendee
Michelle Pelissier	9/13/23, 2:58:06 PM	9/13/23, 3:20:16 PM	22m 10s	mpelissier@agora.org	mpelissier@agora.org	Attendee
Kristina Krusey	9/13/23, 2:58:15 PM	9/13/23, 3:20:20 PM	22m 4s	kkrusey@agora.org	kkrusey@agora.org	Attendee
Brittney Walczak	9/13/23, 2:58:53 PM	9/13/23, 3:20:13 PM	21m 20s	bwalczak@agora.org	bwalczak@agora.org	Attendee
Stacy Vietmeier	9/13/23, 2:59:19 PM	9/13/23, 3:20:29 PM	21m 9s	svietmeier@agora.org	svietmeier@agora.org	Attendee
Lauren Svonavec	9/13/23, 2:59:29 PM	9/13/23, 3:20:12 PM	20m 42s	lsvonavec@agora.org	lsvonavec@agora.org	Attendee
Hope Huffman	9/13/23, 2:59:33 PM	9/13/23, 3:20:12 PM	20m 39s	hhuffman@agora.org	hhuffman@agora.org	Attendee
Kimberly Paolino	9/13/23, 2:59:35 PM	9/13/23, 3:20:23 PM	20m 48s	kpaolino@agora.org	kpaolino@agora.org	Attendee
Kymberly Humanick	9/13/23, 2:59:39 PM	9/13/23, 3:20:35 PM	20m 56s	khumanick@agora.org	khumanick@agora.org	Attendee
Nicole Chiado	9/13/23, 3:00:00 PM	9/13/23, 3:20:31 PM	20m 30s	nchiado@agora.org	nchiado@agora.org	Attendee
Stephanie Mannarino	9/13/23, 3:00:06 PM	9/13/23, 3:20:16 PM	20m 10s	smannarino@agora.org	smannarino@agora.org	Attendee
Carmen Myers	9/13/23, 3:00:31 PM	9/13/23, 3:20:12 PM	19m 40s			Attendee
Marlee Atwood	9/13/23, 3:00:35 PM	9/13/23, 3:20:15 PM	19m 39s	matwood@agora.org	matwood@agora.org	Attendee
Andrea Bable	9/13/23, 3:00:38 PM	9/13/23, 3:20:25 PM	19m 46s	abable@agora.org	abable@agora.org	Attendee
Denna Hewitt	9/13/23, 3:00:48 PM	9/13/23, 3:20:18 PM	19m 29s	dhewitt@agora.org	dhewitt@agora.org	Attendee
Kristine Craynon	9/13/23, 3:00:51 PM	9/13/23, 3:20:31 PM	19m 40s	kcraynon@agora.org	kcraynon@agora.org	Attendee
Ashley Farster	9/13/23, 3:00:53 PM	9/13/23, 3:20:17 PM	19m 24s	afarster@agora.org	afarster@agora.org	Attendee
Maria Harlan	9/13/23, 3:00:54 PM	9/13/23, 3:19:29 PM	18m 35s	mharlan@agora.org	mharlan@agora.org	Attendee

Name	Join Time	Leave Time	Duration	Email	Email	Role
Jaclyn O'Reilly	9/13/23, 3:01:04 PM	9/13/23, 3:20:13 PM	19m 8s	joreilly@agora.org	joreilly@agora.org	Attendee
Jennifer Buss	9/13/23, 3:01:04 PM	9/13/23, 3:20:16 PM	19m 11s	jbuss@agora.org	jbuss@agora.org	Attendee
Jim Montgomery	9/13/23, 3:01:09 PM	9/13/23, 3:20:19 PM	19m 10s	jmontgomery@agora.org	jmontgomery@agora.org	Attendee
Kaitlin Vacca	9/13/23, 3:01:09 PM	9/13/23, 3:20:26 PM	19m 17s	kvacca@agora.org	kvacca@agora.org	Attendee
Cathrine Hartman	9/13/23, 3:01:11 PM	9/13/23, 3:20:16 PM	19m 5s	chartman@agora.org	chartman@agora.org	Attendee
Cathy Mack	9/13/23, 3:01:22 PM	9/13/23, 3:20:38 PM	19m 16s	cmack@agora.org	cmack@agora.org	Attendee
Brittany Brown	9/13/23, 3:01:23 PM	9/13/23, 3:20:14 PM	18m 50s	bbrown@agora.org	bbrown@agora.org	Attendee
Maryann Johnson	9/13/23, 3:01:24 PM	9/13/23, 3:20:15 PM	18m 50s	majohnson@agora.org	majohnson@agora.org	Attendee
Kailey Smith	9/13/23, 3:01:49 PM	9/13/23, 3:20:12 PM	18m 22s	ksmith1@agora.org	ksmith1@agora.org	Attendee
Olivia Eckels	9/13/23, 3:01:58 PM	9/13/23, 3:20:33 PM	18m 34s	oeckels@agora.org	oeckels@agora.org	Attendee
Melissa Franklin	9/13/23, 3:02:02 PM	9/13/23, 3:20:17 PM	18m 15s	mfranklin@agora.org	mfranklin@agora.org	Attendee
Maggie Joseph	9/13/23, 3:02:25 PM	9/13/23, 3:20:25 PM	18m	mjoseph2@agora.org	mjoseph2@agora.org	Attendee
David Furka	9/13/23, 3:02:26 PM	9/13/23, 3:20:28 PM	18m 2s	dfurka@agora.org	dfurka@agora.org	Attendee
Dana O'Donnell	9/13/23, 3:02:26 PM	9/13/23, 3:20:21 PM	17m 55s	Dodonnell@agora.org	Dodonnell@agora.org	Attendee
Kristina Lapsker	9/13/23, 3:02:29 PM	9/13/23, 3:20:29 PM	17m 59s	klapsker@agora.org	klapsker@agora.org	Attendee
Michele Giordano	9/13/23, 3:03:22 PM	9/13/23, 3:20:21 PM	16m 58s	mgiordano@agora.org	mgiordano@agora.org	Attendee
Stefanie Marcello	9/13/23, 3:04:33 PM	9/13/23, 3:20:25 PM	15m 52s	smarcello@agora.org	smarcello@agora.org	Attendee
Michelle Cukauskas	9/13/23, 3:09:01 PM	9/13/23, 3:20:17 PM	11m 15s	mcukauskas@agora.org	mcukauskas@agora.org	Attendee
Amber Heppenstall	9/13/23, 3:20:22 PM	9/13/23, 3:20:44 PM	22s	aheppenstall@agora.org	aheppenstall@agora.org	Attendee

3. In-Meeting Activities					
Name	Join Time	Leave Time	Duration	Email	Role
Dana Elmquist	9/13/23, 2:53:16 PM	9/13/23, 3:20:53 PM	27m 37s	delmquist@agora.org	Organizer
Katie Talley	9/13/23, 2:56:21 PM	9/13/23, 3:20:53 PM	24m 32s	ktalley@agora.org	Organizer
Anne Dieter	9/13/23, 2:58:22 PM	9/13/23, 3:20:17 PM	21m 55s	adieter@agora.org	Organizer
John Thomas	9/13/23, 2:59:45 PM	9/13/23, 3:20:12 PM	20m 26s	jthomas@agora.org	Organizer
Kristen Gamber	9/13/23, 2:54:56 PM	9/13/23, 3:20:15 PM	25m 19s	kgamber@agora.org	Attendee
Sarah Pittman	9/13/23, 2:56:11 PM	9/13/23, 3:20:14 PM	24m 3s	spittman@agora.org	Attendee
Jade McGregor	9/13/23, 2:57:20 PM	9/13/23, 3:20:44 PM	23m 23s	jmcgregor@agora.org	Attendee
Janet Ulewicz	9/13/23, 2:57:28 PM	9/13/23, 3:20:18 PM	22m 50s	julewicz@agora.org	Attendee
Danielle DiMartini	9/13/23, 2:57:31 PM	9/13/23, 3:20:14 PM	22m 43s		Attendee
Michelle Pelissier	9/13/23, 2:58:06 PM	9/13/23, 3:20:16 PM	22m 10s	mpelissier@agora.org	Attendee
Kristina Krusey	9/13/23, 2:58:15 PM	9/13/23, 3:20:20 PM	22m 4s	kkrusey@agora.org	Attendee
Brittney Walczak	9/13/23, 2:58:53 PM	9/13/23, 3:20:13 PM	21m 20s	bwalczak@agora.org	Attendee
Stacy Vietmeier	9/13/23, 2:59:19 PM	9/13/23, 3:20:29 PM	21m 9s	svietmeier@agora.org	Attendee
Lauren Svonavec	9/13/23, 2:59:29 PM	9/13/23, 3:20:12 PM	20m 42s	lsvonavec@agora.org	Attendee
Hope Huffman	9/13/23, 2:59:33 PM	9/13/23, 3:20:12 PM	20m 39s	hhuffman@agora.org	Attendee

Kimberly Paolino	9/13/23, 2:59:35 PM	9/13/23, 3:20:23 PM	20m 48s	kpaolino@agora.org	Attendee
Kymberly Humanick	9/13/23, 2:59:39 PM	9/13/23, 3:20:35 PM	20m 56s	khumanick@agora.org	Attendee
Nicole Chiado	9/13/23, 3:00:00 PM	9/13/23, 3:20:31 PM	20m 30s	nchiado@agora.org	Attendee
Stephanie Mannarino	9/13/23, 3:00:06 PM	9/13/23, 3:20:16 PM	20m 10s	smannarino@agora.org	Attendee
Carmen Myers	9/13/23, 3:00:31 PM	9/13/23, 3:20:12 PM	19m 40s		Attendee
Marlee Atwood	9/13/23, 3:00:35 PM	9/13/23, 3:20:15 PM	19m 39s	matwood@agora.org	Attendee
Andrea Bable	9/13/23, 3:00:38 PM	9/13/23, 3:20:25 PM	19m 46s	abable@agora.org	Attendee
Denna Hewitt	9/13/23, 3:00:48 PM	9/13/23, 3:20:18 PM	19m 29s	dhewitt@agora.org	Attendee
Kristine Craynon	9/13/23, 3:00:51 PM	9/13/23, 3:20:31 PM	19m 40s	kcraynon@agora.org	Attendee
Ashley Farster	9/13/23, 3:00:53 PM	9/13/23, 3:20:17 PM	19m 24s	afarster@agora.org	Attendee
Maria Harlan	9/13/23, 3:00:54 PM	9/13/23, 3:19:29 PM	18m 35s	mharlan@agora.org	Attendee
Jaclyn O'Reilly	9/13/23, 3:01:04 PM	9/13/23, 3:20:13 PM	19m 8s	joreilly@agora.org	Attendee
Jennifer Buss	9/13/23, 3:01:04 PM	9/13/23, 3:20:16 PM	19m 11s	jbuss@agora.org	Attendee
Jim Montgomery	9/13/23, 3:01:09 PM	9/13/23, 3:20:19 PM	19m 10s	jmontgomery@agora.org	Attendee
Kaitlin Vacca	9/13/23, 3:01:09 PM	9/13/23, 3:20:26 PM	19m 17s	kvacca@agora.org	Attendee
Cathrine Hartman	9/13/23, 3:01:11 PM	9/13/23, 3:20:16 PM	19m 5s	chartman@agora.org	Attendee
Cathy Mack	9/13/23, 3:01:22 PM	9/13/23, 3:20:38 PM	19m 16s	cmack@agora.org	Attendee
Brittany Brown	9/13/23, 3:01:23 PM	9/13/23, 3:20:14 PM	18m 50s	bbrown@agora.org	Attendee
Maryann Johnson	9/13/23, 3:01:24 PM	9/13/23, 3:20:15 PM	18m 50s	majohnson@agora.org	Attendee
Kailey Smith	9/13/23, 3:01:49 PM	9/13/23, 3:20:12 PM	18m 22s	ksmith1@agora.org	Attendee
Olivia Eckels	9/13/23, 3:01:58 PM	9/13/23, 3:20:33 PM	18m 34s	oeckels@agora.org	Attendee
Melissa Franklin	9/13/23, 3:02:02 PM	9/13/23, 3:20:17 PM	18m 15s	mfranklin@agora.org	Attendee
Maggie Joseph	9/13/23, 3:02:25 PM	9/13/23, 3:20:25 PM	18m	mjoseph2@agora.org	Attendee
David Furka	9/13/23, 3:02:26 PM	9/13/23, 3:20:28 PM	18m 2s	dfurka@agora.org	Attendee
Dana O'Donnell	9/13/23, 3:02:26 PM	9/13/23, 3:20:21 PM	17m 55s	Dodonnell@agora.org	Attendee
Kristina Lapsker	9/13/23, 3:02:29 PM	9/13/23, 3:20:29 PM	17m 59s	klapsker@agora.org	Attendee
Michele Giordano	9/13/23, 3:03:22 PM	9/13/23, 3:20:21 PM	16m 58s	mgiordano@agora.org	Attendee
Stefanie Marcello	9/13/23, 3:04:33 PM	9/13/23, 3:20:25 PM	15m 52s	smarcello@agora.org	Attendee
Michelle Cukauskas	9/13/23, 3:09:01 PM	9/13/23, 3:20:17 PM	11m 15s	mcukauskas@agora.org	Attendee
Amber Heppenstall	9/13/23, 3:20:22 PM	9/13/23, 3:20:44 PM	22s	aheppenstall@agora.org	Attendee

1. Summary	
Meeting title	MS Teacher Rating Scale Presentation
Attended participants	26
Start time	9/13/23, 2:50:36 PM
End time	9/13/23, 4:02:57 PM
Meeting duration	1h 12m 21s
Average attendance time	22m 12s

2. Participants						
Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Dana Elmquist	9/13/23, 3:21:51 PM	9/13/23, 3:48:52 PM	27m	delmquist@agora.org	delmquist@agora.org	Organizer
John Thomas	9/13/23, 3:26:32 PM	9/13/23, 3:47:38 PM	21m 5s	jthomas@agora.org	jthomas@agora.org	Organizer
Katie Talley	9/13/23, 3:28:04 PM	9/13/23, 3:48:52 PM	20m 48s	ktalley@agora.org	ktalley@agora.org	Organizer
Anne Dieter	9/13/23, 3:30:13 PM	9/13/23, 3:47:32 PM	17m 18s	adieter@agora.org	adieter@agora.org	Organizer
Lynnette Meinig	9/13/23, 2:50:39 PM	9/13/23, 3:47:29 PM	56m 49s	lmeinig@agora.org	lmeinig@agora.org	Attendee
Cortney Skelly	9/13/23, 2:56:29 PM	9/13/23, 3:47:40 PM	21m 57s	cskelly@agora.org	cskelly@agora.org	Attendee
Kaelyn Hoffman	9/13/23, 3:17:12 PM	9/13/23, 4:02:57 PM	45m 45s	khoffman@agora.org	khoffman@agora.org	Attendee
Theresa Bash	9/13/23, 3:24:03 PM	9/13/23, 3:47:26 PM	23m 23s	tbash@agora.org	tbash@agora.org	Attendee
Bridget Ellis	9/13/23, 3:24:17 PM	9/13/23, 3:47:43 PM	23m 25s	bellis@agora.org	bellis@agora.org	Attendee
Ashley Salimbene	9/13/23, 3:25:00 PM	9/13/23, 3:48:02 PM	23m 2s	asalimbene@agora.org	asalimbene@agora.org	Attendee
Jessica Reese	9/13/23, 3:25:32 PM	9/13/23, 3:47:25 PM	21m 53s	jreese@agora.org	jreese@agora.org	Attendee
Jessica Barnhart	9/13/23, 3:26:05 PM	9/13/23, 3:47:39 PM	21m 34s	jbarnhart@agora.org	jbarnhart@agora.org	Attendee
Rachel Carmichael	9/13/23, 3:26:14 PM	9/13/23, 3:47:26 PM	21m 12s	rcarmichael@agora.org	rcarmichael@agora.org	Attendee
Jenna Dietrich	9/13/23, 3:27:04 PM	9/13/23, 3:47:10 PM	20m 6s	jdietrich@agora.org	jdietrich@agora.org	Attendee
Brianna Pontious	9/13/23, 3:27:13 PM	9/13/23, 3:48:00 PM	20m 46s	bpontious@agora.org	bpontious@agora.org	Attendee
Jennifer Lucia	9/13/23, 3:27:26 PM	9/13/23, 3:47:26 PM	20m	jlucia@agora.org	jlucia@agora.org	Attendee
Chris Baker	9/13/23, 3:28:11 PM	9/13/23, 3:47:56 PM	19m 45s	cbaker@agora.org	cbaker@agora.org	Attendee
Jessica Linderman	9/13/23, 3:28:18 PM	9/13/23, 3:47:34 PM	19m 15s	jlinderman@agora.org	jlinderman@agora.org	Attendee
Mia Dearwester	9/13/23, 3:28:34 PM	9/13/23, 3:47:23 PM	18m 48s	mdearwester@agora.org	mdearwester@agora.org	Attendee
Cathryn Ramsey	9/13/23, 3:28:45 PM	9/13/23, 3:48:28 PM	19m 42s	cramsey@agora.org	cramsey@agora.org	Attendee
Kristal Costanzo	9/13/23, 3:29:02 PM	9/13/23, 3:47:11 PM	18m 8s	kcostanzo@agora.org	kcostanzo@agora.org	Attendee
Susan Lipiec	9/13/23, 3:29:26 PM	9/13/23, 3:47:40 PM	18m 13s	slipiec@agora.org	slipiec@agora.org	Attendee
Tara Rodzwic	9/13/23, 3:29:37 PM	9/13/23, 3:47:28 PM	17m 50s	trodzwic@agora.org	trodzwic@agora.org	Attendee
Brittany Froehlich	9/13/23, 3:30:33 PM	9/13/23, 3:47:32 PM	16m 59s	BFroehlich@agora.org	BFroehlich@agora.org	Attendee
Leslie Spratt	9/13/23, 3:35:28 PM	9/13/23, 3:47:34 PM	12m 6s	lspratt@agora.org	lspratt@agora.org	Attendee
Julie Doebereiner	9/13/23, 3:37:49 PM	9/13/23, 3:48:20 PM	10m 31s	jdoebereiner@agora.org	jdoebereiner@agora.org	Attendee

3. In-Meeting Activities					
Name	Join Time	Leave Time	Duration	Email	Role
Dana Elmquist	9/13/23, 3:21:51 PM	9/13/23, 3:48:52 PM	27m	delmquist@agora.org	Organizer
John Thomas	9/13/23, 3:26:32 PM	9/13/23, 3:47:38 PM	21m 5s	jthomas@agora.org	Organizer
Katie Talley	9/13/23, 3:28:04 PM	9/13/23, 3:48:52 PM	20m 48s	ktalley@agora.org	Organizer
Anne Dieter	9/13/23, 3:30:13 PM	9/13/23, 3:47:32 PM	17m 18s	adieter@agora.org	Organizer
Lynnette Meinig	9/13/23, 2:50:39 PM	9/13/23, 3:47:29 PM	56m 49s	lmeinig@agora.org	Attendee
Cortney Skelly	9/13/23, 2:56:29 PM	9/13/23, 2:57:18 PM	49s	cskelly@agora.org	Attendee
Cortney Skelly	9/13/23, 3:26:32 PM	9/13/23, 3:47:40 PM	21m 8s	cskelly@agora.org	Attendee
Kaelyn Hoffman	9/13/23, 3:17:12 PM	9/13/23, 4:02:57 PM	45m 45s	khoffman@agora.org	Attendee
Theresa Bash	9/13/23, 3:24:03 PM	9/13/23, 3:47:26 PM	23m 23s	tbash@agora.org	Attendee
Bridget Ellis	9/13/23, 3:24:17 PM	9/13/23, 3:47:43 PM	23m 25s	bellis@agora.org	Attendee
Ashley Salimbene	9/13/23, 3:25:00 PM	9/13/23, 3:48:02 PM	23m 2s	asalimbene@agora.org	Attendee
Jessica Reese	9/13/23, 3:25:32 PM	9/13/23, 3:47:25 PM	21m 53s	jreese@agora.org	Attendee
Jessica Barnhart	9/13/23, 3:26:05 PM	9/13/23, 3:47:39 PM	21m 34s	jbarnhart@agora.org	Attendee
Rachel Carmichael	9/13/23, 3:26:14 PM	9/13/23, 3:47:26 PM	21m 12s	rcarmichael@agora.org	Attendee
Jenna Dietrich	9/13/23, 3:27:04 PM	9/13/23, 3:47:10 PM	20m 6s	jdietrich@agora.org	Attendee
Brianna Pontious	9/13/23, 3:27:13 PM	9/13/23, 3:48:00 PM	20m 46s	bpontious@agora.org	Attendee
Jennifer Lucia	9/13/23, 3:27:26 PM	9/13/23, 3:47:26 PM	20m	jlucia@agora.org	Attendee
Chris Baker	9/13/23, 3:28:11 PM	9/13/23, 3:47:56 PM	19m 45s	cbaker@agora.org	Attendee
Jessica Linderman	9/13/23, 3:28:18 PM	9/13/23, 3:47:34 PM	19m 15s	jlinderman@agora.org	Attendee
Mia Dearwester	9/13/23, 3:28:34 PM	9/13/23, 3:47:23 PM	18m 48s	mdearwester@agora.org	Attendee
Cathryn Ramsey	9/13/23, 3:28:45 PM	9/13/23, 3:48:28 PM	19m 42s	cramsey@agora.org	Attendee
Kristal Costanzo	9/13/23, 3:29:02 PM	9/13/23, 3:47:11 PM	18m 8s	kcostanzo@agora.org	Attendee
Susan Lipiec	9/13/23, 3:29:26 PM	9/13/23, 3:47:40 PM	18m 13s	slipiec@agora.org	Attendee
Tara Rodzwic	9/13/23, 3:29:37 PM	9/13/23, 3:47:28 PM	17m 50s	trodzwic@agora.org	Attendee
Brittany Froehlich	9/13/23, 3:30:33 PM	9/13/23, 3:47:32 PM	16m 59s	BFroehlich@agora.org	Attendee
Leslie Spratt	9/13/23, 3:35:28 PM	9/13/23, 3:47:34 PM	12m 6s	lspratt@agora.org	Attendee
Julie Doebereiner	9/13/23, 3:37:49 PM	9/13/23, 3:48:20 PM	10m 31s	jdoebereiner@agora.org	Attendee

1. Summary	
Meeting title	HS Teacher Rating Scale Presentation
Attended participants	81
Start time	10/11/23, 2:45:47 PM
End time	10/11/23, 3:17:01 PM
Meeting duration	31m 14s
Average attendance time	16m 33s

2. Participants						
Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Dana Elmquist	10/11/23, 2:49:22 PM	10/11/23, 3:17:01 PM	27m 39s	delmquist@agora.org	delmquist@agora.org	Organizer
Sue Lelko	10/11/23, 2:45:51 PM	10/11/23, 3:15:09 PM	29m 18s	slelko@agora.org	slelko@agora.org	Presenter
Corinne Stepnowski	10/11/23, 2:46:06 PM	10/11/23, 3:15:25 PM	29m 19s	cstepnowski@agora.org	cstepnowski@agora.org	Presenter
Samantha Bonniger	10/11/23, 2:46:08 PM	10/11/23, 3:15:20 PM	29m 11s	sbonniger@agora.org	sbonniger@agora.org	Presenter
Shari Widlund	10/11/23, 2:52:48 PM	10/11/23, 3:16:20 PM	23m 32s	swidlund@agora.org	swidlund@agora.org	Presenter
Katie Talley	10/11/23, 2:53:18 PM	10/11/23, 3:17:00 PM	23m 42s	ktalley@agora.org	ktalley@agora.org	Presenter
John Thomas	10/11/23, 2:54:05 PM	10/11/23, 3:16:22 PM	22m 16s	jthomas@agora.org	jthomas@agora.org	Presenter
Erin Scrip	10/11/23, 2:54:07 PM	10/11/23, 3:15:18 PM	21m 11s	escrip@agora.org	escrip@agora.org	Presenter
Erinn Slacktish	10/11/23, 2:54:09 PM	10/11/23, 3:16:04 PM	21m 55s	eslacktish@agora.org	eslacktish@agora.org	Presenter
Barbara Cooper	10/11/23, 2:54:18 PM	10/11/23, 3:15:13 PM	20m 54s	bcooper@agora.org	bcooper@agora.org	Presenter
Sasha Young	10/11/23, 2:54:24 PM	10/11/23, 3:15:08 PM	20m 43s	syoung@agora.org	syoung@agora.org	Presenter
Nancy Reimers	10/11/23, 2:54:44 PM	10/11/23, 3:16:02 PM	21m 17s	nreimers@agora.org	nreimers@agora.org	Presenter
Brittany Kieffer	10/11/23, 2:54:50 PM	10/11/23, 3:16:48 PM	21m 57s	bkieffer@agora.org	bkieffer@agora.org	Presenter
Deidre McDowell	10/11/23, 2:55:24 PM	10/11/23, 3:15:25 PM	20m	dmcdowell@agora.org	dmcdowell@agora.org	Presenter
Amy Raught	10/11/23, 2:55:28 PM	10/11/23, 3:15:16 PM	19m 48s	araught@agora.org	araught@agora.org	Presenter
Lorna Titus	10/11/23, 2:55:36 PM	10/11/23, 3:15:32 PM	19m 56s	ltitus@agora.org	ltitus@agora.org	Presenter
Nicole Ervin	10/11/23, 2:55:50 PM	10/11/23, 3:15:32 PM	19m 41s	nervin@agora.org	nervin@agora.org	Presenter
Laura Stapf	10/11/23, 2:56:04 PM	10/11/23, 3:15:31 PM	19m 27s	lstapf@agora.org	lstapf@agora.org	Presenter
Allison Large	10/11/23, 2:56:04 PM	10/11/23, 3:15:37 PM	19m 32s	alarge@agora.org	alarge@agora.org	Presenter
Rebecca Kenzakowski	10/11/23, 2:56:31 PM	10/11/23, 3:15:23 PM	18m 51s	rkenzakowski@agora.org	rkenzakowski@agora.org	Presenter
Serena Adams	10/11/23, 2:56:32 PM	10/11/23, 3:15:22 PM	18m 49s	sadams@agora.org	sadams@agora.org	Presenter
Alexandra Hall	10/11/23, 2:56:38 PM	10/11/23, 3:15:32 PM	18m 53s	ahall@agora.org	ahall@agora.org	Presenter
Tara Walker	10/11/23, 2:56:49 PM	10/11/23, 3:15:06 PM	18m 17s	twalker@agora.org	twalker@agora.org	Presenter
Jaclyn Cromedy	10/11/23, 2:56:52 PM	10/11/23, 3:15:10 PM	18m 18s	jcromedy@agora.org	jcromedy@agora.org	Presenter
Maryann Butera	10/11/23, 2:57:10 PM	10/11/23, 3:15:15 PM	18m 4s	mbutera@agora.org	mbutera@agora.org	Presenter
Heather Hoffert	10/11/23, 2:57:45 PM	10/11/23, 3:15:16 PM	17m 30s	hhoffert@agora.org	hhoffert@agora.org	Presenter

Kate Johnson	10/11/23, 2:57:53 PM	10/11/23, 3:15:14 PM	17m 21s	kjohnson@agora.org	kjohnson@agora.org	Presenter
Kim Fiscus	10/11/23, 2:57:57 PM	10/11/23, 3:15:28 PM	17m 31s	kfiscus@agora.org	kfiscus@agora.org	Presenter
Shannon Feeney Hoffmaster	10/11/23, 2:58:00 PM	10/11/23, 3:15:17 PM	17m 16s	shoffmaster@agora.org	shoffmaster@agora.org	Presenter
Christine Thomas	10/11/23, 2:58:02 PM	10/11/23, 3:16:42 PM	18m 39s	cthomas@agora.org	cthomas@agora.org	Presenter
Nicole Krol	10/11/23, 2:58:04 PM	10/11/23, 3:15:06 PM	17m 2s	nkrol@agora.org	nkrol@agora.org	Presenter
Lauren Emminger	10/11/23, 2:58:12 PM	10/11/23, 3:15:32 PM	17m 20s	lemminger@agora.org	lemminger@agora.org	Presenter
Angela Denham	10/11/23, 2:58:17 PM	10/11/23, 3:15:15 PM	16m 58s	adenham@agora.org	adenham@agora.org	Presenter
Carissa Emrick	10/11/23, 2:58:17 PM	10/11/23, 3:15:51 PM	17m 34s	cemrick@agora.org	cemrick@agora.org	Presenter
Theresa Draeger	10/11/23, 2:58:23 PM	10/11/23, 3:15:28 PM	17m 5s	tdraeger@agora.org	tdraeger@agora.org	Presenter
Melissa Stump	10/11/23, 2:58:27 PM	10/11/23, 3:15:12 PM	16m 44s	mstump@agora.org	mstump@agora.org	Presenter
Terri Hunkele	10/11/23, 2:58:31 PM	10/11/23, 3:15:06 PM	16m 35s	thunkele@agora.org	thunkele@agora.org	Presenter
Heather Gallagher	10/11/23, 2:58:33 PM	10/11/23, 3:15:28 PM	16m 55s	hgallagher@agora.org	hgallagher@agora.org	Presenter
Lynn Pagliei	10/11/23, 2:58:47 PM	10/11/23, 3:15:13 PM	16m 26s	lpagliei@agora.org	lpagliei@agora.org	Presenter
Alyssa Trott	10/11/23, 2:58:57 PM	10/11/23, 3:15:03 PM	16m 6s	atrott@agora.org	atrott@agora.org	Presenter
Melissa McCracken	10/11/23, 2:59:09 PM	10/11/23, 3:15:35 PM	16m 25s	mmccracken@agora.org	mmccracken@agora.org	Presenter
Rebecca Mitzel	10/11/23, 2:59:19 PM	10/11/23, 3:15:15 PM	15m 55s	rmitzel@agora.org	rmitzel@agora.org	Presenter
Jena Huffman	10/11/23, 2:59:21 PM	10/11/23, 3:15:05 PM	15m 43s	jhuffman@agora.org	jhuffman@agora.org	Presenter
Lisa Savitz	10/11/23, 2:59:37 PM	10/11/23, 3:15:18 PM	15m 41s	lsavitz@agora.org	lsavitz@agora.org	Presenter
Lisa Brestensky	10/11/23, 2:59:39 PM	10/11/23, 3:15:06 PM	13m 11s	lbrestensky@agora.org	lbrestensky@agora.org	Presenter
Michelle Olsavsky	10/11/23, 2:59:41 PM	10/11/23, 3:15:10 PM	15m 28s	molsavsky@agora.org	molsavsky@agora.org	Presenter
Ally Morris	10/11/23, 2:59:43 PM	10/11/23, 3:15:03 PM	15m 20s	amorris@agora.org	amorris@agora.org	Presenter
Heather Silberman	10/11/23, 2:59:53 PM	10/11/23, 3:15:27 PM	15m 33s	hsilberman@agora.org	hsilberman@agora.org	Presenter
Molly Garczynski	10/11/23, 3:00:02 PM	10/11/23, 3:15:09 PM	15m 7s	mgarczynski@agora.org	mgarczynski@agora.org	Presenter
Shelley Stump	10/11/23, 3:00:08 PM	10/11/23, 3:15:19 PM	15m 10s	sstump@agora.org	sstump@agora.org	Presenter
Rebekah Congdon	10/11/23, 3:00:12 PM	10/11/23, 3:15:07 PM	14m 54s	rcongdon@agora.org	rcongdon@agora.org	Presenter
Jess Purser	10/11/23, 3:00:29 PM	10/11/23, 3:15:18 PM	14m 49s	jpurser@agora.org	jpurser@agora.org	Presenter
Mindy Wesley	10/11/23, 3:00:33 PM	10/11/23, 3:15:27 PM	14m 54s	mwesley@agora.org	mwesley@agora.org	Presenter
Kristen Popp	10/11/23, 3:00:34 PM	10/11/23, 3:15:24 PM	14m 49s	kpopp@agora.org	kpopp@agora.org	Presenter
Jess Nayowith	10/11/23, 3:00:36 PM	10/11/23, 3:15:20 PM	14m 44s	jnayowith@agora.org	jnayowith@agora.org	Presenter
Dana Kwiecinski	10/11/23, 3:00:40 PM	10/11/23, 3:15:09 PM	14m 28s	dkwiecinski@agora.org	dkwiecinski@agora.org	Presenter
Mandy Kammermeier	10/11/23, 3:00:44 PM	10/11/23, 3:16:18 PM	15m 33s	akammermeier@agora.org	akammermeier@agora.org	Presenter
Breanne Scears	10/11/23, 3:01:01 PM	10/11/23, 3:15:00 PM	13m 59s	bscears@agora.org	bscears@agora.org	Presenter
Valerie Natale	10/11/23, 3:01:12 PM	10/11/23, 3:15:23 PM	14m 10s	vnatale@agora.org	vnatale@agora.org	Presenter
Danielle Schall	10/11/23, 3:01:12 PM	10/11/23, 3:15:22 PM	14m 9s	dschall@agora.org	dschall@agora.org	Presenter
Jennifer Markle	10/11/23, 3:01:15 PM	10/11/23, 3:15:16 PM	14m 1s	jmarkle@agora.org	jmarkle@agora.org	Presenter
Kimberly McLaughlin	10/11/23, 3:01:35 PM	10/11/23, 3:15:24 PM	13m 49s	kmclaughlin@agora.org	kmclaughlin@agora.org	Presenter
Melissa Gaso	10/11/23, 3:01:48 PM	10/11/23, 3:15:12 PM	13m 24s	mgaso@agora.org	mgaso@agora.org	Presenter

Amber Staley	10/11/23, 3:02:15 PM	10/11/23, 3:15:11 PM	12m 55s	astaley2@agora.org	astaley2@agora.org	Presenter
Jodeen Buckwalter	10/11/23, 3:02:23 PM	10/11/23, 3:15:13 PM	12m 50s	jbuckwalter@agora.org	jbuckwalter@agora.org	Presenter
Tamara Kozak	10/11/23, 3:02:31 PM	10/11/23, 3:16:06 PM	13m 35s	tkozak@agora.org	tkozak@agora.org	Presenter
Amanda Moyer	10/11/23, 3:02:40 PM	10/11/23, 3:15:57 PM	13m 16s	amoyer@agora.org	amoyer@agora.org	Presenter
Devin Gannon	10/11/23, 3:02:41 PM	10/11/23, 3:15:35 PM	12m 54s	dgannon@agora.org	dgannon@agora.org	Presenter
Amber Thomas	10/11/23, 3:03:02 PM	10/11/23, 3:15:26 PM	12m 24s	athomas2@agora.org	athomas2@agora.org	Presenter
Torri Bramble	10/11/23, 3:03:06 PM	10/11/23, 3:15:05 PM	11m 58s	tbramble@agora.org	tbramble@agora.org	Presenter
Jesse Capitano	10/11/23, 3:03:10 PM	10/11/23, 3:15:44 PM	12m 33s	jcapitano@agora.org	jcapitano@agora.org	Presenter
Judy Deemer	10/11/23, 3:03:34 PM	10/11/23, 3:15:07 PM	11m 32s	jdeemer@agora.org	jdeemer@agora.org	Presenter
Veronica Jackson	10/11/23, 3:03:36 PM	10/11/23, 3:15:45 PM	12m 8s	vjackson@agora.org	vjackson@agora.org	Presenter
Lauren Kerns	10/11/23, 3:03:43 PM	10/11/23, 3:15:29 PM	11m 45s	lkerns@agora.org	lkerns@agora.org	Presenter
Dana Pacolay	10/11/23, 3:03:59 PM	10/11/23, 3:15:17 PM	11m 17s	dpacolay@agora.org	dpacolay@agora.org	Presenter
Melissa Love	10/11/23, 3:04:07 PM	10/11/23, 3:15:40 PM	11m 32s	mlove@agora.org	mlove@agora.org	Presenter
Morgan Witman	10/11/23, 3:04:23 PM	10/11/23, 3:15:21 PM	10m 58s	mwitman@agora.org	mwitman@agora.org	Presenter
Nicolette Hollenbach	10/11/23, 3:04:31 PM	10/11/23, 3:15:33 PM	11m 2s	nhollenbach@agora.org	nhollenbach@agora.org	Presenter
Whitney Bargerstock	10/11/23, 3:05:52 PM	10/11/23, 3:15:00 PM	9m 7s	wbargerstock@agora.org	wbargerstock@agora.org	Presenter
Dante Greco	10/11/23, 3:07:59 PM	10/11/23, 3:15:04 PM	7m 5s	dgreco@agora.org	dgreco@agora.org	Presenter
Janelle Shaffer	10/11/23, 3:12:03 PM	10/11/23, 3:12:53 PM	50s	jshaffer3@agora.org	jshaffer3@agora.org	Presenter

3. In-Meeting Activities					
Name	Join Time	Leave Time	Duration	Email	Role
Dana Elmquist	10/11/23, 2:49:22 PM	10/11/23, 3:17:01 PM	27m 39s	delmquist@agora.org	Organizer
Sue Lelko	10/11/23, 2:45:51 PM	10/11/23, 3:15:09 PM	29m 18s	slelko@agora.org	Presenter
Corinne Stepnowski	10/11/23, 2:46:06 PM	10/11/23, 3:15:25 PM	29m 19s	cstepnowski@agora.org	Presenter
Samantha Bonniger	10/11/23, 2:46:08 PM	10/11/23, 3:15:20 PM	29m 11s	sbonniger@agora.org	Presenter
Shari Widlund	10/11/23, 2:52:48 PM	10/11/23, 3:16:20 PM	23m 32s	swidlund@agora.org	Presenter
Katie Talley	10/11/23, 2:53:18 PM	10/11/23, 3:17:00 PM	23m 42s	ktalley@agora.org	Presenter
John Thomas	10/11/23, 2:54:05 PM	10/11/23, 3:16:22 PM	22m 16s	jthomas@agora.org	Presenter
Erin Scrip	10/11/23, 2:54:07 PM	10/11/23, 3:15:18 PM	21m 11s	escrip@agora.org	Presenter
Erinn Slacktish	10/11/23, 2:54:09 PM	10/11/23, 3:16:04 PM	21m 55s	eslacktish@agora.org	Presenter
Barbara Cooper	10/11/23, 2:54:18 PM	10/11/23, 3:15:13 PM	20m 54s	bcooper@agora.org	Presenter
Sasha Young	10/11/23, 2:54:24 PM	10/11/23, 3:15:08 PM	20m 43s	syoung@agora.org	Presenter
Nancy Reimers	10/11/23, 2:54:44 PM	10/11/23, 3:16:02 PM	21m 17s	nreimers@agora.org	Presenter
Brittany Kieffer	10/11/23, 2:54:50 PM	10/11/23, 3:16:48 PM	21m 57s	bkieffer@agora.org	Presenter
Deidre McDowell	10/11/23, 2:55:24 PM	10/11/23, 3:15:25 PM	20m	dmcdowell@agora.org	Presenter
Amy Raught	10/11/23, 2:55:28 PM	10/11/23, 3:15:16 PM	19m 48s	araught@agora.org	Presenter
Lorna Titus	10/11/23, 2:55:36 PM	10/11/23, 3:15:32 PM	19m 56s	ltitus@agora.org	Presenter

Nicole Ervin	10/11/23, 2:55:50 PM	10/11/23, 3:15:32 PM	19m 41s	nervin@agora.org	Presenter
Laura Stapf	10/11/23, 2:56:04 PM	10/11/23, 3:15:31 PM	19m 27s	lstapf@agora.org	Presenter
Allison Large	10/11/23, 2:56:04 PM	10/11/23, 3:15:37 PM	19m 32s	alarge@agora.org	Presenter
Rebecca Kenzakowski	10/11/23, 2:56:31 PM	10/11/23, 3:15:23 PM	18m 51s	rkenzakowski@agora.org	Presenter
Serena Adams	10/11/23, 2:56:32 PM	10/11/23, 3:15:22 PM	18m 49s	sadams@agora.org	Presenter
Alexandra Hall	10/11/23, 2:56:38 PM	10/11/23, 3:15:32 PM	18m 53s	ahall@agora.org	Presenter
Tara Walker	10/11/23, 2:56:49 PM	10/11/23, 3:15:06 PM	18m 17s	twalker@agora.org	Presenter
Jaclyn Cromedy	10/11/23, 2:56:52 PM	10/11/23, 3:15:10 PM	18m 18s	jcromedy@agora.org	Presenter
Maryann Butera	10/11/23, 2:57:10 PM	10/11/23, 3:15:15 PM	18m 4s	mbutera@agora.org	Presenter
Heather Hoffert	10/11/23, 2:57:45 PM	10/11/23, 3:15:16 PM	17m 30s	hhoffert@agora.org	Presenter
Kate Johnson	10/11/23, 2:57:53 PM	10/11/23, 3:15:14 PM	17m 21s	kjohnson@agora.org	Presenter
Kim Fiscus	10/11/23, 2:57:57 PM	10/11/23, 3:15:28 PM	17m 31s	kfiscus@agora.org	Presenter
Shannon Feeney Hoffmaster	10/11/23, 2:58:00 PM	10/11/23, 3:15:17 PM	17m 16s	shoffmaster@agora.org	Presenter
Christine Thomas	10/11/23, 2:58:02 PM	10/11/23, 3:16:42 PM	18m 39s	cthomas@agora.org	Presenter
Nicole Krol	10/11/23, 2:58:04 PM	10/11/23, 3:15:06 PM	17m 2s	nkrol@agora.org	Presenter
Lauren Emminger	10/11/23, 2:58:12 PM	10/11/23, 3:15:32 PM	17m 20s	lemminger@agora.org	Presenter
Angela Denham	10/11/23, 2:58:17 PM	10/11/23, 3:15:15 PM	16m 58s	adenham@agora.org	Presenter
Carissa Emrick	10/11/23, 2:58:17 PM	10/11/23, 3:15:51 PM	17m 34s	cemrick@agora.org	Presenter
Theresa Draeger	10/11/23, 2:58:23 PM	10/11/23, 3:15:28 PM	17m 5s	tdraeger@agora.org	Presenter
Melissa Stump	10/11/23, 2:58:27 PM	10/11/23, 3:15:12 PM	16m 44s	mstump@agora.org	Presenter
Terri Hunkele	10/11/23, 2:58:31 PM	10/11/23, 3:15:06 PM	16m 35s	thunkele@agora.org	Presenter
Heather Gallagher	10/11/23, 2:58:33 PM	10/11/23, 3:15:28 PM	16m 55s	hgallagher@agora.org	Presenter
Lynn Pagliei	10/11/23, 2:58:47 PM	10/11/23, 3:15:13 PM	16m 26s	lpagliei@agora.org	Presenter
Alyssa Trott	10/11/23, 2:58:57 PM	10/11/23, 3:15:03 PM	16m 6s	atrott@agora.org	Presenter
Melissa McCracken	10/11/23, 2:59:09 PM	10/11/23, 3:15:35 PM	16m 25s	mmccracken@agora.org	Presenter
Rebecca Mitzel	10/11/23, 2:59:19 PM	10/11/23, 3:15:15 PM	15m 55s	rmitzel@agora.org	Presenter
Jena Huffman	10/11/23, 2:59:21 PM	10/11/23, 3:15:05 PM	15m 43s	jhuffman@agora.org	Presenter
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Transition Training

2023 - 24

How overstimulated are you on day 4 of PD?

1

2

3

4

5

6

7

8
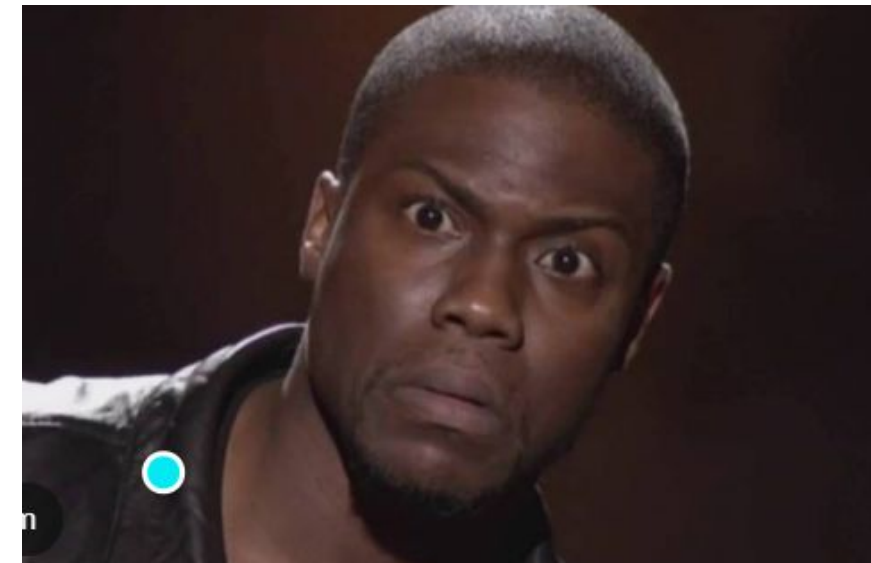
Expectations

By the end of this training, you will:

- Develop an understanding for the Indicator13 Expectations
- Reflect on the importance of making Transition personal
- Explore the Transition Resources
- Identify key pieces of information necessary for a Successful Transition Plan
- Understand how Job Trainer-Related Services and Work Study Programs could positively impact a student's future goals.

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How: you know you understand

Before this training ends I will:

- Know my role in Indicator 13 training
- Explain why making Transition personal for each student MATTERS.
- Be able to find resources in the Transition Folder
- State key pieces of information necessary for a Successful Transition Plan
- State what Job-Trainer Related Service and Work Study options are available at Agora

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Defining Transition

What is Transition to YOU?

What are some Transition SUCCESS stories?

What is Transition to you?

Share your initial thoughts!

WHY is Transition important?

Share any positive Transition
Planning Experiences you've had!
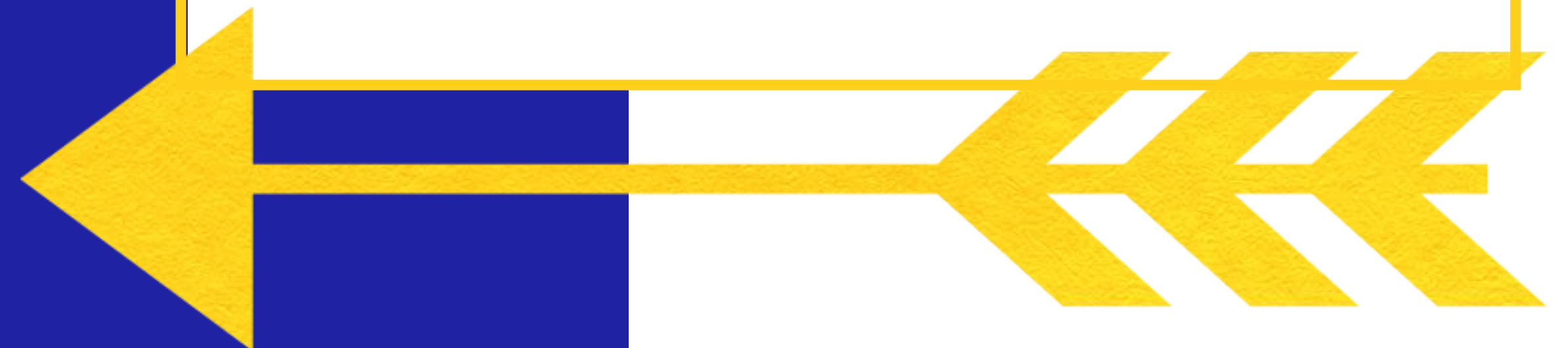
Our WHY

Transition Planning is:

- Our entire process in Special Education is to **TRANSITION STUDENTS** to their highest potential and meeting their long-term life goals.
- Every Academic and Functional gain they make helps them reach their long-term transition goals.
- The discussion and idea of Transition Planning should be part of **ALL IEP MEETINGS** even though we do not write a formal plan until age 14 or entering 7th grade.
- Career Readiness starting in KINDERGARTEN!
- LEAs are legally required to reasonably prepare all students to reach their transition goals.

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ALL of us MATTER

But I don't teach Transition…
and I'm not a Case Manager

- So **WHY** am I here?
- **WHAT** will I learn?
- **HOW** will this impact my teaching/ planning/ communication?

- **How does YOUR role at Agora tie into Transition Planning?**

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CASE MANAGERS

- Effectively prepare students with the resources and materials needs
- Write compliant IEPs
- Be a collaborative communicator on behalf of your student.
- Keep open lines of communication with families and team members about students' goals and progress.

TEACH-ONLY

- I should understand WHERE my students' information is in the drive.
- I'm an active participant in their team. I have great insight to share at an IEP meeting
- I can collaborate with Case Manager to find meaningful ways to engage them in their instruction.
- I can help them apply what I teach them to their long-term goals.
-

TRANSITION TEACHER

- I collect information needed for writing transition plans.
- I am the one providing the activities to the student.
- I track progress in Portfolio completion.
- I am a direct connection to transition planning and insight into what students are interested in accomplishing in their lives.

Make it PERSONAL...

EVERY TIME

- **EVERY** student is a unique person.
- **EVERY** student deserves your focus, your support and **YOUR** encouragement.

- IT's **OUR** goal to ensure that **EVERY** Learner reach their **HIGHEST** potential.

When the chances are one in a million, be that "one".

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What does that look like at AGORA?

How does Transition Planning begin?

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When does Transition Planning Begin at AGORA?

A	B	C
• In High School, or at age 16.	• The first IEP after a student turns 14.	• When a student is in 7th grade or will turn 14 during the IEP window.

When does Transition Planning Begin at AGORA?

A

- In High School, or at ag...

C

...hen a student is in 7th grade ...will turn 14 during the IEP ...ndow.

C

6th Grade (Summer IEPs – April 2024) – for students not 14 during IEP term
- Use the 6th Grade Transition Plans document in the shared transition drive
- Include "will not be 14" statement
- List the Transition 7 Activities in PL of Transition – Transition Grid will be blank
- Ask family about agency involvement and document info

6th Grade (May-June 2024 & Rising 7th Grade Summer IEPs) – Recommend transition plan
- Use the 7th Grade Example document in the shared transition drive and transition age template directions
- Complete a MS transition survey or an informal interview. Be sure to summarize results with date in IEP.
- Complete Current Skills Assessment 7 – Explain that these skills are what students should know by the end of 7th grade. This is a baseline to create the transition plan. **They will complete assessment again in Transition 7 course.**
- Student MUST BE INVITED to the meeting on the IEP Invitation!!

6th Grade – Students turning 14 during IEP term *(Same concept for applicable 5th graders)*
- Follow all transition age template directions (Use Survey/Informal Interview and CSA 7)
- Determine at least 1 activity for each goal area that can be completed by CM or SC in 6th grade
- Only include Transition 7 course activities if the IEP will run into 7th grade (10/16/21 forward)

7th & 8th Grade – Write transition plan regardless of age (IEP team decision)
- Follow all transition age template directions

August 2023

Indicator 13
Cyclical Monitoring: A Focus on Secondary Transition

Indicator 13

Cyclical Monitoring: A Focus on Secondary Transition

In response to the accountability requirements under the Individuals with Disabilities Education Act 2004 (IDEA), Part B State Performance Plans (SPP), the Pennsylvania Training and Technical Assistance Network (PaTTAN) and Intermediate Unit Transition Consultants will be providing local education agencies (LEAs) targeted, sustained professional development regarding effective secondary transition practices that will reasonably enable students to meet post-secondary outcomes (Aligning Indicators 1, 2, 13 and 14).

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Indicator 13

What you can expect:

This year **ALL TRANSITION AGE Special Education Teachers, Case Managers, Compliancy Coach, and Administrators** will be taking a Schoology Course on Secondary Transition.

This will be built right into your PD Fall Tracks to allot plenty of time to complete this course.

Case Managers will meet 1:1 with Kris Koberlein, our TAC from the IU to support and coach you as you write an IEP this fall.

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Indicator 13

DISCLAIMER: THIS IS NOT AN IEP WRITING TRAINING

We are going over the basics of Transition and how **EACH** of you play a part in the process.

EVERYONE can benefit from understanding the opportunities available to students, because **EVERYONE** works with students!

My role in Indicator 13 is…

WHAT WAS I SUPPOSED TO BE DOING HERE, AGAIN?
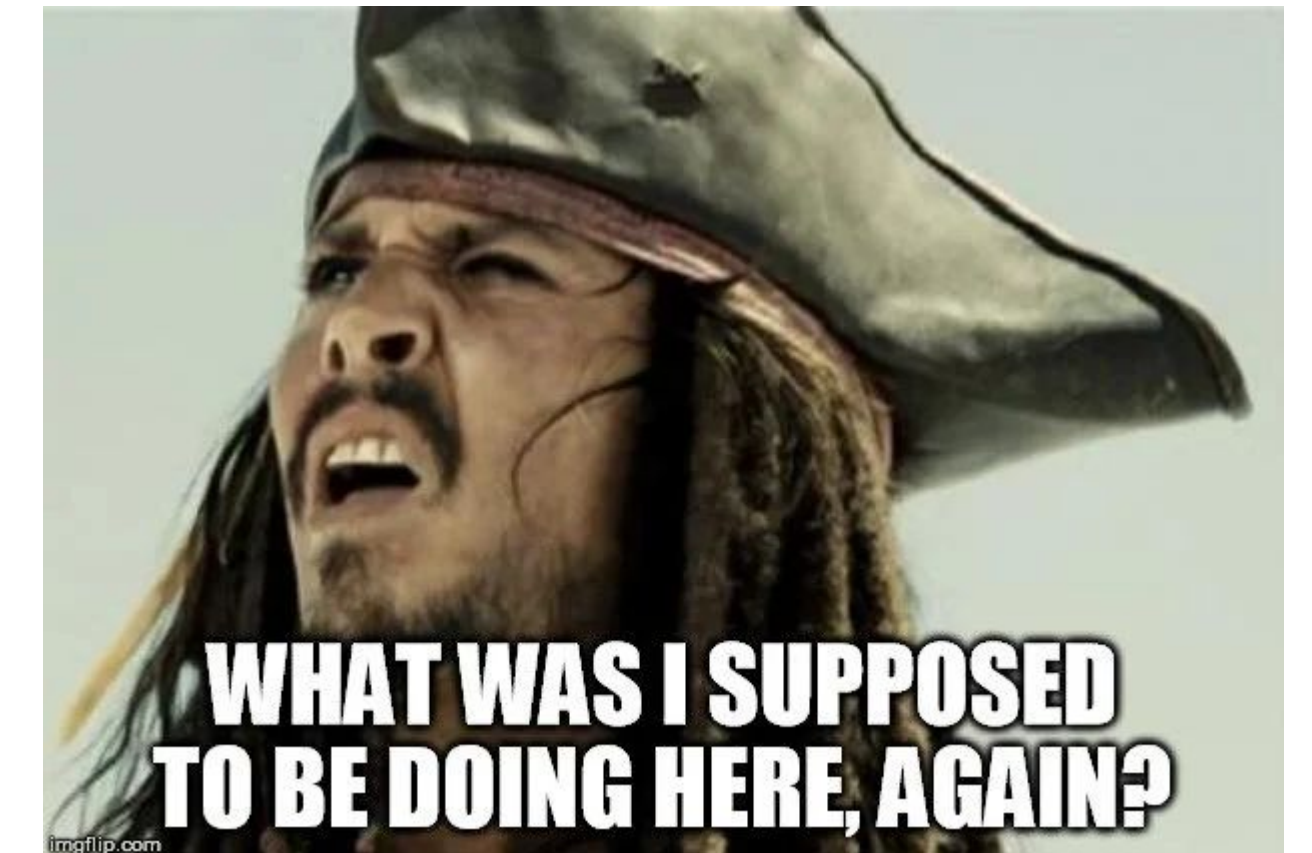
A

- I am a **CASE MANAGER.** I will be completing the Schoology course on I-13 components. I will also be receiving 1:1 coaching with Kris Koberlein on a fall IEP to submit this spring for our Compliance Monitoring.

B

- I am a **TEACHER**. I will be completing the Schoology course on I-13 components as a special education teacher. I will have the opportunity to complete this as my Fall PD Track.

C

- I am a **SPECIAL ED ADMINISTRATOR / COMPLIANCY COACH.** I will be completing the Schoology course on I-13 components. I will have the opportunity to complete this as my Fall PD Track

D

- I am **JUST HERE FOR THE CODE**. I will be drinking my coffee and multi tasking through the remainder of this training. Peace and Chicken Grease.

Indicator 13

The Cliff notes.
Office Hours will be sent to case managers ☺

Agency and Student Invitation/Participation

	NSTTAC Indicator 13 Checklist	PA CMCI File Review Question	Look At	Y	N	N/A
		INVITATION TO PARTICIPATE IN THE IEP MEETING				
1	Is there evidence that the student was invited to the IEP meeting?	247: Transition Planning and Services: Transition planning is checked (age 14 or younger if deemed appropriate), STUDENT IS LISTED ON INVITATION	IEP invitation			
		245: Transition Planning and Services: Invitation to parents is checked (age 14+ and younger if deemed appropriate)	IEP Invitation			
2	If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting, with prior consent of the parent or student if age of majority reached?	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 (if agency is not providing the services or paying for the services indicate N/A)	IEP Invitation			

- Does the IEP (Present Levels) include information regarding agency involvement?
  - Representatives from agencies were invited with parent permission OR
  - Representatives were not invited due to lack of prior written parental consent OR
  - Parent refused consent to invite outside agency representatives.
    - Must Include: Parents were provided with information about agency involvement.

Agency and Student Invitation/Participation

- Ensure that all Transition Age IEPs have checked Transition Planning in the invitation.
  - Transition Services should be check – noting whether outside agencies have been invited, and listing anyone who HAS been invited.
- **THERE MUST BE A SIGNED RELEASE ON FILE TO INVITE AN OVR REPRESENTATIVE.**

- **TEAM MEMBERS INVITED:**
- Student (Required of all student 14 and older)
- Parent (Required)
- LEA (Required)
- General Education Teacher (Required)
- Special Education Teacher (Required)
- School Counselor
- Family Coach
- OVR Representative (Release Form must be signed!)
- Child and Youth Case Manager (Release Form must be signed!)
- ***If a name is not known, you may write "REPRESENTATIVE"**

KEEP CALM BECAUSE YOU'RE INVITED
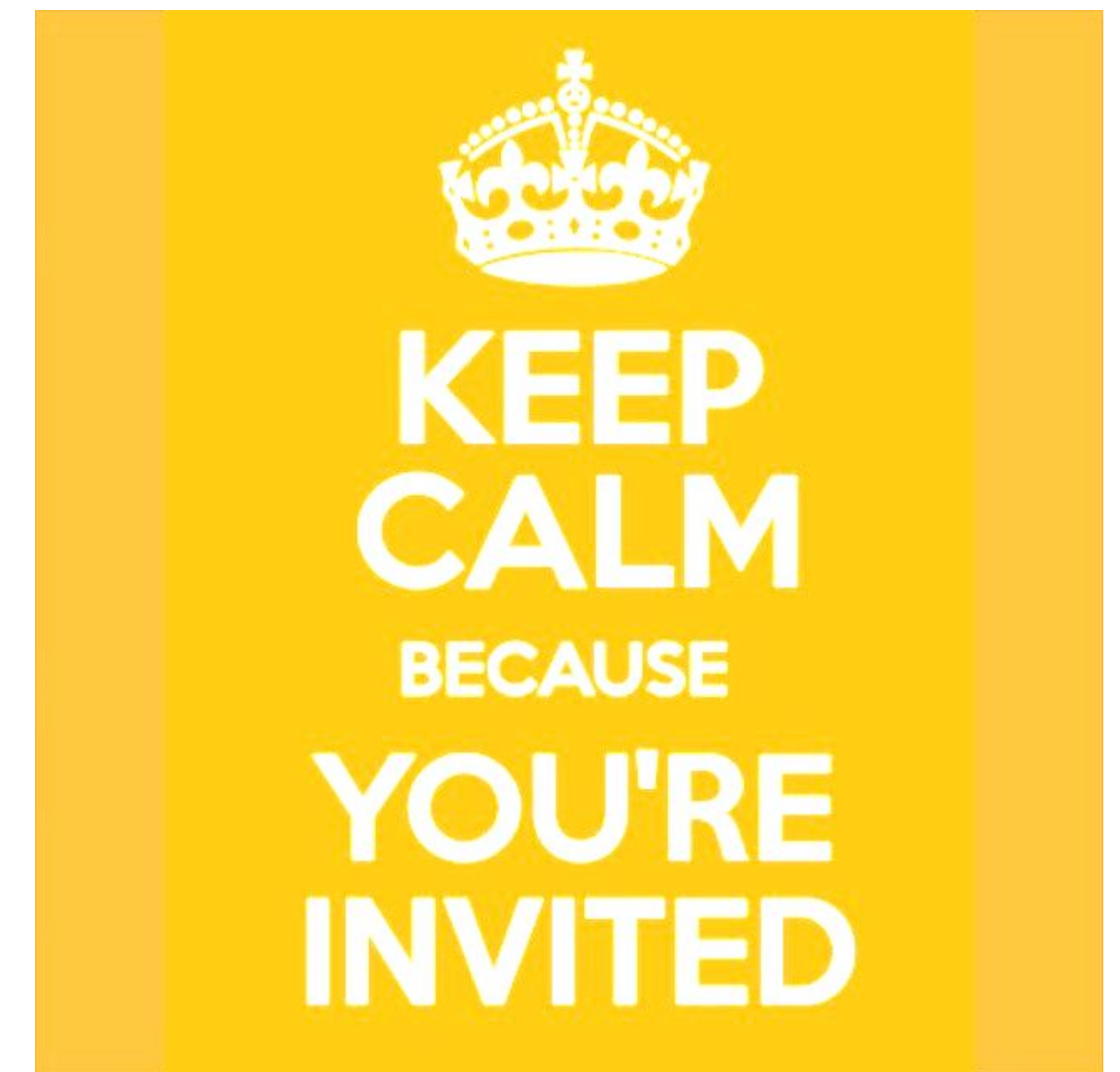
Present Levels of Academic Achievement and Functional Performance

Present Levels of Academic Achievement and Functional Performance CLIF NOTES:

- Refer to Writing Guide for all specifics regarding IEP WRITING!
- Transition plans must be supported by academic and functional abilities.
- It is important to be sure that the student has realistic goals. Have the tough conversations! Case managers should be guiding students toward attainable options but not crush their dreams. (ie: NFL/NBA star, veterinarian, etc.) Be sure to address IQ score, MH issues, medications, physical limitations, etc.
- If the IEP team is concerned that academic or functional/behavioral performance will impact student success with their postsecondary goals, the information should be included as a separate heading under the appropriate area

Present Levels of Transition

3	Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	289: Evidence that the measurable post-secondary goal(s) were based on age appropriate transition assessment	ER/RR data; IEP; PLAAFP Transition Services; Section II: Transition Services

BEST PRACTICE EVIDENCE
- Were age-appropriate assessments of interests, preferences conducted in order to develop postsecondary goals?
- Were age-appropriate academic and functional skill assessments conducted in order to develop measurable annual goals and/or specially-designed instruction?
- Was all assessment data interpreted and utilized in the development of the present levels, postsecondary goals and transition services and activities?
- Is there baseline data in the present levels to support the development of the measurable annual goals?
- Is there evidence that assessments are updated each year?

4	Is there an appropriate measurable postsecondary goal or goals in this area? Education and Training, Employment, and Independent Living	290: An appropriate measurable postsecondary goal or goals that cover education or training, employment, and AS NEEDED, independent living?	IEP Section II: Transition Services

BEST PRACTICE EVIDENCE
- Do present education levels provide evidence that all 3 post-secondary goal areas have been considered?
- Is there a post-secondary goal for Education/Training or a statement that the area was addressed by the IEP team?
- Is there a post-secondary goal for Employment or a statement that the area was addressed by the IEP team?
- Is there a post-secondary goal for Independent living or a statement that the area was addressed by the IEP team?
- Will the goal(s) occur after the student graduates from school?

(Independent Living is considered from all of the following lenses: residential, accessing community, and recreation/leisure activities.)

Present Levels of Transition

- **THESE 5 HEADING MUST BE INCLUDED**
- Postsecondary Education
- Employment
- Independent Living Skills
- Additional Information
- Agency Involvement

*NO EXTRA HEADINGS – all information should be incorporated under appropriate heading.

ASSESSMENTS:
- Completed in the Transition Courses
- Listed by Grade in the Transition Matrix (Will explore the drive in our next section)
- CSA is given at the end of a Transition Course. *If no CSA is available from the PREVIOUS Course, CM may administer the previous course CSA.*
- Data Should be summarized under appropriate headings in PL of T.

Postsecondary

- State the student's current plans
- **DATE EVERYTHING – no date, did it even happen?**
- At least the previous two years of plans.
- Be sure these plans are REALISTIC

Example: On (date), STUDENT stated that she is interested in enlisting in the military after graduation to earn the required experience to enter the police academy after her enlistment. She previously expressed interest in going to college to be a crime scene investigator. Through research completed in her transition courses, STUDENT realized that the military would be a better option to reach her dreams of being a police officer. She completed the Agora Criminal Justice course with a "B" in Spring 2021 and spoke to a local military recruiter over Summer 2021. STUDENT is studying for the ASVAB and plans to take the test in Spring 2022.
Include a summary of all completed transition grid activities from the previous IEP term.

Employment

- State the student's current plans
- **DATE EVERYTHING – no date, did it even happen?**
- Summarize results of any formal career assessments with DATE. At least the previous two years of plans.
- List all work or volunteer experience.
- List CSA Workplace skills here.
- Add in summary statements from previous IEP term completed transition courses.
- Be sure these plans are REALISTIC

Independent Living

- State the student's current living plans (Independently once employed.. Etc.)
- **DATE EVERYTHING – no date, did it even happen?**
- List all household chores he/she can complete, transportation skills, etc..
- List CSA Home, Community, IL skills here. (DATE IT)
- Add in summary statements from previous IEP term completed transition courses.
- Significant Need Students: if student will need ongoing supports, those should be listed, and Agora should be working with the family to address them.

* IF you have data listed to support a student has mastered this area, and no supports needed after high school, you can note that in the PL

Additional Information

- State free time and extracurricular activities
- If turning 18, list voting preference and Selective Service status (males)
- Include a statement about participating in a grade level transition course during each year of high school
- Anything else that does not fit into the other headings but could impact transition

❖ In Present Levels, be sure to include things that students have done on their own time such as taking SATs/ACTs, college visits, on-the-road driving, getting a job, etc. Also summarize things like completed Driver Safety course through Agora if student has a goal to drive.

Agency Involvement

- List any agency involvement discussed prior to or during the meeting as well as follow-up plans. This should include county MH/ID office, OVR, CYS, Social Worker, Wrap services, etc.
- All students must have an OVR statement to include if OVR was invited to the meeting (if not, why?), OVR release status (should be signed at meeting if not in advance) and OVR application status.
- All students with ID, MH or Autism (with adaptive behavior deficits) should be encouraged to open a case with their county IDS/MH office.
- Must include the statement: Agency involvement will continue to be discussed as part of the secondary transition planning process.
- *If the student is a teen parent or pregnant, support services such as TANF, WIC, CCIS, etc. should be discussed as a transition agency support.

What is PDE Looking For?

Um... say WHAT NOW?!

☐ **Rule 1: Assessment-Based**
  ❏ All transition goals should be based on at least 2 new transition assessments results each year that have been documented and <u>interpreted</u> into the Present Levels of Transition. The goal must be realistic and attainable.

☐ **Rule 2: Do Not Delete Old Information**
  ❏ It is our job to track their plans from age 14 ☐ graduation. Annual IEPs should include the current information and at least the two prior years.
  ❏ If a student tells us that their transition goal has changed, we need to promptly make a revision to the IEP to update with the new information. (DO NOT DELETE the previous information.)

☐ **Rule 3: Provide Proof if a goal continues**
  ❏ It is perfectly fine to leave a transition goal in for multiple IEP terms if it remains accurate, but you must show evidence of discussion in the Present Levels.

Transition Grid

6	Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	292 Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service 292b Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	III Transition Services

BEST PRACTICE EVIDENCE

- Is a type of instruction, related service, community experience, or development of employment or other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goals?
- The box in the top of the GRID is checked for each of the post-secondary goal areas being targeted
- The grid contains reference to at least 1 or more MAGs as services addressing a skill need, but ALL MAGS are referenced as services in the transition grid (IEP ALIGNMENT)
- Each post-secondary goal area has at least one corresponding activity
- If a goal area is not being targeted, the grid is BLANK
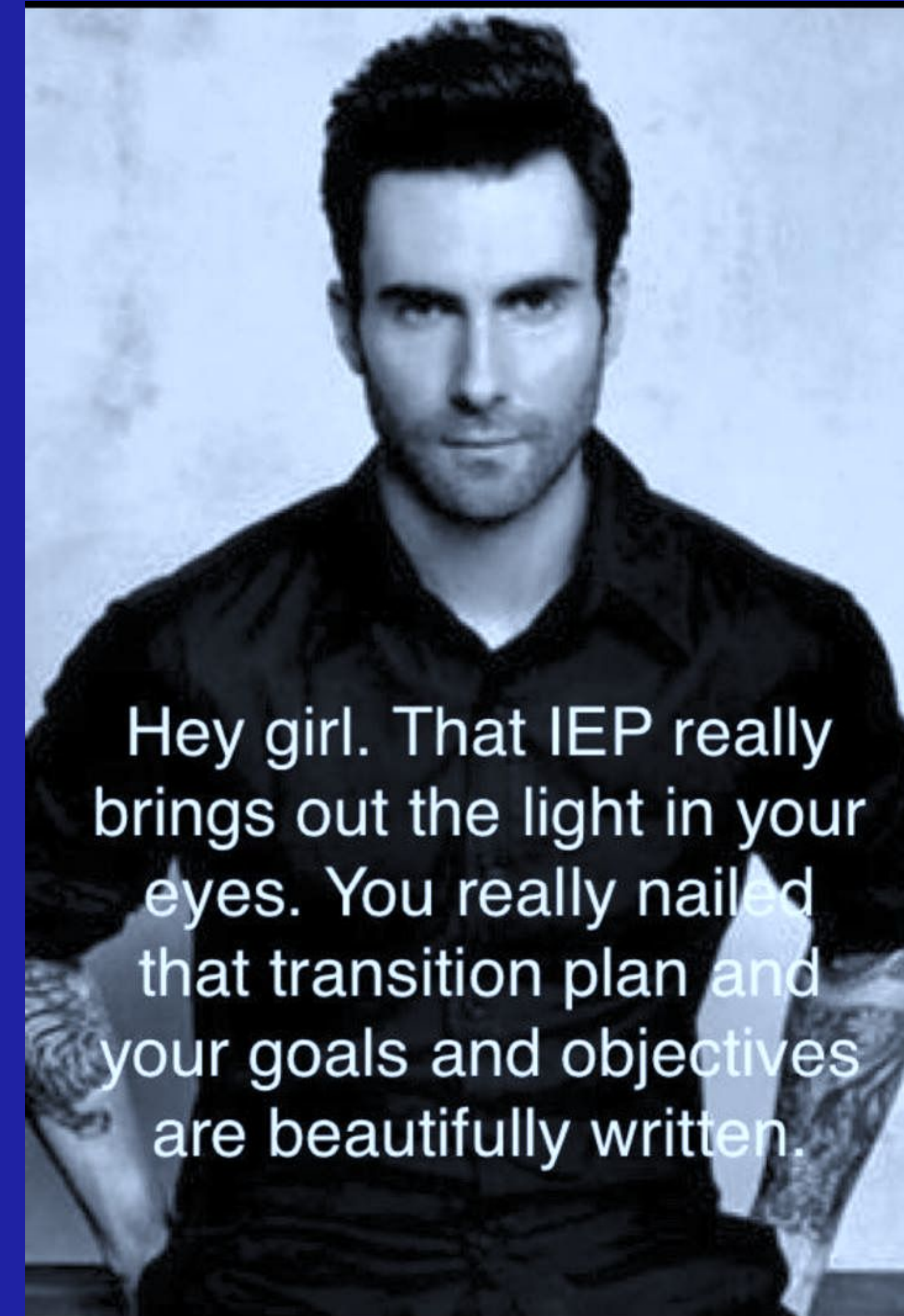
Hey girl. That IEP really brings out the light in your eyes. You really nailed that transition plan and your goals and objectives are beautifully written.

Question 1

Does this student have a transition plan as part of their IEP?
a. Answer should always be YES if the student is turning 14 or older. Would be YES for younger students when writing a transition plan based on being enrolled in the Transition 7/7A course.
b. Only NO if no transition plan (PL of Transition and transition grid) is included in the IEP.

Question 2

Did the student participate in a **competitive integrated paid** work experience?
a. Competitive means at least minimum wage. Integrated means that they are working with non-disabled peers. Paid work experience means that they must get money for the work they are doing. This can include supported employment trials with a job trainer.
b. Answer YES if the student has ever been paid for working in a competitive, integrated setting. This work should be documented in PL of Transition: Employment. It does not need to be supported by the school to count.
c. Once this is YES, it is always YES even if the student is not currently being paid.
d. Any unpaid work trials with a job trainer do not count. Must mark NO.

Question 3

Did the student participate in individual job coaching services funded by the school in a **paid work experience**?

    a. This is only YES if Agora (or OVR) is paying for job trainer services for a student and the student receives a paycheck for a paid work experience. This work should be documented in PL of Transition: Employment.

    b. Any <u>unpaid</u> work trials with a job trainer do not count. Must mark NO.

    c. Once this is YES, it is <u>always</u> YES even if the student is not currently being paid.

Question 4

Does the student have an outcome goal of competitive integrated employment?

    a. Answer should be YES if the employment goal is competitive integrated employment. It would only be NO in the rare case that the student is very low functioning and community participation is written into the transition plan in lieu of employment. PA is an Employment 1st state so competitive integrated employment should always be considered first.

Sample Goal Statements

- **Postsecondary Education**

- After graduating from high school, STUDENT has a goal of attending (college/ community college/trade school for program in XXXXXX.

- After graduating from high school, STUDENT has a goal of on-the-job training in a field of his choice.

- After graduating from high school, STUDENT has a goal of enlisting in the military.

- **Employment**

- After graduation and completion of his/her training program, STUDENT has a goal of competitive employment in the XXXX field.

- After graduation and completion of his/her training program, STUDENT has a goal of supported competitive employment in the XXXX field.

  * Keep grid goals concise. All specific extraneous info should be detailed in PL not the grid.

YOU CAN NOT SCARE ME.

I AM A SPECIAL EDUCATOR.

I HAVE PROBABLY WRITTEN A GOAL FOR ANYTHING YOU ARE ABOUT TO DO.

WWW.NicolesLearningLab.com

Independent Living Goal Statements

Goal Needed

- IEP Team determines a goal is needed based on data in PL

- Sample Statements:

  - After graduation, STUDENT has a goal of living independently once employed.

  - After graduation, STUDENT has a goal of living as independently as possible with family supports in the family home.

- Complete the transition grid boxes

Goal Not Needed

- IEP Team determines a goal is NOT needed based on data in PL

- Goal box must state:

  - After graduation, STUDENT has a goal of living independently once employed. Based on the information detailed in the Present Levels of this IEP, the IEP team, including the student and guardian, has determined that a goal is not needed in this area at this time.

- The MAG box should be marked NO.

- The Courses of Study and Services/Activities should be left blank.

Possible Tricky situations

- Student states that they have no idea what they want to do after high school.

  - Have the student complete an Interest Profiler and review the suggested occupations.

  - If they remain undecided, see if you can get them to agree to a type of postsecondary education option.

  - Tailor the services/activities to help them determine a career path.

- Student states they want to go directly into the workforce or family business.

  - Have the student complete an interest profiler and review the suggested occupations

  - Collect as many details as possible about the desired job so you can personalize services/ activities.

  Student states a goal that requires more than one type of education/training.

  - PL of Transition should detail the full plan. Transition grid is written for the first step after graduation.

Measurable Annual Goals (MAG)

8	Is (are) there annual IEP goal(s) related to the student's transition needs?	292c Annual goals are related to the student's transition services	
	BEST PRACTICE EVIDENCE ● All MAGs should be referenced as related to developing skills to meet transition needs ● MAG includes: ○ A Condition ○ The Student's Name ○ Clearly Defined Behavior (Measurable and Observable) ○ Performance Criteria Including ▪ Level of performance (how well) ▪ Number of times needed to demonstrate mastery (how consistently) ▪ Evaluation schedule (how often)		

- RR/PL Data ▯ Area of Need ▯ Measurable Annual IEP Goal ▯ Transition RGrid Service
- The MAGs must be well-written following all criteria
- MAGs must align with the transition goals and document that Agora is showing the best effort to reasonably prepare the student to reach their transition goals
- All grid areas with a goal must have at least 1 service (aligned to an IEP goal) marked with an *
- All grid areas with a goal must have the MAG box marked YES

Services & Activities

Services

- *STUDENT will improve his/her XXXXX skills.

- Location: Email, Phone, Web-Based Conferencing Tools

- Frequency: Throughout the School Year

- Dates: full IEP term

- Person Responsible: Special Education Teacher and General Education Teacher (Might include therapist, BSC, PCA, etc.) – NOT parent or student

- Services must include all IEP goal areas including academic, behavior, executive functioning, RS, etc.

  - Each listed only 1x in the grid.

  - Can only be duplicated if only 1-2 IEP goals.

  - Do not combine goal areas.

Activities

- STUDENT will XXXXX.

- Location: Transition __ Course via Web-Based Conferencing Tools

- Frequency: At least 1x/ ___th grade school year

- Dates: correspond to the dates that the student has the course. Beginning dates: Sem 1 – IEP Start Date & Sem 2 – 1/26/21 End dates: Sem 1 – 1/25/21 & Sem 2 – 6/8/21. 2021-22 course should begin on 9/7/21 and end with IEP term date.

- Person Responsible: Special Education Teacher, Transition Teacher (School Counselor if appropriate)

- Tasks offered to the student during the IEP term to help him/her reach transition goals. Must select at least ONE Activity from dropdown list, for each Service listed in the Grid.

- Refer to the Matrix to ensure the activities you select align with the course student is taking during that IEP term.

All activities should be individualized (name, his/her, specific

Finding your Student's Data IN THE DRIVE

So where are ALL THE THINGS?!

Transition Folder

*Special Education Share Folder All School > Transition

- o Agora Transition Matrix and Transition Writing Guides
- o Career Interest Surveys
- o County Specific Resources
- o Current Skills Assessments (Word Documents)
- o Job Trainer RS
- o JobCorps Resources
- o Life Course Planning Tools
- o Military Resources
- o OVR Resources
- o PaTTAN Secondary Transition 1-Pagers
- o Personal Assistance Services
- o Pregnant-Teen Parenting Resources
- o SAT/ACT Accommodations Request Info
- o Transition Course Guides
- o Work Incentives Benefits Counseling Info
- o Work Permit Information
- o Work Study Program

True or False:
Student Data is in the Transition Folder

True or False:

Student Data is in the Transition Folder

FALSE

Transition Folder

*Special Education Share Folder All School > IEP Writing Resources & Data > Transition Course Student Documents > **Transition Student Portfolios

o ALL Student Portfolios will be alphabetized in this ONE FOLDER.
o As students graduate, I will move to dated Graduation Year Archives
o Each year, the next portion of your student's portfolio will be added to **THEIR SAME FOLDER!**
o *Gradually over this first quarter I will be moving all previous portfolios into the ones created by the Transition teachers for this year.*
o *By the end of the year ALL student portfolios will be housed in ONE FOLDER per student!*

AGORA
CYBER CHARTER SCHOOL

Transition Folder

*Special Education Share Folder All School > IEP Writing Resources & Data > Transition Course Student Documents > **CSA Data Results

- ○ ALL Students who have completed the CSA Will have their data in this folder.
- ○ *No more mad hunts for information!*
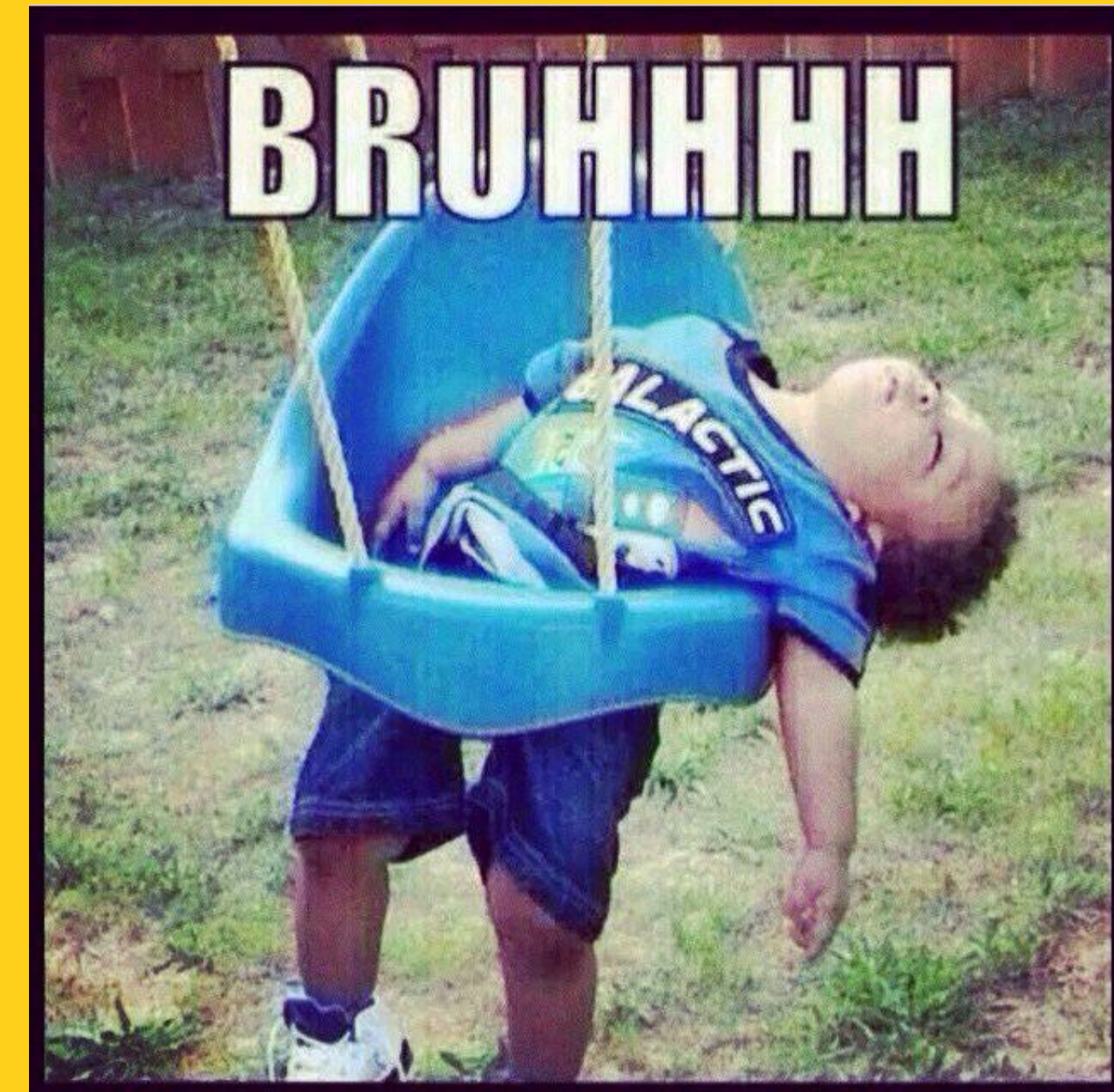
Agency Overview

2023-24
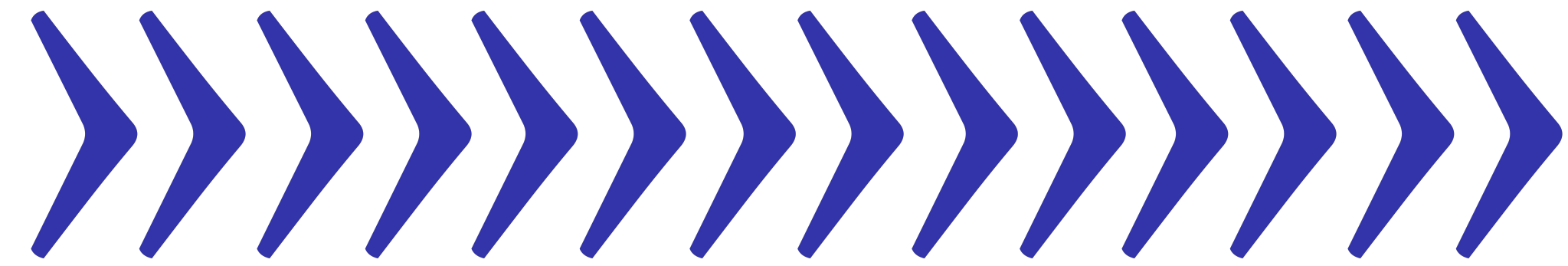
Name that Agency!

Department of Human Services

Office of Developmental Programs

COUNTY INTELLECTUAL DISABILITY SERVICES (IDS)

- Operated through the PA Office of Developmental Programs

- Access to supports coordination (case management)

- Creation of an ISP (Individualized Service Plan)

- Eligible to receive Medicaid waiver dollars for services such as:
  - Housing Assistance (group home, assisted living, home health aide, etc.)
  - Community Participation Supports
  - Job Coaching
  - Adult Day Programs
  - Mobility Training
  - Family Respite

- Waivers can provide access to hundreds of thousands of dollars in supports over an individual's life span

COUNTY INTELLECTUAL DISABILITY SERVICES (IDS)

Intellectual Developmental Disability (IDD) Documentation Criteria:

- The results of a standardized intelligence test conducted by a licensed psychologist, certified school psychologist, psychiatrist, or licensed physician who practices psychiatry that shows a full scale IQ of approximately 70 or less.

- The results of an adaptive behavior skills standardized assessment that shows one of the following:
  - Significant limitation in meeting the standards of maturation, learning, or social adjustment.
  - Substantial functional limitation in 2 or more of the areas of communication, self-care, home living, social and interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, and safety.

- Documentation that substantiates that these conditions of intellectual and adaptive functioning manifested before the individual reached 22 years of age.

- Documentation that the diagnosis of IDD was made or confirmed by a certified/licensed clinician.

- Documentation is signed by the certified/licensed clinician who performed the evaluation/testing.

COUNTY INTELLECTUAL DISABILITY SERVICES (IDS)

Autism Spectrum Disorder Eligibility Documentation Criteria:

- A licensed psychologist, certified school psychologist, psychiatrist, developmental pediatrician, or licensed physician who practices psychiatry certifies that an individual has autism spectrum disorder as documented in a standardized diagnostic assessment tool.

- An individual has impairments in adaptive behavior based on the results of a standardized assessment of adaptive functioning that shows the individual has substantial functional limitation in 3 or more of the following major life activities:
  - Self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living
    - Approved assessments: Vineland Adaptive Behavior Scales-III, Scales of Independent Behavior (SIB-R), Adaptive Behavior Assessment System (ABAS-III)

- Documentation that substantiates that these conditions of intellectual and adaptive functioning manifested before the individual reached 22 years of age.

- Documentation is signed by the certified/licensed clinician who performed the evaluation/testing.

ADULT AUTISM WAIVER

What are some of the key features of the Adult Autism Waiver?

• Designed to meet the needs of adults with autism spectrum disorder

• Administered at the state level directly by the Bureau of Autism Services

• Does not use IQ as an eligibility factor

• Providers required to complete autism-specific training and meet standards

• Clinical and behavioral support, as well as technical assistance, is available to enrolled providers

• Service planning and measures of success based on individual goals

• Services based on proven approaches to help participants realize these goals

What is the Adult Autism Waiver?

The Adult Autism Waiver (AAW) is a 1915(c) Home and Community-Based Services (HCBS) Medicaid waiver designed to provide long-term services and supports for community living, tailored to the specific needs of adults age 21 or older with ASD. The program is designed to help adults with autism spectrum disorder participate in their communities in the way they want to, based upon their identified needs.

What are the goals of the Adult Autism Waiver?

• Increase the person's ability to care for themselves

• Decrease family/caregiver stress

• Increase quality of life for both the person and the family

• Provide specialized supports to adults with autism spectrum disorder based on need

• Help adults with autism spectrum disorder reach their employment goals

• Support more involvement in community activities

• Decrease crisis episodes and psychiatric hospitalizations

What are some other important features of the Adult Autism Waiver?

• Priority given to individuals not receiving ongoing state/federally funded services

• Physical health services are not included as a waiver service; participants retain existing medical insurance

• Choice of enrolled provider for each service

• Residential Habilitation services (24/7) available if assessment determines need

• Higher income eligibility threshold than the eligibility threshold usually applied to persons living in the community

COUNTY MENTAL HEALTH (MH) SERVICES

- Operated through the PA Office of Mental Health and Substance Abuse

- Access to case management

- May to eligible to access funds for services such as:
  - Housing Assistance
  - Community Participation Supports
  - Job Coaching
  - Psychiatric services and medication management

- There can be a gap between child and adult services as MH criteria changes. Child services are provided through the CASSP system.

MENTAL HEALTH (MH) SERVICES & SSA ELIGIBILITY

Adult MH Disability Categories

- *Neurocognitive disorders*
- *Schizophrenia spectrum and other psychotic disorders*
- *Depressive, bipolar and related disorders*
- *Intellectual disorder*
- *Anxiety and obsessive-compulsive disorders*
- *Somatic symptom and related disorders*
- *Personality and impulse-control disorders*
- *Autism spectrum disorder*
- *Neurodevelopmental disorders*
- *Eating disorders*
- *Trauma- and stressor-related disorders*

Department of
Labor and Industry
Office of Vocational
Rehabilitation (OVR)

OFFICE OF VOCATIONAL REHABILITATION SERVICES

The Pennsylvania Office of Vocational Rehabilitation, or OVR, provides vocational rehabilitation services to help persons with disabilities **prepare for, obtain, or maintain employment**. OVR provides a wide range of services to eligible applicants. Some services can help you overcome or lessen your disability; others can directly help you prepare for a career. The services you receive will be arranged to meet your individual needs. Not everyone will need every service. OVR services include:

Diagnostic Services: Medical, psychological, and audiological examinations and tests used to better understand your disability and your needs for specific types of services.

Vocational Evaluation: Aptitude, interest, general ability, academic exams, work tolerance, and "hands-on" job experience used to understand your vocational potential.

Counseling: Vocational counseling will help you to better understand your potential, to rely on your abilities, to set realistic vocational goals, to change them when necessary, to develop successful work habits, and to begin a satisfying career. Counseling is available throughout your rehabilitation program.

Training: Education to prepare you for a job including, but not limited to, basic academic, vocational/technical, college, on-the-job training, independent living skills, and personal and work adjustment training.

Restoration Services: Medical services and equipment such as physical and occupational therapy, wheelchairs, and automobile hand controls can be provided to enable you to pursue and achieve employment.

Placement Assistance: Counseling, job-seeking programs, job clubs, and job development used to increase your ability to get a job. You will receive ideas, practice, and advise on finding job leads, filling out applications, getting interviews for a job, and on how to interview. Your counselor may also give you job leads or contact employers about available tax credits and hiring incentives. The more contacts with employers you make, the better your chances are of finding a job.

OVR SERVICES (CONT'D)

Assistive Technology: Assistive technology includes a wide range of devices and services that can empower persons with disabilities to maximize employment, independence and integration into society. OVR can assist an individual with a disability in effectively selecting and acquiring appropriate assistive technology. OVR can arrange for a consultant to evaluate your situation and to make appropriate recommendations. OVR also operates and maintains our own Center for Assistive and Rehabilitation Technology (CART) at the Hiram G. Andrews Center. There is no charge for evaluation and vocational counseling services through OVR. Based upon your financial needs, you may have to contribute to the cost of assistive technology devices and services.

Support Services: Other services are provided for eligible persons if they are necessary for you to start and maintain employment. Such services may include:

- Room, board, and transportation costs during an evaluation or while completing a rehabilitation program.

- Occupational tools, licenses, or equipment.

- Home modifications, adaptive or special household equipment in order to help you get ready to go to and be on time for your job. Van or car modifications, including special driving devices or lifting devices to enable you to travel to your job.

- Personal care assistance provided to help you with your daily needs in order to enable you to participate in a vocational rehabilitation program.

- Job site modifications that will enable you to get and keep a job. Independent living training to provide the means for you to become more self-sufficient and thereby make it possible for you to participate in employment.

- Text Telephone (TT), signaling devices, hearing aids, and interpreters services may be provided to help you communicate.

- Specialized services such as Rehabilitation Teaching, and Orientation and Mobility Training for persons who are blind or visually impaired.

OVR PRE-ETS ELIGIBILITY CRITERIA

EARLY REACH INITIATIVE

- Pre-ETS stand for Pre-Employment Transition Services

- Any student 14 years or older with an IEP or 504 plan is considered potentially eligible and can access PETS group services

- Group services are provided by Early Reach Coordinators for cyber students

- Individual services are also available but require an open OVR case
  - Job Shadowing
  - Community-Based Work Assessments
  - On-the-Job Training
  - Travel Training

- PDE is looking for **<u>all</u>** special education students to be provided with OVR resources. CM does not determine OVR eligibility.

CENTERS FOR INDEPENDENT LIVING

- The term "center for independent living" means a consumer-controlled, community-based, cross-disability, nonresidential private nonprofit agency that is designed and operated within a local community by individuals with disabilities and provides an array of independent living services.

- At a minimum, 51% of staff are persons with disabilities and 51% of Board of Directors are persons with significant disabilities. A CIL provides, at a minimum, the following core services:
  - Information & referral
  - Independent living skills training
  - Individual and systems advocacy
  - Peer counseling
  - Transition assistance from nursing homes and other institutions to community-based residences
  - Assisting individuals to avoid institutional placement
  - Transition of youth with significant disabilities after completion of secondary education to postsecondary life.

Eligibility Criteria: Must disclose a disability (Some groups may have other criteria)

OTHER POSSIBLE AGENCIES

- PDE is looking for documentation to prove Agora has provided resources and assistance with registering for all agencies that may fund transition services after HS.

- These agencies must be considered and invited with parental consent:
  - OVR (All students)
  - IDS/MH (ID, Autism, MH)
  - Children & Youth Services (Foster care)
  - Transition Services Provider (Funded by Agora or OVR)

- The following agencies should be invited if involved but are not required:
  - Social workers
  - Outside Wraparound Providers (TSS, MT, BSC)
  - Juvenile Justice (Probation/Parole Officers)
  - Outside Therapists
  - Center for Independent Living
  - Benefits Counselor
  - County Specific Agency

IMAGINE
THE POSSIBILITIES

When should the case manager begin the agency involvement process?

WHAT WAS I SUPPOSED TO BE DOING HERE, AGAIN?
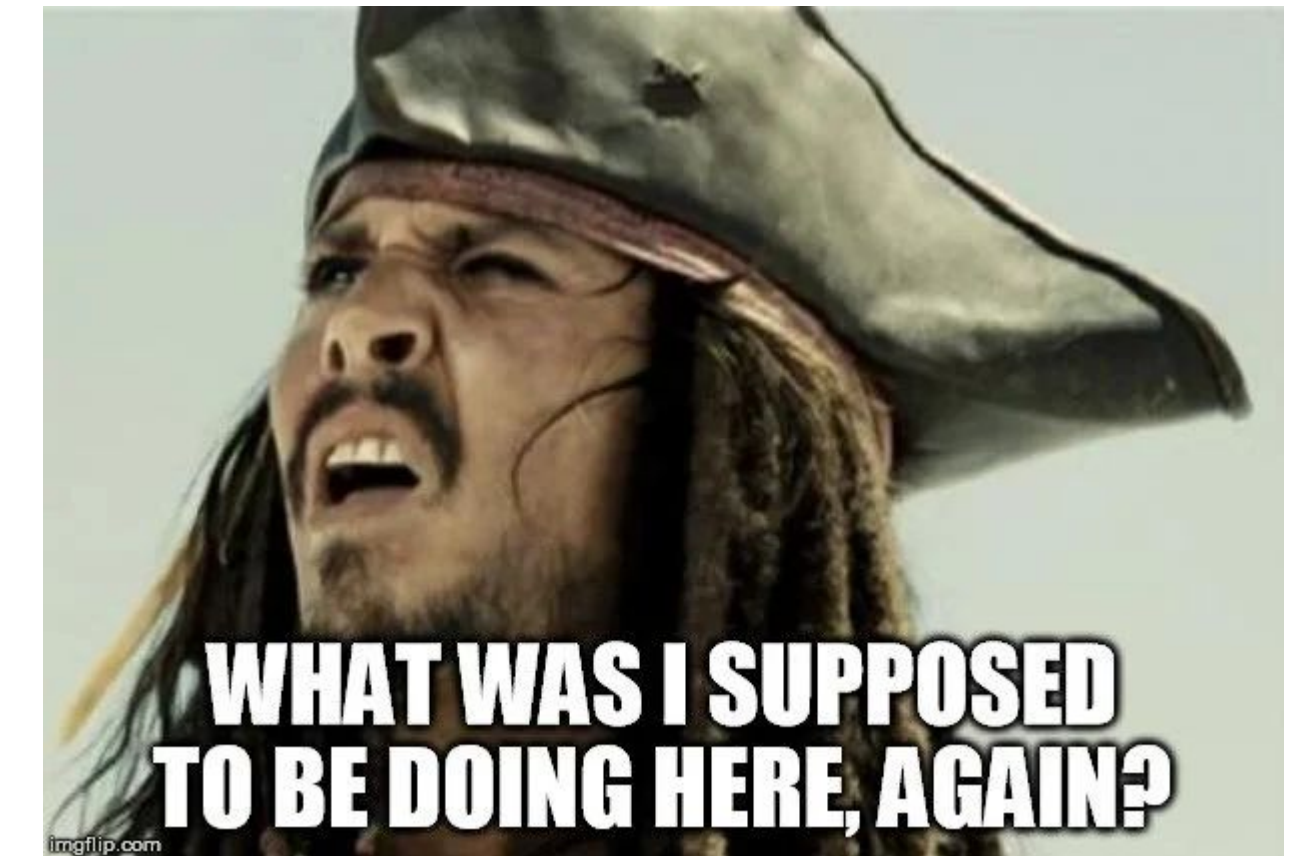
A	B	C	D
• 8 weeks prior to the IEP meeting.	○ 1 month prior to the IEP meeting date	○ 2 weeks prior to the IEP meeting date	○ The day before the IEP meeting / At the IEP meeting

When should the case manager begin the agency involvement process?

WHAT WAS I SUPPOSED TO BE DOING HERE, AGAIN?

A
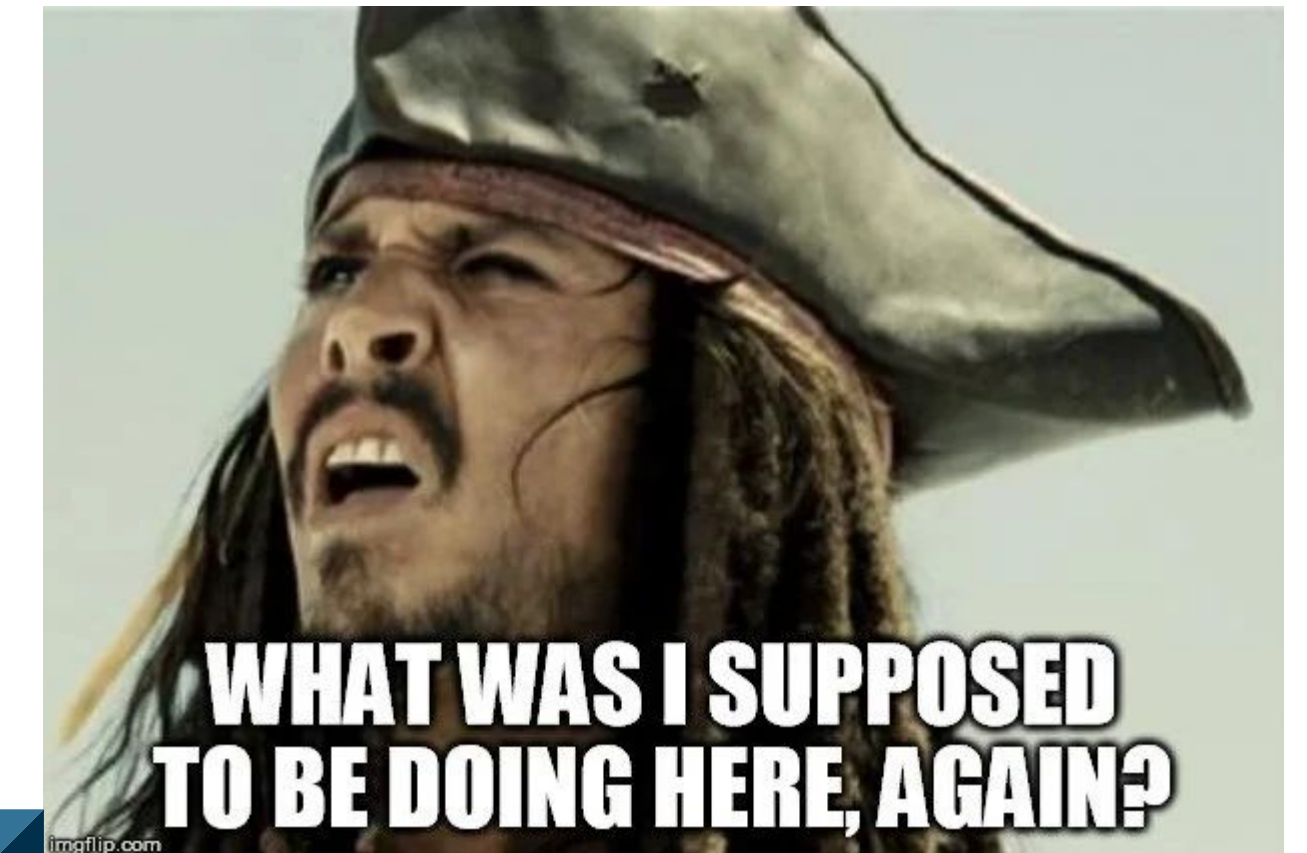
A

- 8 weeks prior to the IEP meeting.

D

o The day before the IEP meeting / At the IEP meeting

Community Career Program (Job Trainer RS)

Link to Transition Shared Folder Resources

Program Candidates should fulfill the following criteria:

- Have competitive integrated employment as a transition goal in their IEP

- Be in their last 1-2 years of high school

- Be receiving full-time autistic support, learning support, life skills support, or multiple disabilities support. Higher functioning students with Autism and Emotional Disturbance that demonstrate adaptive behavior deficits that will impact their ability to obtain and maintain employment will also be considered.

- Will need additional supports in high school to obtain a job or enter OVR Pre-ETS services

- Will need additional supports after high school to obtain or maintain employment

- Legal guardians are receptive to the student accessing and working in their community

- School attendance and other RS attendance is consistent (0-2 Unexcused Absences)

- Have an OVR release signed and are willing to complete the OVR pre-application

Additional Qualifiers to Consider:

- Student is at risk of dropping out before earning a diploma
- Student will need assistance to transition his/her assistive technology from school to work
- Student will need travel training to navigate his/her community and access employment
- Family needs additional supports to apply for OVR and/or county IDS services
- Student's community interaction is infrequent
- Agora does not have vocational evaluation or community -based functional skill data on file

Partner Agencies

Agora partners with the following adult employment service providers across the state to offer community job trainer related services:

- CHOP Career Path Program
- Community Integrated Services
- Goodwill Keystone Area
- Goodwill of the Southern Alleghenies
- Goodwill of SouthWest PA

- KenCrest
- Living Unlimited
- Venango County Training & Development Center
- Via of the Lehigh Valley

- In process: SPIN, JEVS HireAbility

Program Overview

The following details how Agora and the partnering job training agencies will be engaged in the Agora Community Career Program as supported by the Competitive Integrated Employment Grant:

- 1. Vocational Assessments will be completed by the contracted job trainer and data will be provided to Agora to incorporate into the IEP and student career portfolio.

- 2. Person-centered planning - Agora case managers in collaboration with the job trainers will use the LifeCourse planning tools or a similar person-centered planning tool to gather information about the students and ensure that the transition plans are incorporating all of the necessary information.

- 3. Career Exploration will be completed with the transition teachers and case managers in a virtual setting. Additional exploration will take place with the job trainer in the community setting with specific consideration to jobs in their area.

4. **Employability Skills** - Students will be instructed in the virtual classroom on employability skills during their transition, functional skills, and social skills classes. They will be encouraged to apply for a position in our virtual coffee shop and then expand those skills by working with a job trainer in the community. The job trainer will monitor growth in this area.

5. **Self-advocacy Skill Development** - Students will be instructed in the virtual classroom on self-advocacy skills during their transition, functional skills, and social skills classes. They will be encouraged to play an active role in their IEP meetings. All of the skills will be put into practice and enhanced while working with a job trainer in the community. The job trainer will monitor growth in this area.

6. **Community Mapping** - The transition teacher, transition coordinator, and job trainer will work with each student to map out the high priority jobs in his/her area, the skills needed to obtain those jobs, and transportation options in that community.

7. **Travel-related Implications** - Job trainers will provide travel training as applicable to the student's area. All transportation options will be explored for feasibility. Agora will provide additional transportation supports as needed.

- 8. **Unpaid/Paid Work Experiences - Job trainers will work with their established business partners to schedule unpaid or paid work experiences for students in their community in their areas of interest. Agora will provide transportation if needed. A checklist of current skills will be completed before and after each experience to monitor student growth.**

- 9. **Benefits Counseling and Assistance - Our partnering job training agencies have staff members trained in social security benefits counseling and work incentive planning assistance. Our students will be encouraged to complete a benefit counseling session to obtain an understanding of how working will impact their benefits and the additional opportunities open to individuals with disabilities.**

- 10. **Agency Involvement – All students enrolled in the program will be encouraged to apply for services through the Office of Vocational Rehabilitation and their County Intellectual Disability Services if applicable. Additional supports for completing the applications and scheduling intake meetings will be provided as needed.**

Artifacts Collected During the Program:

Job training artifacts will include:

- Person-centered planning document
- Vocational assessment results
- Skills checklists (pre and post work experience)
- Video resumes (clips of students doing a job)
- Community mapping/transportation document.

Artifacts collected via job training services will be added to the student's online portfolio.

Community Career Program Process

CM Identifies Potential Student	Initial IEP Revision Meeting	2nd IEP Revision Meeting
• CM will email Whitney & AD with the reasons for referral. • AD & Whitney must approve.	• Hold IEP meeting with the job trainer to explain the program and add the RS hours. • Whitney & AD should be invited.	• After job trainer collects baseline data, an IEP goal will be created and added to the IEP. • Job trainer hours may be revised if needed.

WORK STUDY PROGRAM

- What is work study?
  - Opportunity for special ed students to earn HS credit for satisfactory work at a job they got on their own.
  - Students are enrolled quarterly earning .5 electives credit per quarter for a possibility of 4 quarters or 2 total credits. This can be used to remove electives courses from their schedule to lighten the school workload.

- Criteria
  - Should be in 11-12 grade or credit deficient and an age-out risk
  - Must have a job working at least 10hr/wk (Agora does not get them a job)
  - Employer must be willing to support the work study

- How to enroll
  - Contact TC to recommend the student for consideration and discuss the situation
  - If a good candidate, meeting will be scheduled with CM, TC, SC, student and LG
  - If everyone agrees, paperwork will be sent to the student to complete
  - Once paperwork is returned, SC adds work study to their schedule

DESTINATIONS CAREER ACADEMY (DCA) REMINDERS

What is DCA?

Destinations Career Academy is Agora's online option for Career and Tech Education. DCA is an optional program which students can complete via electives during their high school years. DCA students have opportunities to experience the workplace in the classroom with access to job shadowing, online sessions with industry professionals, and internships/apprenticeships. Career-focused electives help students prepare for successful completion of certification requirements that can

What do you need to know?

DCA Prerequisites
- Reading comprehension level of at least 5th grade
- Writing skills level of at least 4th grade
- Consistent overall school attendance and class participation
  - No SAIP/Attendance Concerns (Preferably no more than 1 unexcused day/month)
  - Not marked PNP for other classes
- Passing 75% or more of their classes (Makes effort in all classes)
- Ability to work independently on projects
- Ability to work in groups using the mic and webcam
- Ability to present projects to the class using the mic and webcam
- Ability to complete work on time (no extended time permitted for DCA course assignments)
- Ability to attend DCA life class sessions with active engagement

Link to DCA Info Share Folder

On a Scale of 1 -4 how are you feeling?

I UNDERSTAND NOTHING
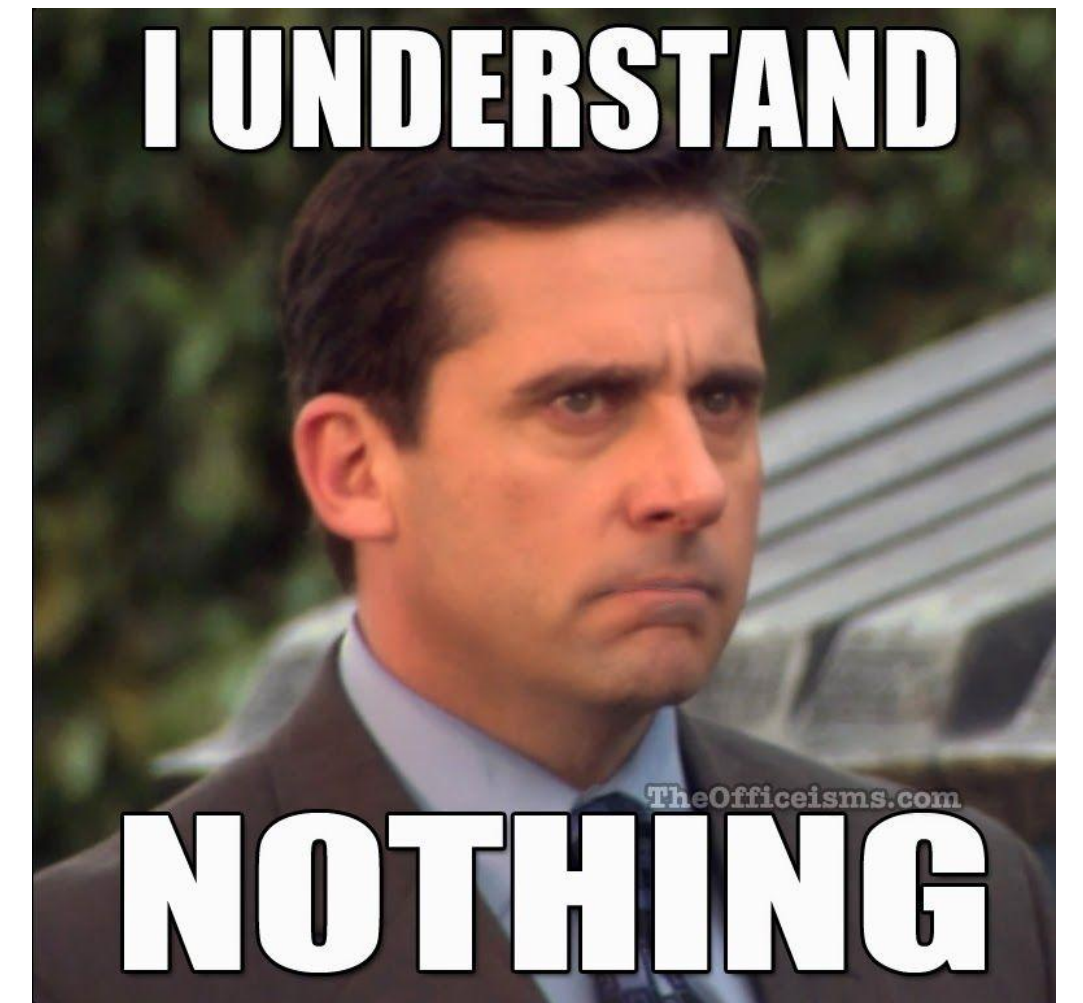
1

- I am SO LOST… Help me.

2

○ I am catching what you're throwing… but I'll definitely attend your office hours.

3

○ I feel good about the transition process at Agora, and my ability to support my students.

4

○ I found 15 things you DIDN'T mention, I'll run this training next time. LOL!

Thank you!
Please reach out with any questions. ☺

I will send out resources and office hours later today!

1. Summary						
Meeting title	Required: Low Incidence Bootcamp for Transition					
Attended participants	11					
Start time	12/07/23, 12:23:49 PM					
End time	12/07/23, 1:59:50 PM					
Meeting duration	1h 36m					
Average attendance time	1h 29m 43s					
2. Participants						
Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Whitney Bargerstock	12/07/23, 12:24:44 PM	12/07/23, 1:59:50 PM	1h 35m 5s	wbargerstock@agora.org	wbargerstock@agora.org	Organizer
Koberlein, Kris	12/07/23, 12:24:26 PM	12/07/23, 1:59:18 PM	1h 34m 52s	kkoberlein@mciu.org	kkoberlein@mciu.org	Presenter
Lorna Titus	12/07/23, 12:26:07 PM	12/07/23, 1:59:11 PM	1h 33m 3s	ltitus@agora.org	ltitus@agora.org	Presenter
Jade McGregor	12/07/23, 12:26:25 PM	12/07/23, 1:59:22 PM	1h 32m 56s	jmcgregor@agora.org	jmcgregor@agora.org	Presenter
Emily Colebank	12/07/23, 12:27:51 PM	12/07/23, 1:59:14 PM	1h 31m 22s	ecolebank@agora.org	ecolebank@agora.org	Presenter
Kim Fiscus	12/07/23, 12:28:49 PM	12/07/23, 1:59:20 PM	1h 30m 31s	kfiscus@agora.org	kfiscus@agora.org	Presenter
Maryann Johnson	12/07/23, 12:29:12 PM	12/07/23, 1:59:14 PM	1h 17m 35s	majohnson@agora.org	majohnson@agora.org	Presenter
Sarah Pittman	12/07/23, 12:29:24 PM	12/07/23, 1:59:24 PM	1h 30m	spittman@agora.org	spittman@agora.org	Presenter
Erin Scrip	12/07/23, 12:29:44 PM	12/07/23, 1:59:23 PM	1h 29m 38s	escrip@agora.org	escrip@agora.org	Presenter
Kimberly Paolino	12/07/23, 12:31:40 PM	12/07/23, 1:59:21 PM	1h 27m 40s	kpaolino@agora.org	kpaolino@agora.org	Presenter
Morgan Witman	12/07/23, 12:35:01 PM	12/07/23, 1:59:15 PM	1h 24m 13s	mwitman@agora.org	mwitman@agora.org	Presenter
3. In-Meeting Activities						
Name	Join Time	Leave Time	Duration	Email	Role	
Whitney Bargerstock	12/07/23, 12:24:44 PM	12/07/23, 1:59:50 PM	1h 35m 5s	wbargerstock@agora.org	Organizer	
Koberlein, Kris	12/07/23, 12:24:26 PM	12/07/23, 1:59:18 PM	1h 34m 52s	kkoberlein@mciu.org	Presenter	
Lorna Titus	12/07/23, 12:26:07 PM	12/07/23, 1:59:11 PM	1h 33m 3s	ltitus@agora.org	Presenter	
Jade McGregor	12/07/23, 12:26:25 PM	12/07/23, 1:59:22 PM	1h 32m 56s	jmcgregor@agora.org	Presenter	
Emily Colebank	12/07/23, 12:27:51 PM	12/07/23, 1:59:14 PM	1h 31m 22s	ecolebank@agora.org	Presenter	
Kim Fiscus	12/07/23, 12:28:49 PM	12/07/23, 1:59:20 PM	1h 30m 31s	kfiscus@agora.org	Presenter	
Maryann Johnson	12/07/23, 12:29:12 PM	12/07/23, 12:58:15 PM	29m 3s	majohnson@agora.org	Presenter	
Maryann Johnson	12/07/23, 1:10:41 PM	12/07/23, 1:59:14 PM	48m 32s	majohnson@agora.org	Presenter	
Sarah Pittman	12/07/23, 12:29:24 PM	12/07/23, 1:59:24 PM	1h 30m	spittman@agora.org	Presenter	
Erin Scrip	12/07/23, 12:29:44 PM	12/07/23, 1:59:23 PM	1h 29m 38s	escrip@agora.org	Presenter	
Kimberly Paolino	12/07/23, 12:31:40 PM	12/07/23, 1:59:21 PM	1h 27m 40s	kpaolino@agora.org	Presenter	
Morgan Witman	12/07/23, 12:35:01 PM	12/07/23, 1:59:15 PM	1h 24m 13s	mwitman@agora.org	Presenter	

1. Summary						
Meeting title	Transition Training					
Attended participants	110					
Start time	8/24/23, 9:52:50 AM					
End time	8/24/23, 11:15:36 AM					
Meeting duration	1h 22m 45s					
Average attendance time	1h 4m 44s					
2. Participants						
Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Whitney Bargerstock	8/24/23, 9:53:32 AM	8/24/23, 11:13:31 AM	1h 19m 58s	wbargerstock@agora.org	wbargerstock@agora.org	Organizer
Dante Greco	8/24/23, 9:55:17 AM	8/24/23, 11:11:50 AM	1h 11m 56s	dgreco@agora.org	dgreco@agora.org	Attendee
Nancy Reimers	8/24/23, 9:55:52 AM	8/24/23, 11:12:30 AM	1h 16m 37s	nreimers@agora.org	nreimers@agora.org	Attendee
Kaylee Matijevich	8/24/23, 9:57:26 AM	8/24/23, 11:12:13 AM	1h 14m 46s	kmatijevich@agora.org	kmatijevich@agora.org	Attendee
Allison Large	8/24/23, 9:57:43 AM	8/24/23, 11:12:13 AM	1h 10m 46s	alarge@agora.org	alarge@agora.org	Attendee
Allison Kitchel	8/24/23, 9:58:43 AM	8/24/23, 11:12:09 AM	1h 13m 25s	akitchel@agora.org	akitchel@agora.org	Attendee
Jessica Reese	8/24/23, 9:59:02 AM	8/24/23, 11:12:02 AM	1h 13m	jreese@agora.org	jreese@agora.org	Attendee
Deidre McDowell	8/24/23, 9:59:03 AM	8/24/23, 11:12:06 AM	1h 13m 2s	dmcdowell@agora.org	dmcdowell@agora.org	Attendee
Christine Thomas	8/24/23, 9:59:23 AM	8/24/23, 11:12:09 AM	1h 12m 45s	cthomas@agora.org	cthomas@agora.org	Attendee
Maryann Butera	8/24/23, 10:00:28 AM	8/24/23, 11:11:58 AM	1h 11m 29s	mbutera@agora.org	mbutera@agora.org	Attendee
Mandy Kammermeier	8/24/23, 10:00:30 AM	8/24/23, 11:12:50 AM	1h 12m 20s	akammermeier@agora.org	akammermeier@agora.org	Attendee
Amber Staley	8/24/23, 10:00:42 AM	8/24/23, 11:12:00 AM	1h 11m 17s	astaley2@agora.org	astaley2@agora.org	Attendee
Serena Adams	8/24/23, 10:00:46 AM	8/24/23, 11:12:09 AM	1h 11m 23s	sadams@agora.org	sadams@agora.org	Attendee
Jade McGregor	8/24/23, 10:00:57 AM	8/24/23, 11:12:15 AM	1h 11m 18s	jmcgregor@agora.org	jmcgregor@agora.org	Attendee
Kristen Popp	8/24/23, 10:00:59 AM	8/24/23, 11:11:54 AM	1h 10m 54s	kpopp@agora.org	kpopp@agora.org	Attendee
Shannon Feeney Hoffmaster	8/24/23, 10:01:05 AM	8/24/23, 11:12:12 AM	1h 11m 7s	shoffmaster@agora.org	shoffmaster@agora.org	Attendee
Rachel Carmichael	8/24/23, 10:01:10 AM	8/24/23, 11:11:58 AM	1h 10m 48s	rcarmichael@agora.org	rcarmichael@agora.org	Attendee
Kate Johnson	8/24/23, 10:01:13 AM	8/24/23, 11:12:07 AM	1h 9m 48s	kjohnson@agora.org	kjohnson@agora.org	Attendee
Carissa Emrick	8/24/23, 10:01:24 AM	8/24/23, 11:12:20 AM	1h 10m 56s	cemrick@agora.org	cemrick@agora.org	Attendee
Sasha Young	8/24/23, 10:01:26 AM	8/24/23, 11:12:09 AM	1h 10m 42s	syoung@agora.org	syoung@agora.org	Attendee
Angela Denham	8/24/23, 10:01:29 AM	8/24/23, 11:12:15 AM	1h 10m 45s	adenham@agora.org	adenham@agora.org	Attendee
Terri Hunkele	8/24/23, 10:01:30 AM	8/24/23, 11:12:04 AM	1h 10m 34s	thunkele@agora.org	thunkele@agora.org	Attendee
Anna Lepsch	8/24/23, 10:01:30 AM	8/24/23, 11:12:20 AM	1h 10m 49s	alepsch@agora.org	alepsch@agora.org	Attendee
Michelle Olsavsky	8/24/23, 10:01:32 AM	8/24/23, 11:12:10 AM	1h 10m 38s	molsavsky@agora.org	molsavsky@agora.org	Attendee
Kim Fiscus	8/24/23, 10:01:33 AM	8/24/23, 11:12:08 AM	1h 10m 35s	kfiscus@agora.org	kfiscus@agora.org	Attendee
Corinne Stepnowski	8/24/23, 10:01:35 AM	8/24/23, 11:12:10 AM	1h 10m 35s	cstepnowski@agora.org	cstepnowski@agora.org	Attendee
Tamara Kozak	8/24/23, 10:01:40 AM	8/24/23, 11:12:04 AM	1h 10m 24s	tkozak@agora.org	tkozak@agora.org	Attendee

Samantha Bonniger	8/24/23, 10:01:46 AM	8/24/23, 11:12:19 AM	1h 10m 32s	sbonniger@agora.org	sbonniger@agora.org	Attendee
Brianna Pontious	8/24/23, 10:01:47 AM	8/24/23, 11:12:15 AM	1h 10m 28s	bpontious@agora.org	bpontious@agora.org	Attendee
Melissa Hale-Patterson	8/24/23, 10:01:48 AM	8/24/23, 11:02:40 AM	1h 51s	mpatterson@agora.org	mpatterson@agora.org	Attendee
Morgan Witman	8/24/23, 10:01:49 AM	8/24/23, 11:12:11 AM	1h 10m 21s	mwitman@agora.org	mwitman@agora.org	Attendee
Theresa Bash	8/24/23, 10:01:51 AM	8/24/23, 11:12:07 AM	1h 10m 15s	tbash@agora.org	tbash@agora.org	Attendee
Kimberly Paolino	8/24/23, 10:01:52 AM	8/24/23, 11:12:23 AM	1h 10m 30s	kpaolino@agora.org	kpaolino@agora.org	Attendee
Torri Bramble	8/24/23, 10:01:52 AM	8/24/23, 11:12:17 AM	1h 10m 24s	tbramble@agora.org	tbramble@agora.org	Attendee
Melissa Stump	8/24/23, 10:01:54 AM	8/24/23, 11:12:12 AM	1h 10m 17s	mstump@agora.org	mstump@agora.org	Attendee
Sarah Pittman	8/24/23, 10:01:57 AM	8/24/23, 11:12:20 AM	1h 10m 23s	spittman@agora.org	spittman@agora.org	Attendee
Molly Garczynski	8/24/23, 10:01:57 AM	8/24/23, 10:52:06 AM	50m 8s	mgarczynski@agora.org	mgarczynski@agora.org	Attendee
Lorna Titus	8/24/23, 10:01:59 AM	8/24/23, 11:11:59 AM	1h 10m	ltitus@agora.org	ltitus@agora.org	Attendee
Melissa Gaso	8/24/23, 10:02:00 AM	8/24/23, 11:12:09 AM	1h 10m 8s	mgaso@agora.org	mgaso@agora.org	Attendee
Rebecca Mitzel	8/24/23, 10:02:00 AM	8/24/23, 11:11:58 AM	1h 9m 58s	rmitzel@agora.org	rmitzel@agora.org	Attendee
Jessica Barnhart	8/24/23, 10:02:00 AM	8/24/23, 11:12:15 AM	1h 10m 14s	jbarnhart@agora.org	jbarnhart@agora.org	Attendee
Jaclyn Cromedy	8/24/23, 10:02:00 AM	8/24/23, 11:12:07 AM	1h 10m 7s	jcromedy@agora.org	jcromedy@agora.org	Attendee
Alexandra Hall	8/24/23, 10:02:01 AM	8/24/23, 11:12:08 AM	1h 10m 6s	ahall@agora.org	ahall@agora.org	Attendee
Chris Baker	8/24/23, 10:02:02 AM	8/24/23, 11:12:22 AM	1h 10m 20s	cbaker@agora.org	cbaker@agora.org	Attendee
Emily Colebank	8/24/23, 10:02:06 AM	8/24/23, 11:12:10 AM	1h 10m 4s	ecolebank@agora.org	ecolebank@agora.org	Attendee
Amber Thomas	8/24/23, 10:02:10 AM	8/24/23, 10:54:07 AM	51m 56s	athomas2@agora.org	athomas2@agora.org	Attendee
Kristina Lapsker	8/24/23, 10:02:12 AM	8/24/23, 11:12:08 AM	1h 9m 56s	klapsker@agora.org	klapsker@agora.org	Attendee
Jennifer Markle	8/24/23, 10:02:12 AM	8/24/23, 11:12:08 AM	1h 9m 56s	jmarkle@agora.org	jmarkle@agora.org	Attendee
Melissa Love	8/24/23, 10:02:12 AM	8/24/23, 11:11:53 AM	1h 9m 41s	mlove@agora.org	mlove@agora.org	Attendee
Heather Silberman	8/24/23, 10:02:13 AM	8/24/23, 11:12:16 AM	1h 10m 2s	hsilberman@agora.org	hsilberman@agora.org	Attendee
Ashley Salimbene	8/24/23, 10:02:17 AM	8/24/23, 11:12:07 AM	1h 9m 50s	asalimbene@agora.org	asalimbene@agora.org	Attendee
Valerie Natale	8/24/23, 10:02:18 AM	8/24/23, 11:12:20 AM	1h 10m 2s	vnatale@agora.org	vnatale@agora.org	Attendee
Tara Rodzwic	8/24/23, 10:02:18 AM	8/24/23, 11:12:25 AM	1h 10m 6s	trodzwic@agora.org	trodzwic@agora.org	Attendee
Alyssa Trott	8/24/23, 10:02:19 AM	8/24/23, 11:12:06 AM	1h 9m 47s	atrott@agora.org	atrott@agora.org	Attendee
Cathryn Ramsey	8/24/23, 10:02:19 AM	8/24/23, 11:12:11 AM	1h 9m 52s	cramsey@agora.org	cramsey@agora.org	Attendee
Brittany Froehlich	8/24/23, 10:02:19 AM	8/24/23, 11:12:11 AM	1h 9m 51s	BFroehlich@agora.org	BFroehlich@agora.org	Attendee
Melissa McCracken	8/24/23, 10:02:20 AM	8/24/23, 11:12:08 AM	1h 9m 48s	mmccracken@agora.org	mmccracken@agora.org	Attendee
Mia Dearwester	8/24/23, 10:02:21 AM	8/24/23, 11:12:01 AM	1h 9m 40s	mdearwester@agora.org	mdearwester@agora.org	Attendee
Veronica Jackson	8/24/23, 10:02:22 AM	8/24/23, 11:12:14 AM	1h 9m 51s	vjackson@agora.org	vjackson@agora.org	Attendee
Jill Moyer	8/24/23, 10:02:23 AM	8/24/23, 11:12:13 AM	1h 9m 50s	jmoyer2@agora.org	jmoyer2@agora.org	Attendee
Rebekah Congdon	8/24/23, 10:02:23 AM	8/24/23, 11:12:10 AM	1h 9m 46s	rcongdon@agora.org	rcongdon@agora.org	Attendee
Jess Purser	8/24/23, 10:02:24 AM	8/24/23, 11:12:01 AM	1h 9m 37s	jpurser@agora.org	jpurser@agora.org	Attendee
Jena Huffman	8/24/23, 10:02:25 AM	8/24/23, 11:12:11 AM	1h 9m 46s	jhuffman@agora.org	jhuffman@agora.org	Attendee
Erin Scrip	8/24/23, 10:02:26 AM	8/24/23, 11:12:06 AM	1h 9m 39s	escrip@agora.org	escrip@agora.org	Attendee

Judy Deemer	8/24/23, 10:02:29 AM	8/24/23, 11:12:04 AM	1h 9m 35s	jdeemer@agora.org	jdeemer@agora.org	Attendee
Amanda Moyer	8/24/23, 10:02:29 AM	8/24/23, 11:12:10 AM	1h 9m 40s	akimmage@agora.org	akimmage@agora.org	Attendee
Jessica Linderman	8/24/23, 10:02:30 AM	8/24/23, 11:12:19 AM	1h 9m 48s	jlinderman@agora.org	jlinderman@agora.org	Attendee
Theresa Draeger	8/24/23, 10:02:34 AM	8/24/23, 11:13:50 AM	1h 11m 16s	tdraeger@agora.org	tdraeger@agora.org	Attendee
Ally Morris	8/24/23, 10:02:37 AM	8/24/23, 11:12:06 AM	1h 9m 29s	amorris@agora.org	amorris@agora.org	Attendee
Nicole Ervin	8/24/23, 10:02:38 AM	8/24/23, 11:12:06 AM	1h 9m 27s	nervin@agora.org	nervin@agora.org	Attendee
Rebecca Kenzakowski	8/24/23, 10:02:39 AM	8/24/23, 11:14:45 AM	1h 12m 5s	rkenzakowski@agora.org	rkenzakowski@agora.org	Attendee
Kristal Costanzo	8/24/23, 10:02:42 AM	8/24/23, 11:12:01 AM	1h 9m 18s	kcostanzo@agora.org	kcostanzo@agora.org	Attendee
Leslie Spratt	8/24/23, 10:02:45 AM	8/24/23, 11:11:57 AM	1h 9m 12s	lspratt@agora.org	lspratt@agora.org	Attendee
Bridget Ellis	8/24/23, 10:02:48 AM	8/24/23, 11:12:01 AM	1h 9m 13s	bellis@agora.org	bellis@agora.org	Attendee
Julie Doebereiner	8/24/23, 10:02:54 AM	8/24/23, 11:12:32 AM	1h 9m 38s	jdoebereiner@agora.org	jdoebereiner@agora.org	Attendee
Kaelyn Hoffman	8/24/23, 10:02:56 AM	8/24/23, 11:13:02 AM	1h 10m 5s	khoffman@agora.org	khoffman@agora.org	Attendee
Lynn Pagliei	8/24/23, 10:02:59 AM	8/24/23, 11:12:19 AM	1h 9m 20s	lpagliei@agora.org	lpagliei@agora.org	Attendee
Dana Kwiecinski	8/24/23, 10:03:17 AM	8/24/23, 11:12:08 AM	1h 8m 50s	dkwiecinski@agora.org	dkwiecinski@agora.org	Attendee
Danielle Schall	8/24/23, 10:03:24 AM	8/24/23, 11:12:15 AM	1h 8m 51s	dschall@agora.org	dschall@agora.org	Attendee
Cathy Mack	8/24/23, 10:03:28 AM	8/24/23, 10:04:01 AM	33s	cmack@agora.org	cmack@agora.org	Attendee
Dana Pacolay	8/24/23, 10:03:30 AM	8/24/23, 11:12:58 AM	1h 9m 28s	dpacolay@agora.org	dpacolay@agora.org	Attendee
Jesse Capitano	8/24/23, 10:03:35 AM	8/24/23, 11:12:16 AM	1h 8m 41s	jcapitano@agora.org	jcapitano@agora.org	Attendee
Heidi Dodge	8/24/23, 10:03:40 AM	8/24/23, 10:27:13 AM	23m 33s	hdodge@agora.org	hdodge@agora.org	Attendee
Kymberly Humanick	8/24/23, 10:04:04 AM	8/24/23, 10:15:47 AM	11m 42s	khumanick@agora.org	khumanick@agora.org	Attendee
Lauren Kerns	8/24/23, 10:04:14 AM	8/24/23, 11:15:36 AM	1h 11m 21s	lkerns@agora.org	lkerns@agora.org	Attendee
Cortney Skelly	8/24/23, 10:04:16 AM	8/24/23, 11:14:39 AM	1h 3m 35s	cskelly@agora.org	cskelly@agora.org	Attendee
Mindy Wesley	8/24/23, 10:04:16 AM	8/24/23, 11:11:42 AM	1h 7m 26s	mwesley@agora.org	mwesley@agora.org	Attendee
Jenna Dietrich	8/24/23, 10:04:23 AM	8/24/23, 11:12:09 AM	1h 7m 46s	jdietrich@agora.org	jdietrich@agora.org	Attendee
Shari Widlund	8/24/23, 10:04:31 AM	8/24/23, 11:12:01 AM	1h 7m 30s	swidlund@agora.org	swidlund@agora.org	Attendee
Devin Gannon	8/24/23, 10:05:32 AM	8/24/23, 11:12:07 AM	1h 6m 34s	dgannon@agora.org	dgannon@agora.org	Attendee
Nicole Krol	8/24/23, 10:05:35 AM	8/24/23, 11:12:14 AM	1h 6m 39s	nkrol@agora.org	nkrol@agora.org	Attendee
Jennifer Lucia	8/24/23, 10:05:48 AM	8/24/23, 10:55:18 AM	49m 30s	jlucia@agora.org	jlucia@agora.org	Attendee
Lisa Brestensky	8/24/23, 10:06:18 AM	8/24/23, 11:11:54 AM	1h 5m 35s	lbrestensky@agora.org	lbrestensky@agora.org	Attendee
Breanne Scears	8/24/23, 10:06:23 AM	8/24/23, 11:12:05 AM	1h 5m 41s	bscears@agora.org	bscears@agora.org	Attendee
Emily Forrest	8/24/23, 10:07:05 AM	8/24/23, 11:12:06 AM	1h 5m	eforrest@agora.org	eforrest@agora.org	Attendee
Lisa Savitz	8/24/23, 10:07:22 AM	8/24/23, 11:12:44 AM	1h 5m 21s	lsavitz@agora.org	lsavitz@agora.org	Attendee
Lauren Emminger	8/24/23, 10:07:41 AM	8/24/23, 11:13:14 AM	1h 5m 33s	lemminger@agora.org	lemminger@agora.org	Attendee
Jess Nayowith	8/24/23, 10:08:43 AM	8/24/23, 11:12:18 AM	1h 3m 34s	jnayowith@agora.org	jnayowith@agora.org	Attendee
Lynnette Meinig	8/24/23, 10:09:59 AM	8/24/23, 11:12:20 AM	1h 2m 21s	lmeinig@agora.org	lmeinig@agora.org	Attendee
Melanie Stanforth	8/24/23, 10:10:43 AM	8/24/23, 11:12:04 AM	1h 1m 21s	mstanforth@agora.org	mstanforth@agora.org	Attendee
Janelle Shaffer	8/24/23, 10:10:48 AM	8/24/23, 11:12:30 AM	1h 1m 41s	jshaffer3@agora.org	jshaffer3@agora.org	Attendee

Jodeen Buckwalter	8/24/23, 10:11:02 AM	8/24/23, 10:24:43 AM	13m 41s	jbuckwalter@agora.org	jbuckwalter@agora.org	Attendee
Heather Hoffert	8/24/23, 10:11:32 AM	8/24/23, 11:12:08 AM	1h 35s	hhoffert@agora.org	hhoffert@agora.org	Attendee
Amy Raught	8/24/23, 10:11:59 AM	8/24/23, 10:12:11 AM	12s	araught@agora.org	araught@agora.org	Attendee
Sue Lelko	8/24/23, 10:13:02 AM	8/24/23, 11:12:08 AM	59m 5s	slelko@agora.org	slelko@agora.org	Attendee
Brittany Kieffer	8/24/23, 10:14:22 AM	8/24/23, 11:12:13 AM	57m 50s	bkieffer@agora.org	bkieffer@agora.org	Attendee
Kailey Smith	8/24/23, 10:14:30 AM	8/24/23, 10:14:44 AM	13s	ksmith1@agora.org	ksmith1@agora.org	Attendee
Colleen Freyvogel Bruss	8/24/23, 10:16:11 AM	8/24/23, 11:12:48 AM	56m 37s	cfreyvogel@agora.org	cfreyvogel@agora.org	Attendee
Kimberly McLaughlin	8/24/23, 10:19:35 AM	8/24/23, 11:11:59 AM	52m 23s	kmclaughlin@agora.org	kmclaughlin@agora.org	Attendee
Erinn Slacktish	8/24/23, 10:54:30 AM	8/24/23, 11:12:09 AM	17m 39s	eslacktish@agora.org	eslacktish@agora.org	Attendee
3. In-Meeting Activities						
Name	Join Time	Leave Time	Duration	Email	Role	
Whitney Bargerstock	8/24/23, 9:53:32 AM	8/24/23, 11:13:31 AM	1h 19m 58s	wbargerstock@agora.org	Organizer	
Dante Greco	8/24/23, 9:55:17 AM	8/24/23, 9:55:30 AM	13s	dgreco@agora.org	Attendee	
Dante Greco	8/24/23, 10:00:06 AM	8/24/23, 11:11:50 AM	1h 11m 43s	dgreco@agora.org	Attendee	
Nancy Reimers	8/24/23, 9:55:52 AM	8/24/23, 11:12:30 AM	1h 16m 37s	nreimers@agora.org	Attendee	
Kaylee Matijevich	8/24/23, 9:57:26 AM	8/24/23, 11:12:13 AM	1h 14m 46s	kmatijevich@agora.org	Attendee	
Allison Large	8/24/23, 9:57:43 AM	8/24/23, 9:57:49 AM	5s	alarge@agora.org	Attendee	
Allison Large	8/24/23, 10:01:32 AM	8/24/23, 11:12:13 AM	1h 10m 41s	alarge@agora.org	Attendee	
Allison Kitchel	8/24/23, 9:58:43 AM	8/24/23, 11:12:09 AM	1h 13m 25s	akitchel@agora.org	Attendee	
Jessica Reese	8/24/23, 9:59:02 AM	8/24/23, 11:12:02 AM	1h 13m	jreese@agora.org	Attendee	
Deidre McDowell	8/24/23, 9:59:03 AM	8/24/23, 11:12:06 AM	1h 13m 2s	dmcdowell@agora.org	Attendee	
Christine Thomas	8/24/23, 9:59:23 AM	8/24/23, 11:12:09 AM	1h 12m 45s	cthomas@agora.org	Attendee	
Maryann Butera	8/24/23, 10:00:28 AM	8/24/23, 11:11:58 AM	1h 11m 29s	mbutera@agora.org	Attendee	
Mandy Kammermeier	8/24/23, 10:00:30 AM	8/24/23, 11:12:50 AM	1h 12m 20s	akammermeier@agora.org	Attendee	
Amber Staley	8/24/23, 10:00:42 AM	8/24/23, 11:12:00 AM	1h 11m 17s	astaley2@agora.org	Attendee	
Serena Adams	8/24/23, 10:00:46 AM	8/24/23, 11:12:09 AM	1h 11m 23s	sadams@agora.org	Attendee	
Jade McGregor	8/24/23, 10:00:57 AM	8/24/23, 11:12:15 AM	1h 11m 18s	jmcgregor@agora.org	Attendee	
Kristen Popp	8/24/23, 10:00:59 AM	8/24/23, 11:11:54 AM	1h 10m 54s	kpopp@agora.org	Attendee	
Shannon Feeney Hoffmaster	8/24/23, 10:01:05 AM	8/24/23, 11:12:12 AM	1h 11m 7s	shoffmaster@agora.org	Attendee	
Rachel Carmichael	8/24/23, 10:01:10 AM	8/24/23, 11:11:58 AM	1h 10m 48s	rcarmichael@agora.org	Attendee	
Kate Johnson	8/24/23, 10:01:13 AM	8/24/23, 10:54:03 AM	52m 50s	kjohnson@agora.org	Attendee	
Kate Johnson	8/24/23, 10:55:08 AM	8/24/23, 11:12:07 AM	16m 58s	kjohnson@agora.org	Attendee	
Carissa Emrick	8/24/23, 10:01:24 AM	8/24/23, 11:12:20 AM	1h 10m 56s	cemrick@agora.org	Attendee	
Sasha Young	8/24/23, 10:01:26 AM	8/24/23, 11:12:09 AM	1h 10m 42s	syoung@agora.org	Attendee	
Angela Denham	8/24/23, 10:01:29 AM	8/24/23, 11:12:15 AM	1h 10m 45s	adenham@agora.org	Attendee	
Terri Hunkele	8/24/23, 10:01:30 AM	8/24/23, 11:12:04 AM	1h 10m 34s	thunkele@agora.org	Attendee	

Anna Lepsch	8/24/23, 10:01:30 AM	8/24/23, 11:12:20 AM	1h 10m 49s	alepsch@agora.org	Attendee	
Michelle Olsavsky	8/24/23, 10:01:32 AM	8/24/23, 11:12:10 AM	1h 10m 38s	molsavsky@agora.org	Attendee	
Kim Fiscus	8/24/23, 10:01:33 AM	8/24/23, 11:12:08 AM	1h 10m 35s	kfiscus@agora.org	Attendee	
Corinne Stepnowski	8/24/23, 10:01:35 AM	8/24/23, 11:12:10 AM	1h 10m 35s	cstepnowski@agora.org	Attendee	
Tamara Kozak	8/24/23, 10:01:40 AM	8/24/23, 11:12:04 AM	1h 10m 24s	tkozak@agora.org	Attendee	
Samantha Bonniger	8/24/23, 10:01:46 AM	8/24/23, 11:12:19 AM	1h 10m 32s	sbonniger@agora.org	Attendee	
Brianna Pontious	8/24/23, 10:01:47 AM	8/24/23, 11:12:15 AM	1h 10m 28s	bpontious@agora.org	Attendee	
Melissa Hale-Patterson	8/24/23, 10:01:48 AM	8/24/23, 11:02:40 AM	1h 51s	mpatterson@agora.org	Attendee	
Morgan Witman	8/24/23, 10:01:49 AM	8/24/23, 11:12:11 AM	1h 10m 21s	mwitman@agora.org	Attendee	
Theresa Bash	8/24/23, 10:01:51 AM	8/24/23, 11:12:07 AM	1h 10m 15s	tbash@agora.org	Attendee	
Kimberly Paolino	8/24/23, 10:01:52 AM	8/24/23, 11:12:23 AM	1h 10m 30s	kpaolino@agora.org	Attendee	
Torri Bramble	8/24/23, 10:01:52 AM	8/24/23, 11:12:17 AM	1h 10m 24s	tbramble@agora.org	Attendee	
Melissa Stump	8/24/23, 10:01:54 AM	8/24/23, 11:12:12 AM	1h 10m 17s	mstump@agora.org	Attendee	
Sarah Pittman	8/24/23, 10:01:57 AM	8/24/23, 11:12:20 AM	1h 10m 23s	spittman@agora.org	Attendee	
Molly Garczynski	8/24/23, 10:01:57 AM	8/24/23, 10:52:06 AM	50m 8s	mgarczynski@agora.org	Attendee	
Lorna Titus	8/24/23, 10:01:59 AM	8/24/23, 11:11:59 AM	1h 10m	ltitus@agora.org	Attendee	
Melissa Gaso	8/24/23, 10:02:00 AM	8/24/23, 11:12:09 AM	1h 10m 8s	mgaso@agora.org	Attendee	
Rebecca Mitzel	8/24/23, 10:02:00 AM	8/24/23, 11:11:58 AM	1h 9m 58s	rmitzel@agora.org	Attendee	
Jessica Barnhart	8/24/23, 10:02:00 AM	8/24/23, 11:12:15 AM	1h 10m 14s	jbarnhart@agora.org	Attendee	
Jaclyn Cromedy	8/24/23, 10:02:00 AM	8/24/23, 11:12:07 AM	1h 10m 7s	jcromedy@agora.org	Attendee	
Alexandra Hall	8/24/23, 10:02:01 AM	8/24/23, 11:12:08 AM	1h 10m 6s	ahall@agora.org	Attendee	
Chris Baker	8/24/23, 10:02:02 AM	8/24/23, 11:12:22 AM	1h 10m 20s	cbaker@agora.org	Attendee	
Emily Colebank	8/24/23, 10:02:06 AM	8/24/23, 11:12:10 AM	1h 10m 4s	ecolebank@agora.org	Attendee	
Amber Thomas	8/24/23, 10:02:10 AM	8/24/23, 10:54:07 AM	51m 56s	athomas2@agora.org	Attendee	
Kristina Lapsker	8/24/23, 10:02:12 AM	8/24/23, 11:12:08 AM	1h 9m 56s	klapsker@agora.org	Attendee	
Jennifer Markle	8/24/23, 10:02:12 AM	8/24/23, 11:12:08 AM	1h 9m 56s	jmarkle@agora.org	Attendee	
Melissa Love	8/24/23, 10:02:12 AM	8/24/23, 11:11:53 AM	1h 9m 41s	mlove@agora.org	Attendee	
Heather Silberman	8/24/23, 10:02:13 AM	8/24/23, 11:12:16 AM	1h 10m 2s	hsilberman@agora.org	Attendee	
Ashley Salimbene	8/24/23, 10:02:17 AM	8/24/23, 11:12:07 AM	1h 9m 50s	asalimbene@agora.org	Attendee	
Valerie Natale	8/24/23, 10:02:18 AM	8/24/23, 11:12:20 AM	1h 10m 2s	vnatale@agora.org	Attendee	
Tara Rodzwic	8/24/23, 10:02:18 AM	8/24/23, 11:12:25 AM	1h 10m 6s	trodzwic@agora.org	Attendee	
Alyssa Trott	8/24/23, 10:02:19 AM	8/24/23, 11:12:06 AM	1h 9m 47s	atrott@agora.org	Attendee	
Cathryn Ramsey	8/24/23, 10:02:19 AM	8/24/23, 11:12:11 AM	1h 9m 52s	cramsey@agora.org	Attendee	
Brittany Froehlich	8/24/23, 10:02:19 AM	8/24/23, 11:12:11 AM	1h 9m 51s	BFroehlich@agora.org	Attendee	
Melissa McCracken	8/24/23, 10:02:20 AM	8/24/23, 11:12:08 AM	1h 9m 48s	mmccracken@agora.org	Attendee	
Mia Dearwester	8/24/23, 10:02:21 AM	8/24/23, 11:12:01 AM	1h 9m 40s	mdearwester@agora.org	Attendee	
Veronica Jackson	8/24/23, 10:02:22 AM	8/24/23, 11:12:14 AM	1h 9m 51s	vjackson@agora.org	Attendee	

Jill Moyer	8/24/23, 10:02:23 AM	8/24/23, 11:12:13 AM	1h 9m 50s	jmoyer2@agora.org	Attendee	
Rebekah Congdon	8/24/23, 10:02:23 AM	8/24/23, 11:12:10 AM	1h 9m 46s	rcongdon@agora.org	Attendee	
Jess Purser	8/24/23, 10:02:24 AM	8/24/23, 11:12:01 AM	1h 9m 37s	jpurser@agora.org	Attendee	
Jena Huffman	8/24/23, 10:02:25 AM	8/24/23, 11:12:11 AM	1h 9m 46s	jhuffman@agora.org	Attendee	
Erin Scrip	8/24/23, 10:02:26 AM	8/24/23, 11:12:06 AM	1h 9m 39s	escrip@agora.org	Attendee	
Judy Deemer	8/24/23, 10:02:29 AM	8/24/23, 11:12:04 AM	1h 9m 35s	jdeemer@agora.org	Attendee	
Amanda Moyer	8/24/23, 10:02:29 AM	8/24/23, 11:12:10 AM	1h 9m 40s	akimmage@agora.org	Attendee	
Jessica Linderman	8/24/23, 10:02:30 AM	8/24/23, 11:12:19 AM	1h 9m 48s	jlinderman@agora.org	Attendee	
Theresa Draeger	8/24/23, 10:02:34 AM	8/24/23, 11:13:50 AM	1h 11m 16s	tdraeger@agora.org	Attendee	
Ally Morris	8/24/23, 10:02:37 AM	8/24/23, 11:12:06 AM	1h 9m 29s	amorris@agora.org	Attendee	
Nicole Ervin	8/24/23, 10:02:38 AM	8/24/23, 11:12:06 AM	1h 9m 27s	nervin@agora.org	Attendee	
Rebecca Kenzakowski	8/24/23, 10:02:39 AM	8/24/23, 11:14:45 AM	1h 12m 5s	rkenzakowski@agora.org	Attendee	
Kristal Costanzo	8/24/23, 10:02:42 AM	8/24/23, 11:12:01 AM	1h 9m 18s	kcostanzo@agora.org	Attendee	
Leslie Spratt	8/24/23, 10:02:45 AM	8/24/23, 11:11:57 AM	1h 9m 12s	lspratt@agora.org	Attendee	
Bridget Ellis	8/24/23, 10:02:48 AM	8/24/23, 11:12:01 AM	1h 9m 13s	bellis@agora.org	Attendee	
Julie Doebereiner	8/24/23, 10:02:54 AM	8/24/23, 11:12:32 AM	1h 9m 38s	jdoebereiner@agora.org	Attendee	
Kaelyn Hoffman	8/24/23, 10:02:56 AM	8/24/23, 11:13:02 AM	1h 10m 5s	khoffman@agora.org	Attendee	
Lynn Pagliei	8/24/23, 10:02:59 AM	8/24/23, 11:12:19 AM	1h 9m 20s	lpagliei@agora.org	Attendee	
Dana Kwiecinski	8/24/23, 10:03:17 AM	8/24/23, 11:12:08 AM	1h 8m 50s	dkwiecinski@agora.org	Attendee	
Danielle Schall	8/24/23, 10:03:24 AM	8/24/23, 11:12:15 AM	1h 8m 51s	dschall@agora.org	Attendee	
Cathy Mack	8/24/23, 10:03:28 AM	8/24/23, 10:04:01 AM	33s	cmack@agora.org	Attendee	
Dana Pacolay	8/24/23, 10:03:30 AM	8/24/23, 11:12:58 AM	1h 9m 28s	dpacolay@agora.org	Attendee	
Jesse Capitano	8/24/23, 10:03:35 AM	8/24/23, 11:12:16 AM	1h 8m 41s	jcapitano@agora.org	Attendee	
Heidi Dodge	8/24/23, 10:03:40 AM	8/24/23, 10:27:13 AM	23m 33s	hdodge@agora.org	Attendee	
Kymberly Humanick	8/24/23, 10:04:04 AM	8/24/23, 10:15:47 AM	11m 42s	khumanick@agora.org	Attendee	
Lauren Kerns	8/24/23, 10:04:14 AM	8/24/23, 11:15:36 AM	1h 11m 21s	lkerns@agora.org	Attendee	
Cortney Skelly	8/24/23, 10:04:16 AM	8/24/23, 10:36:41 AM	32m 25s	cskelly@agora.org	Attendee	
Cortney Skelly	8/24/23, 10:39:27 AM	8/24/23, 10:53:24 AM	13m 56s	cskelly@agora.org	Attendee	
Cortney Skelly	8/24/23, 10:54:47 AM	8/24/23, 10:57:55 AM	3m 8s	cskelly@agora.org	Attendee	
Cortney Skelly	8/24/23, 10:59:09 AM	8/24/23, 11:13:12 AM	14m 3s	cskelly@agora.org	Attendee	
Cortney Skelly	8/24/23, 11:14:35 AM	8/24/23, 11:14:39 AM	3s	cskelly@agora.org	Attendee	
Mindy Wesley	8/24/23, 10:04:16 AM	8/24/23, 11:11:42 AM	1h 7m 26s	mwesley@agora.org	Attendee	
Jenna Dietrich	8/24/23, 10:04:23 AM	8/24/23, 11:12:09 AM	1h 7m 46s	jdietrich@agora.org	Attendee	
Shari Widlund	8/24/23, 10:04:31 AM	8/24/23, 11:12:01 AM	1h 7m 30s	swidlund@agora.org	Attendee	
Devin Gannon	8/24/23, 10:05:32 AM	8/24/23, 11:12:07 AM	1h 6m 34s	dgannon@agora.org	Attendee	
Nicole Krol	8/24/23, 10:05:35 AM	8/24/23, 11:12:14 AM	1h 6m 39s	nkrol@agora.org	Attendee	
Jennifer Lucia	8/24/23, 10:05:48 AM	8/24/23, 10:55:18 AM	49m 30s	jlucia@agora.org	Attendee	

Lisa Brestensky	8/24/23, 10:06:18 AM	8/24/23, 11:11:54 AM	1h 5m 35s	lbrestensky@agora.org	Attendee	
Breanne Scears	8/24/23, 10:06:23 AM	8/24/23, 11:12:05 AM	1h 5m 41s	bscears@agora.org	Attendee	
Emily Forrest	8/24/23, 10:07:05 AM	8/24/23, 11:12:06 AM	1h 5m	eforrest@agora.org	Attendee	
Lisa Savitz	8/24/23, 10:07:22 AM	8/24/23, 11:12:44 AM	1h 5m 21s	lsavitz@agora.org	Attendee	
Lauren Emminger	8/24/23, 10:07:41 AM	8/24/23, 11:13:14 AM	1h 5m 33s	lemminger@agora.org	Attendee	
Jess Nayowith	8/24/23, 10:08:43 AM	8/24/23, 11:12:18 AM	1h 3m 34s	jnayowith@agora.org	Attendee	
Lynnette Meinig	8/24/23, 10:09:59 AM	8/24/23, 11:12:20 AM	1h 2m 21s	lmeinig@agora.org	Attendee	
Melanie Stanforth	8/24/23, 10:10:43 AM	8/24/23, 11:12:04 AM	1h 1m 21s	mstanforth@agora.org	Attendee	
Janelle Shaffer	8/24/23, 10:10:48 AM	8/24/23, 11:12:30 AM	1h 1m 41s	jshaffer3@agora.org	Attendee	
Jodeen Buckwalter	8/24/23, 10:11:02 AM	8/24/23, 10:24:43 AM	13m 41s	jbuckwalter@agora.org	Attendee	
Heather Hoffert	8/24/23, 10:11:32 AM	8/24/23, 11:12:08 AM	1h 35s	hhoffert@agora.org	Attendee	
Amy Raught	8/24/23, 10:11:59 AM	8/24/23, 10:12:11 AM	12s	araught@agora.org	Attendee	
Sue Lelko	8/24/23, 10:13:02 AM	8/24/23, 11:12:08 AM	59m 5s	slelko@agora.org	Attendee	
Brittany Kieffer	8/24/23, 10:14:22 AM	8/24/23, 11:12:13 AM	57m 50s	bkieffer@agora.org	Attendee	
Kailey Smith	8/24/23, 10:14:30 AM	8/24/23, 10:14:44 AM	13s	ksmith1@agora.org	Attendee	
Colleen Freyvogel Bruss	8/24/23, 10:16:11 AM	8/24/23, 11:12:48 AM	56m 37s	cfreyvogel@agora.org	Attendee	
Kimberly McLaughlin	8/24/23, 10:19:35 AM	8/24/23, 11:11:59 AM	52m 23s	kmclaughlin@agora.org	Attendee	
Erinn Slacktish	8/24/23, 10:54:30 AM	8/24/23, 11:12:09 AM	17m 39s	eslacktish@agora.org	Attendee	

TRAINING OBJECTIVES

1 Understand the post school outcomes requirement

2 Identify the target population for the Indicator 14 exit process

3 Review MPS4 process to access and complete the survey

4 Preview post-survey (year 2)

PaTTAN
Pennsylvania Training and
Technical Assistance Network

2

1. Summary	
Meeting title	SAAFP Training 2024
Attended participants	29
Start time	4/18/24, 2:55:13 PM
End time	4/18/24, 3:49:18 PM
Meeting duration	54m 4s
Average attendance time	43m 7s

2. Participants						
Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Whitney Bargerstock	4/18/24, 2:56:18 PM	4/18/24, 3:49:17 PM	52m 59s	wbargerstock@agora.org	wbargerstock@agora.org	Organizer
John Thomas	4/18/24, 2:55:16 PM	4/18/24, 2:57:34 PM	2m 18s	jthomas@agora.org	jthomas@agora.org	Presenter
Shari Widlund	4/18/24, 2:55:29 PM	4/18/24, 3:43:48 PM	48m 18s	swidlund@agora.org	swidlund@agora.org	Presenter
Terri Hunkele	4/18/24, 2:55:29 PM	4/18/24, 3:43:52 PM	48m 22s	thunkele@agora.org	thunkele@agora.org	Presenter
Breanne Scears	4/18/24, 2:55:45 PM	4/18/24, 3:44:06 PM	48m 21s	bscears@agora.org	bscears@agora.org	Presenter
Lauren Emminger	4/18/24, 2:55:47 PM	4/18/24, 3:43:53 PM	48m 5s	lemminger@agora.org	lemminger@agora.org	Presenter
Rebekah Congdon	4/18/24, 2:56:09 PM	4/18/24, 3:43:23 PM	47m 14s	rcongdon@agora.org	rcongdon@agora.org	Presenter
Lorna Titus	4/18/24, 2:56:26 PM	4/18/24, 3:43:42 PM	47m 16s	ltitus@agora.org	ltitus@agora.org	Presenter
Alexandra Hall	4/18/24, 2:56:29 PM	4/18/24, 3:43:54 PM	47m 25s	ahall@agora.org	ahall@agora.org	Presenter
Alyssa Trott	4/18/24, 2:56:37 PM	4/18/24, 3:44:14 PM	44m 51s	atrott@agora.org	atrott@agora.org	Presenter
Erin Scrip	4/18/24, 2:57:13 PM	4/18/24, 3:43:42 PM	43m 52s	escrip@agora.org	escrip@agora.org	Presenter
Melissa McCracken	4/18/24, 2:57:46 PM	4/18/24, 3:44:05 PM	46m 19s	mmccracken@agora.org	mmccracken@agora.org	Presenter
Sasha Young	4/18/24, 2:58:04 PM	4/18/24, 3:43:24 PM	45m 20s	syoung@agora.org	syoung@agora.org	Presenter
Dana Kwiecinski	4/18/24, 2:58:11 PM	4/18/24, 3:45:34 PM	47m 23s	dkwiecinski@agora.org	dkwiecinski@agora.org	Presenter
Valerie Natale	4/18/24, 2:58:12 PM	4/18/24, 3:49:18 PM	51m 5s	vnatale@agora.org	vnatale@agora.org	Presenter
Amber Staley	4/18/24, 2:58:23 PM	4/18/24, 3:43:30 PM	45m 7s	astaley2@agora.org	astaley2@agora.org	Presenter
Jess Nayowith	4/18/24, 2:58:35 PM	4/18/24, 3:45:31 PM	46m 56s	jnayowith@agora.org	jnayowith@agora.org	Presenter
Jena Huffman	4/18/24, 2:58:46 PM	4/18/24, 3:43:24 PM	44m 37s	jhuffman@agora.org	jhuffman@agora.org	Presenter
Rebecca Mitzel	4/18/24, 2:58:52 PM	4/18/24, 3:43:28 PM	44m 35s	rmitzel@agora.org	rmitzel@agora.org	Presenter
Samantha Bonniger	4/18/24, 2:59:06 PM	4/18/24, 3:45:42 PM	46m 35s	sbonniger@agora.org	sbonniger@agora.org	Presenter
Lynn Pagliei	4/18/24, 2:59:26 PM	4/18/24, 3:39:00 PM	39m 33s	lpagliei@agora.org	lpagliei@agora.org	Presenter
Heather Silberman	4/18/24, 2:59:37 PM	4/18/24, 3:44:07 PM	44m 30s	hsilberman@agora.org	hsilberman@agora.org	Presenter
Jess Purser	4/18/24, 2:59:59 PM	4/18/24, 3:43:50 PM	43m 51s	jpurser@agora.org	jpurser@agora.org	Presenter
Melissa Stump	4/18/24, 3:00:17 PM	4/18/24, 3:43:23 PM	43m 6s	mstump@agora.org	mstump@agora.org	Presenter
Kate Johnson	4/18/24, 3:01:06 PM	4/18/24, 3:43:24 PM	42m 18s	kjohnson@agora.org	kjohnson@agora.org	Presenter
Ally Morris	4/18/24, 3:01:17 PM	4/18/24, 3:15:09 PM	13m 51s	amorris@agora.org	amorris@agora.org	Presenter
Theresa Draeger	4/18/24, 3:01:48 PM	4/18/24, 3:46:02 PM	44m 14s	tdraeger@agora.org	tdraeger@agora.org	Presenter

Barbara Cooper	4/18/24, 3:01:51 PM	4/18/24, 3:45:12 PM	43m 20s	bcooper@agora.org	bcooper@agora.org	Presenter
Melissa Love	4/18/24, 3:07:35 PM	4/18/24, 3:46:08 PM	38m 32s	mlove@agora.org	mlove@agora.org	Presenter
3. In-Meeting Activities						
Name	Join Time	Leave Time	Duration	Email	Role	
Whitney Bargerstock	4/18/24, 2:56:18 PM	4/18/24, 3:49:17 PM	52m 59s	wbargerstock@agora.org	Organizer	
John Thomas	4/18/24, 2:55:16 PM	4/18/24, 2:57:34 PM	2m 18s	jthomas@agora.org	Presenter	
Shari Widlund	4/18/24, 2:55:29 PM	4/18/24, 3:43:48 PM	48m 18s	swidlund@agora.org	Presenter	
Terri Hunkele	4/18/24, 2:55:29 PM	4/18/24, 3:43:52 PM	48m 22s	thunkele@agora.org	Presenter	
Breanne Scears	4/18/24, 2:55:45 PM	4/18/24, 3:44:06 PM	48m 21s	bscears@agora.org	Presenter	
Lauren Emminger	4/18/24, 2:55:47 PM	4/18/24, 3:43:53 PM	48m 5s	lemminger@agora.org	Presenter	
Rebekah Congdon	4/18/24, 2:56:09 PM	4/18/24, 3:43:23 PM	47m 14s	rcongdon@agora.org	Presenter	
Lorna Titus	4/18/24, 2:56:26 PM	4/18/24, 3:43:42 PM	47m 16s	ltitus@agora.org	Presenter	
Alexandra Hall	4/18/24, 2:56:29 PM	4/18/24, 3:43:54 PM	47m 25s	ahall@agora.org	Presenter	
Alyssa Trott	4/18/24, 2:56:37 PM	4/18/24, 3:15:53 PM	19m 15s	atrott@agora.org	Presenter	
Alyssa Trott	4/18/24, 3:17:34 PM	4/18/24, 3:28:50 PM	11m 16s	atrott@agora.org	Presenter	
Alyssa Trott	4/18/24, 3:29:54 PM	4/18/24, 3:44:14 PM	14m 20s	atrott@agora.org	Presenter	
Erin Scrip	4/18/24, 2:57:13 PM	4/18/24, 3:02:02 PM	4m 48s	escrip@agora.org	Presenter	
Erin Scrip	4/18/24, 3:04:37 PM	4/18/24, 3:43:42 PM	39m 4s	escrip@agora.org	Presenter	
Melissa McCracken	4/18/24, 2:57:46 PM	4/18/24, 3:44:05 PM	46m 19s	mmccracken@agora.org	Presenter	
Sasha Young	4/18/24, 2:58:04 PM	4/18/24, 3:43:24 PM	45m 20s	syoung@agora.org	Presenter	
Dana Kwiecinski	4/18/24, 2:58:11 PM	4/18/24, 3:45:34 PM	47m 23s	dkwiecinski@agora.org	Presenter	
Valerie Natale	4/18/24, 2:58:12 PM	4/18/24, 3:49:18 PM	51m 5s	vnatale@agora.org	Presenter	
Amber Staley	4/18/24, 2:58:23 PM	4/18/24, 3:43:30 PM	45m 7s	astaley2@agora.org	Presenter	
Jess Nayowith	4/18/24, 2:58:35 PM	4/18/24, 3:45:31 PM	46m 56s	jnayowith@agora.org	Presenter	
Jena Huffman	4/18/24, 2:58:46 PM	4/18/24, 3:43:24 PM	44m 37s	jhuffman@agora.org	Presenter	
Rebecca Mitzel	4/18/24, 2:58:52 PM	4/18/24, 3:43:28 PM	44m 35s	rmitzel@agora.org	Presenter	
Samantha Bonniger	4/18/24, 2:59:06 PM	4/18/24, 3:45:42 PM	46m 35s	sbonniger@agora.org	Presenter	
Lynn Pagliei	4/18/24, 2:59:26 PM	4/18/24, 3:39:00 PM	39m 33s	lpagliei@agora.org	Presenter	
Heather Silberman	4/18/24, 2:59:37 PM	4/18/24, 3:44:07 PM	44m 30s	hsilberman@agora.org	Presenter	
Jess Purser	4/18/24, 2:59:59 PM	4/18/24, 3:43:50 PM	43m 51s	jpurser@agora.org	Presenter	
Melissa Stump	4/18/24, 3:00:17 PM	4/18/24, 3:43:23 PM	43m 6s	mstump@agora.org	Presenter	
Kate Johnson	4/18/24, 3:01:06 PM	4/18/24, 3:43:24 PM	42m 18s	kjohnson@agora.org	Presenter	
Ally Morris	4/18/24, 3:01:17 PM	4/18/24, 3:15:09 PM	13m 51s	amorris@agora.org	Presenter	
Theresa Draeger	4/18/24, 3:01:48 PM	4/18/24, 3:46:02 PM	44m 14s	tdraeger@agora.org	Presenter	
Barbara Cooper	4/18/24, 3:01:51 PM	4/18/24, 3:45:12 PM	43m 20s	bcooper@agora.org	Presenter	
Melissa Love	4/18/24, 3:07:35 PM	4/18/24, 3:46:08 PM	38m 32s	mlove@agora.org	Presenter	

Last time we met, we discussed Growth Mindset. Has anyone implemented or discussed it in your classes? How did students respond?
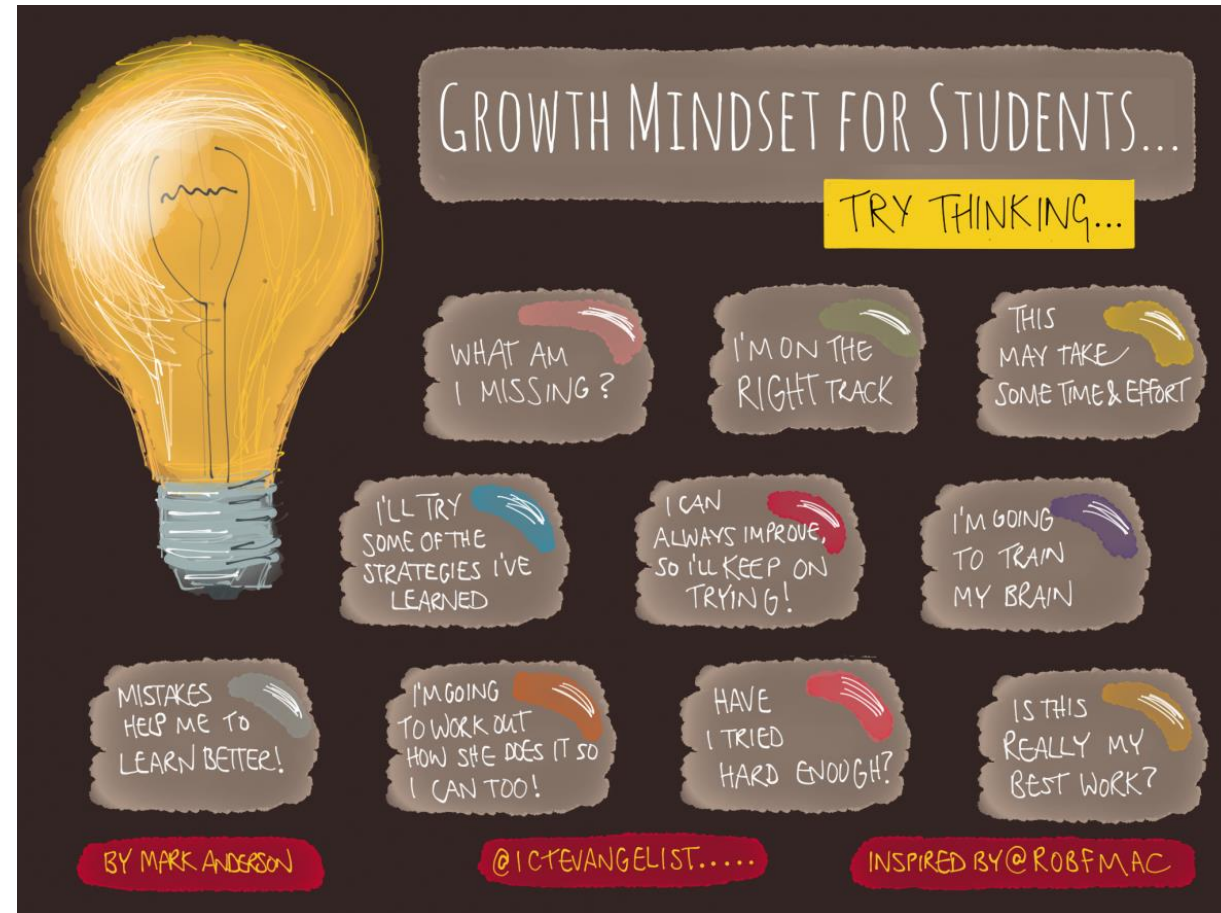
Grading for Equity

K-5 Special Ed Teachers

10/18/23

Agenda

- Your experience with grading as a student
- Where does Agora fit in?
- Grading for Equity book study
- Agora's Mission Statement
- Can students make mistakes?
- Providing feedback to students
- Group Work
- Tying it all together

What does grading mean to you? What are your memories of it when you were in school? Did you have positive experiences with it? Negative? What made you feel those certain ways?

[Link to Jamboard: Feelings About Grading](#)

What are your thoughts/ideas/feelings about the grades at Agora?

Shout out!

- Are we on the right path?
- Are they focused on the right things?
- Are they student-centered?
- Are they consistent from classroom to classroom?

Several Leaders participated in a Book Study this summer

Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms by Joe Feldman

Highlights:
Foundations of grading (What makes grading so difficult to talk about, and even harder to change?) + a brief history (ch 1-2)

How traditional Grading stifles risk-taking & supports the "commodity of grades"

Traditional grading demotivates and disempowers (ch 5)

Practices that value knowledge, not environment or behavior (ch 9-10)

Practices that support hope & a growth mindset (ch 11)

Practices that build "soft skills" without including them in the grade (ch 13)
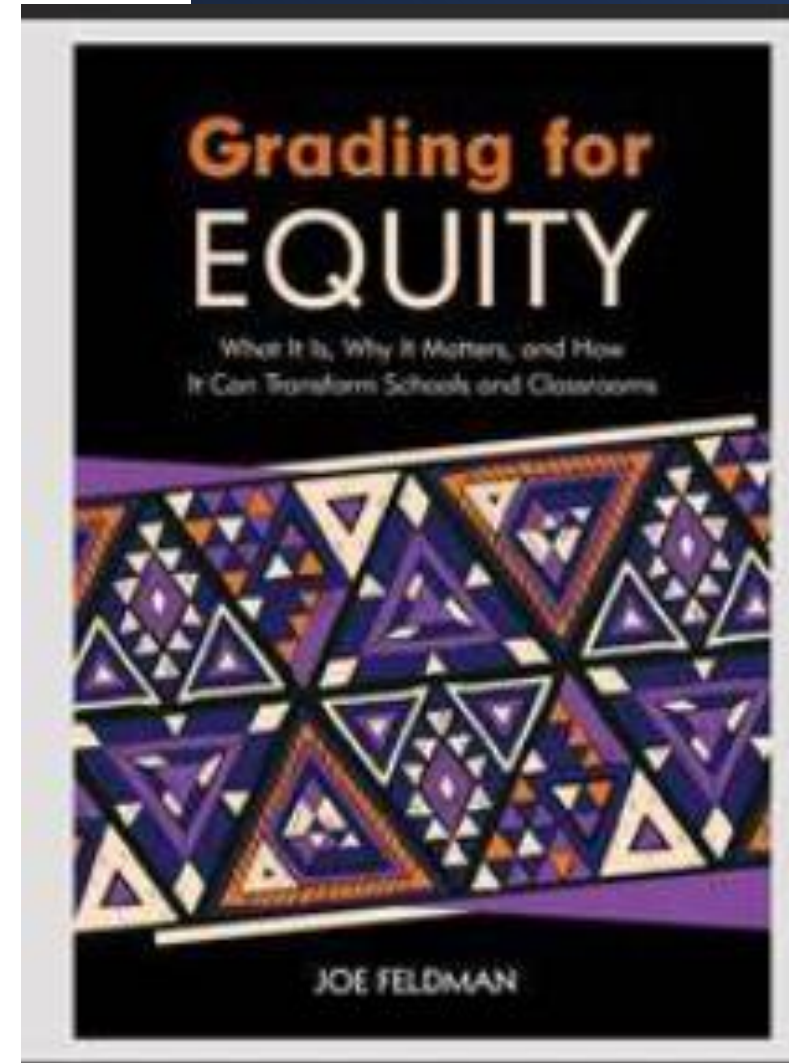
What did we uncover?

- Grading hasn't changed much in decades ☹
- Most teachers detest the act of grading
- Teachers continue with the mindset of "this is how it was done when I was growing up"
- There is a mindset from teachers that "Students need to learn that there are consequences, what the "real word" is like, etc & teachers feel responsible for imposing very strict guidelines around grading policies."
- We can look at grading policies in a different way, one that is focused on student LEARNING and GROWTH, but the change has to also come from the teachers.

Goals of grading reform

- Improve grading to be more **accurate, bias-resistant,** and **motivational** for all students
- Build stronger teacher-student relationships and more **caring, engaging** classrooms
- Improve achievement for **all** students, particularly those historically underserved

How do we reach these goal then?

Where do we begin?

What would this look like?

Agora Mission Statement:

- **Preparing all students to achieve their highest potential through actively engaging in their own schooling, achieving their personal learning goals, and being ready to reach post-secondary success as lifelong learners.**

What stands out to you?
How does this tie into our grading & grading policy?
Would we see this happening in your classroom?

Questions we came up with…

If students struggle to do the "completing" work but know how to do the work, how can they show you that they understand. Is homework necessary? What "fulfills" or "checks the box" as meeting the requirement?

What does a grade measure? Does the actual grade reflect the student's true ability/mastery?
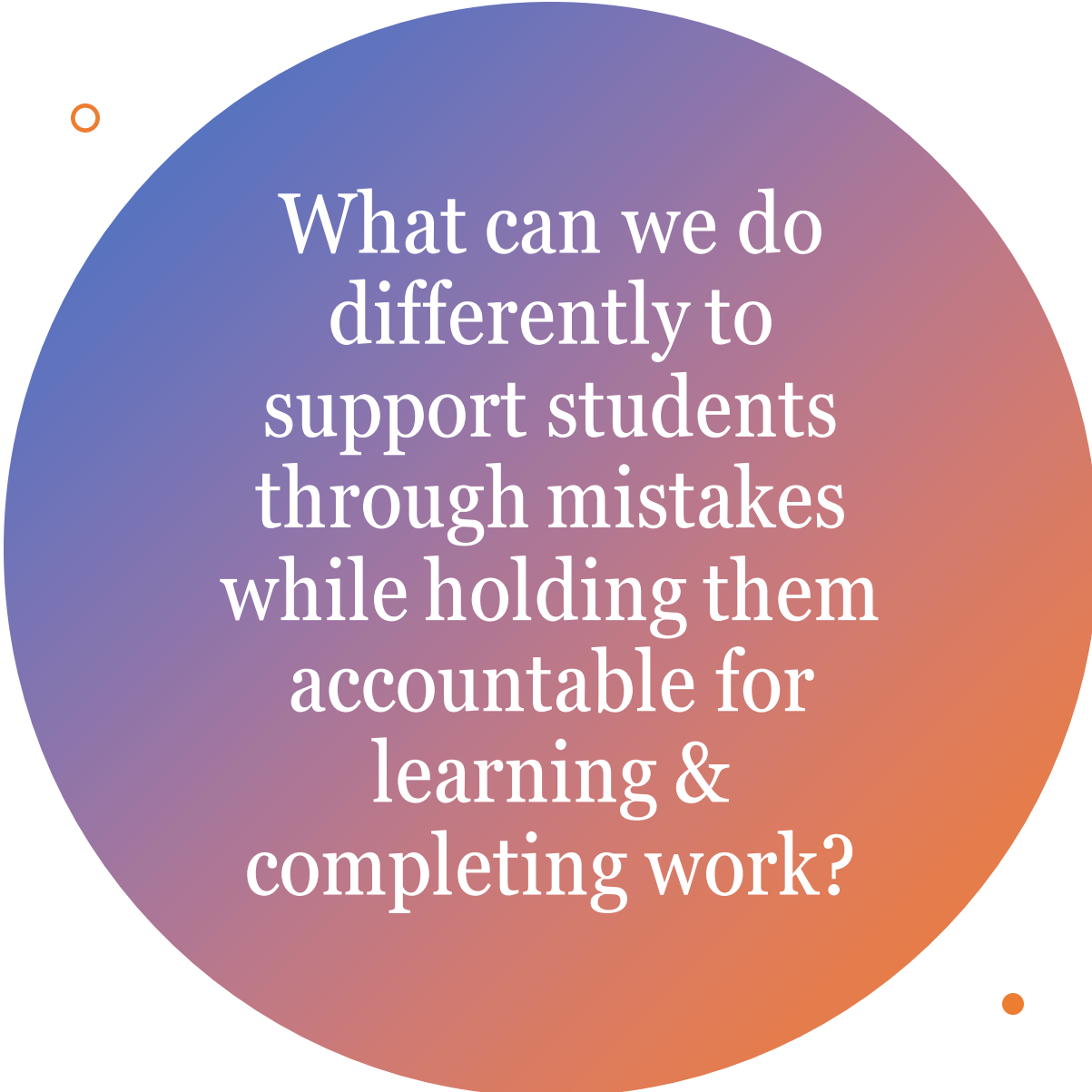
We have "Look-for's" and "Listen-for's" in our walkthroughs and observations. Could we do the same for grading and assignments? What would that look like?

Are students afraid of making mistakes?

- Do we encourage students to make mistakes as part of the learning process?

- Do those mistakes (like in homework) end up hurting them as part of their grades?

- If mistakes are part of the learning process yet we penalize every mistake, students will never learn.

- Should we allow retakes/redo's? What would that look like?

OPPORTUNITY →
← FAILURE

What can we do differently to support students through mistakes while holding them accountable for learning & completing work?

Share your ideas here:

What is Feedback?

- Feedback is a **response to learner performance that helps them improve their learning**[12].

- Feedback can be given by a teacher, a peer, or oneself, and it can be a consequence of teaching or a result of self-monitoring[1].

- Feedback works as a map that guides students by showing them where they are and what they need to work on to reach their goal[2].

- Feedback can also correct misconceptions and clarify expectations

The Importance of Feedback

- Are students receiving feedback on their work from Gen Ed teachers? Use pointer:

  - O Never; 5 Sometimes; 10 Always
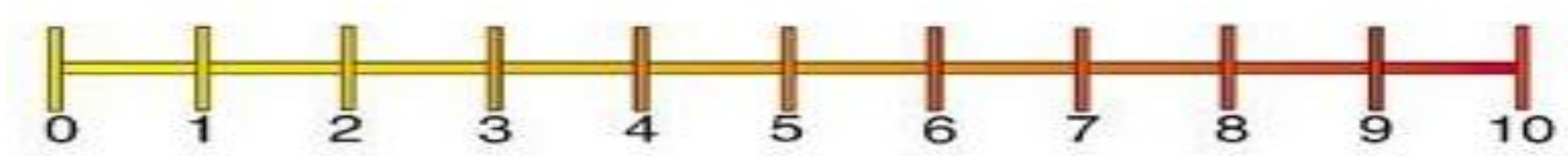
- Are students receiving feedback on their work from Special Ed teachers? Use pointer:

  - O Never; 5 Sometimes; 10 Always

The Importance of Feedback

Group 1

- How important is feedback? Are you/teachers providing feedback to students on every assignment/homework? Do students understand where mistakes are made? Do they go back & make corrections?

Group 2

- Is homework just "checking a box" or does it include actual learning? How can we make homework more effective in the learning process? Do all students need to complete the homework? Are students receiving feedback on their homework? Is it constructive feedback?

Group 3

- Should homework be excluded from the grade calculation because practice is practice. If we give a grade on making mistakes than students will fear making any mistakes.

Group 1:How important is feedback? Are you/teachers providing feedback to students on every assignment/homework? Do students understand where mistakes are made? Do they go back & make corrections?

Group 2: Is homework just "checking a box" or does it include actual learning? How can we make homework more effective in the learning process? Do all students need to complete the homework? Are students receiving feedback on their homework? Is it constructive feedback?

Group 3: Should homework be excluded from the grade calculation because practice is practice. If we give a grade on making mistakes than students will fear making any mistakes.

What does this have to do with me?

- Small Group Sessions: You may not provide grades but how do you hold students accountable for mastering the content that you teach?

- Modified Classes: How do students know what is expected? When is work due? Are they held accountable for completing it?

Take 5 : Digest what we have discussed

- Add on the Google Doc how you plan on supporting students this year with mastering the content.

- What will it look like? How will you know if it has been mastered? How will students/Learning Coaches know?

- What will you do if it isn't mastered? What is your Plan B? Plan C?

- Do you need any help with executing any of your plans?

https://docs.google.com/spreadsheets/d/1uA_FZPIQO3sBlWI9ZIHGg8EQ7p4bWJOu6MQFHlLv4yY/edit?usp=sharing

1. Summary						
Meeting title	Teacher Team Mtg with Michelle					
Attended participants	14					
Start time	10/18/23, 12:05:22 PM					
End time	10/18/23, 2:04:56 PM					
Meeting duration	1h 59m 34s					
Average attendance time	1h 6m 20s					
2. Participants						
Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Michelle Cukauskas	10/18/23, 12:56:49 PM	10/18/23, 1:38:21 PM	1h 12m 45s	mcukauskas@agora.org	mcukauskas@agora.org	Organizer
Amber Heppenstall	10/18/23, 12:53:30 PM	10/18/23, 2:04:56 PM	1h 11m 23s	aheppenstall@agora.org	aheppenstall@agora.org	Presenter
Kristen Gamber	10/18/23, 12:55:39 PM	10/18/23, 2:04:49 PM	1h 9m 7s	kgamber@agora.org	kgamber@agora.org	Presenter
Janet Ulewicz	10/18/23, 12:56:06 PM	10/18/23, 2:04:44 PM	1h 8m 35s	julewicz@agora.org	julewicz@agora.org	Presenter
Michele Giordano	10/18/23, 12:56:21 PM	10/18/23, 2:04:46 PM	1h 8m 21s	mgiordano@agora.org	mgiordano@agora.org	Presenter
Nicole Chiado	10/18/23, 12:56:33 PM	10/18/23, 2:04:46 PM	1h 8m 10s	nchiado@agora.org	nchiado@agora.org	Presenter
Kailey Smith	10/18/23, 12:56:56 PM	10/18/23, 2:04:45 PM	1h 7m 45s	ksmith1@agora.org	ksmith1@agora.org	Presenter
Cathrine Hartman	10/18/23, 12:59:07 PM	10/18/23, 2:04:46 PM	1h 5m 37s	chartman@agora.org	chartman@agora.org	Presenter
Carmen Myers	10/18/23, 12:59:18 PM	10/18/23, 2:04:43 PM	1h 2m 19s	cmyers@agora.org	cmyers@agora.org	Presenter
Maggie Joseph	10/18/23, 12:59:35 PM	10/18/23, 2:04:48 PM	1h 5m 8s	mjoseph2@agora.org	mjoseph2@agora.org	Presenter
Brittney Walczak	10/18/23, 12:59:40 PM	10/18/23, 2:04:44 PM	1h 5m 3s	bwalczak@agora.org	bwalczak@agora.org	Presenter
Melissa Hale-Patterson	10/18/23, 12:59:43 PM	10/18/23, 2:00:20 PM	1h 35s	mpatterson@agora.org	mpatterson@agora.org	Presenter
Anna Lepsch	10/18/23, 1:00:06 PM	10/18/23, 2:00:48 PM	1h 38s	alepsch@agora.org	alepsch@agora.org	Presenter
Stephanie Mannarino	10/18/23, 1:01:20 PM	10/18/23, 2:04:46 PM	1h 3m 23s	smannarino@agora.org	smannarino@agora.org	Presenter
3. In-Meeting Activities						
Name	Room Type	Room Name	Join Time	Leave Time	Duration	Email	Role
Michelle Cukauskas	Main meeting		10/18/23, 12:56:49 PM	10/18/23, 2:04:50 PM	1h 8m 1s	mcukauskas@agora.org	Organizer
Michelle Cukauskas	Breakout room	Room 1	10/18/23, 1:35:33 PM	10/18/23, 1:36:09 PM	36s	mcukauskas@agora.org	Organizer
Michelle Cukauskas	Breakout room	Room 2	10/18/23, 1:36:07 PM	10/18/23, 1:38:16 PM	2m 9s	mcukauskas@agora.org	Organizer
Michelle Cukauskas	Breakout room	Room 3	10/18/23, 1:36:21 PM	10/18/23, 1:38:21 PM	1m 59s	mcukauskas@agora.org	Organizer
Amber Heppenstall	Main meeting		10/18/23, 12:53:30 PM	10/18/23, 1:34:26 PM	40m 55s	aheppenstall@agora.org	Presenter
Amber Heppenstall	Breakout room	Room 2	10/18/23, 1:34:26 PM	10/18/23, 1:40:41 PM	6m 14s	aheppenstall@agora.org	Presenter
Amber Heppenstall	Main meeting		10/18/23, 1:40:42 PM	10/18/23, 2:04:56 PM	24m 14s	aheppenstall@agora.org	Presenter
Kristen Gamber	Main meeting		10/18/23, 12:55:39 PM	10/18/23, 1:34:17 PM	38m 38s	kgamber@agora.org	Presenter
Kristen Gamber	Breakout room	Room 2	10/18/23, 1:34:18 PM	10/18/23, 1:40:41 PM	6m 22s	kgamber@agora.org	Presenter
Kristen Gamber	Main meeting		10/18/23, 1:40:42 PM	10/18/23, 2:04:49 PM	24m 7s	kgamber@agora.org	Presenter

Janet Ulewicz	Main meeting		10/18/23, 12:56:06 PM	10/18/23, 1:34:16 PM	38m 9s	julewicz@agora.org	Presenter
Janet Ulewicz	Breakout room	Room 1	10/18/23, 1:34:16 PM	10/18/23, 1:40:41 PM	6m 24s	julewicz@agora.org	Presenter
Janet Ulewicz	Main meeting		10/18/23, 1:40:41 PM	10/18/23, 2:04:44 PM	24m 2s	julewicz@agora.org	Presenter
Michele Giordano	Main meeting		10/18/23, 12:56:21 PM	10/18/23, 1:34:16 PM	37m 54s	mgiordano@agora.org	Presenter
Michele Giordano	Breakout room	Room 3	10/18/23, 1:34:17 PM	10/18/23, 1:40:41 PM	6m 24s	mgiordano@agora.org	Presenter
Michele Giordano	Main meeting		10/18/23, 1:40:42 PM	10/18/23, 2:04:46 PM	24m 3s	mgiordano@agora.org	Presenter
Nicole Chiado	Main meeting		10/18/23, 12:56:33 PM	10/18/23, 1:34:26 PM	37m 52s	nchiado@agora.org	Presenter
Nicole Chiado	Breakout room	Room 3	10/18/23, 1:34:26 PM	10/18/23, 1:40:41 PM	6m 15s	nchiado@agora.org	Presenter
Nicole Chiado	Main meeting		10/18/23, 1:40:42 PM	10/18/23, 2:04:46 PM	24m 3s	nchiado@agora.org	Presenter
Kailey Smith	Main meeting		10/18/23, 12:56:56 PM	10/18/23, 1:34:16 PM	37m 19s	ksmith1@agora.org	Presenter
Kailey Smith	Breakout room	Room 2	10/18/23, 1:34:16 PM	10/18/23, 1:40:41 PM	6m 24s	ksmith1@agora.org	Presenter
Kailey Smith	Main meeting		10/18/23, 1:40:42 PM	10/18/23, 2:04:45 PM	24m 2s	ksmith1@agora.org	Presenter
Cathrine Hartman	Main meeting		10/18/23, 12:59:07 PM	10/18/23, 1:34:26 PM	35m 18s	chartman@agora.org	Presenter
Cathrine Hartman	Breakout room	Room 3	10/18/23, 1:34:26 PM	10/18/23, 1:40:41 PM	6m 15s	chartman@agora.org	Presenter
Cathrine Hartman	Main meeting		10/18/23, 1:40:42 PM	10/18/23, 2:04:46 PM	24m 4s	chartman@agora.org	Presenter
Carmen Myers	Main meeting		10/18/23, 12:59:18 PM	10/18/23, 1:34:23 PM	35m 5s	cmyers@agora.org	Presenter
Carmen Myers	Breakout room	Room 2	10/18/23, 1:34:24 PM	10/18/23, 1:40:53 PM	6m 28s	cmyers@agora.org	Presenter
Carmen Myers	Main meeting		10/18/23, 1:40:55 PM	10/18/23, 1:47:56 PM	7m	cmyers@agora.org	Presenter
Carmen Myers	Main meeting		10/18/23, 1:50:57 PM	10/18/23, 2:04:43 PM	13m 46s	cmyers@agora.org	Presenter
Maggie Joseph	Main meeting		10/18/23, 12:59:35 PM	10/18/23, 1:34:26 PM	34m 50s	mjoseph2@agora.org	Presenter
Maggie Joseph	Breakout room	Room 3	10/18/23, 1:34:27 PM	10/18/23, 1:40:41 PM	6m 13s	mjoseph2@agora.org	Presenter
Maggie Joseph	Main meeting		10/18/23, 1:40:42 PM	10/18/23, 2:04:48 PM	24m 5s	mjoseph2@agora.org	Presenter
Brittney Walczak	Main meeting		10/18/23, 12:59:40 PM	10/18/23, 1:34:27 PM	34m 46s	bwalczak@agora.org	Presenter
Brittney Walczak	Breakout room	Room 1	10/18/23, 1:34:27 PM	10/18/23, 1:40:41 PM	6m 14s	bwalczak@agora.org	Presenter
Brittney Walczak	Main meeting		10/18/23, 1:40:41 PM	10/18/23, 2:04:44 PM	24m 3s	bwalczak@agora.org	Presenter
Melissa Hale-Patterson	Main meeting		10/18/23, 12:59:43 PM	10/18/23, 1:34:24 PM	34m 40s	mpatterson@agora.org	Presenter
Melissa Hale-Patterson	Breakout room	Room 1	10/18/23, 1:34:24 PM	10/18/23, 1:40:42 PM	6m 17s	mpatterson@agora.org	Presenter
Melissa Hale-Patterson	Main meeting		10/18/23, 1:40:42 PM	10/18/23, 2:00:20 PM	19m 38s	mpatterson@agora.org	Presenter
Anna Lepsch	Main meeting		10/18/23, 1:00:06 PM	10/18/23, 1:34:27 PM	34m 20s	alepsch@agora.org	Presenter
Anna Lepsch	Breakout room	Room 1	10/18/23, 1:34:28 PM	10/18/23, 1:40:42 PM	6m 13s	alepsch@agora.org	Presenter
Anna Lepsch	Main meeting		10/18/23, 1:40:43 PM	10/18/23, 2:00:48 PM	20m 5s	alepsch@agora.org	Presenter
Stephanie Mannarino	Main meeting		10/18/23, 1:01:20 PM	10/18/23, 1:34:28 PM	33m 7s	smannarino@agora.org	Presenter
Stephanie Mannarino	Breakout room	Room 1	10/18/23, 1:34:28 PM	10/18/23, 1:40:43 PM	6m 14s	smannarino@agora.org	Presenter
Stephanie Mannarino	Main meeting		10/18/23, 1:40:43 PM	10/18/23, 2:04:46 PM	24m 2s	smannarino@agora.org	Presenter

Welcome to our Team Meeting

Today's Topic: Review of Expectations; Growth Mindset; After Humpty Dumpty's Fall

Date of Meeting:

8/24/23

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Find your name and give a check mark next to it
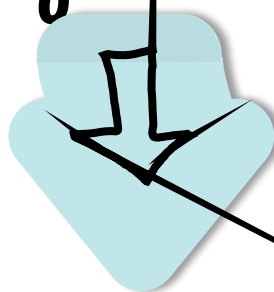
☐	Nicole Chiado	☐	Stephanie Mannarino	☐	Michele Giordano	☐	Michelle Cukauskas
☐	Catherine Hartman	☐	Kristen Gamber	☐		☐	Jennifer Clark
☐	Janet Ulewicz	☐	Amber Heppenstall	☐		☐	Melissa Hale-Patterson
☐	Brittney Walczak	☐	Maggie Joseph	☐		☐	Anna Lepsch
☐	Carmen Myers	☐	Danielle DiMartini	☐		☐	

Today's Info

Link to Q & A

Click below to access the document to ask any questions. Your AD (or other Admin) will provide you with answers on the sheet.

Link for Q&A

Link to PPT

Link to Recording

Agenda

General Information:

Walkthroughs, IEP Input Forms & Meetings, Password Locker

Expectations & Goals

After the Fall: Helping Students with Growth Mindset

Walkthrough Information

As explained by Dr. Butler in a recent email communication we have included the following action items in SIP:

- a commitment to providing <u>peer observation</u> on at least a quarterly basis, and
- a commitment to increased <u>classroom visibility through increased leadership presence</u> in walkthroughs.

➔ Increased walkthroughs throughout the school year
➔ All leadership members who visit will have the same focus, using the "look fors" captured in the walkthrough tool developed by SALT.
➔ This feedback will not be documented within the PA-ETEP system and will not be evaluative in nature.
➔ The goal is that every teacher receives at least two classroom visits per quarter from our leadership team

Professional Expectation Reminders

- Exude professionalism (especially in those challenging situations).
- Be logged into Teams for the entire work day (8:00-4:00).
- Follow communication systems in place (email/teams) and respond in a timely manner.
- Respond to meeting invites in a timely manner; provide written input on time; attend and participate in meetings.
- Stay organized and complete tasks on-time
  - If you are concerned with meeting a deadline, please reach out to me in advance so we can come up with a plan together.
- The expectation is to be ON CAMERA during in class, as well as during staff meetings.
- Beginning of the Year Timeline
- Review Teacher BOY Timeline and Complete all required tasks.

IEP Input Forms & Meetings

Special Education CM will send the input form via an Outlook calendar invitation. The IEP Input invitation is SEPARATE from the IEP meeting invitation. The Input invitation will be titled "student first name, last initial, ID – **IEP Input Form Due**"

This will be sent with a reasonable amount of time to complete. Best practice is to send this 2-3 weeks before the meeting date.

Your input is required – even if you are declining attendance at the IEP meeting.

- **DFP:** If you are invited to an IEP meeting during a **DFP (duty-free-planning) period**, you are required to attend up to 9 hours per quarter. You would track that as "prep/planning" time on the tracker.
- **NIT:** If you are invited to an IEP meeting during a NIT (non-instructional"SE-5") period, you are not required to attend the meeting.
- **Class:** If you are invited to an IEP meeting during a class period, you are not required to attend the meeting.

Password Locker

Teachers must set this up so we have access when you are out!

2. Each school year, update your OLS username and password in Classlink.
   a. In Classlink, go to the top right and then dropdown to settings.

   Regan Shebeck
   rshebeck@agora.org
   Agora Cyber Charter School

   SETTINGS   SIGN OUT

   b. Go to App Passwords

   My Profile Settings   ✕

   General   Themes   **App Passwords**   Auto Launch   Sign-In Options   Recovery   Security

   c. Go to OLS application and click on edit pencil for either Set or Not Set. If you have one set up, skip down to set directions.

   Online School
   Online School   Set   ✏

   Online School
   Online School   Not Set   ✏

   d. If not previously set, you need to add a locker to set up credentials.

← Online School Passwords

ADD LOCKER

e. Enter Locker Name and Credentials

← Online School Passwords

Locker Name +
OLS

After login go to this address

Credentials
Username *
rshebeck1

Password *
•••••••••   👁

f. Then hit save

   Go Back   Save

g. If already set, click on edit pencil to update credentials and then hit save.

← Online School Passwords

ADD LOCKER

LOCKER
🔍

OLS   ✏ ✕

Items: 25   1 - 1 of 1   ‹ ›

Expectations and Goals

Expectations

- Progress Monitor according to the IEP and write quarterly progress reports according to the procedure by CM review day.
- Analyze data and Implement interventions.
- Live instruction for Full Class period
- Use of webcam during class
- Weekly lesson plans in Atlas
- Collaboration with General Ed.
- Act 13-LinkIt Data
- Daily Attendance & Gradebook
- Alignment of General Ed Course > RR Instruction & assessment >IEP Goals
- Model and encourage student engagement.

Goals

- Move our students multiple grade levels
- Increased progress in IEP goals
- Passing grades in general education courses
- Decreased need for students in replacement curriculum
- Increased students on microphone
- Increased students on webcam
- Increased higher order thinking and questioning
- Increased grouping of students and collaborative group work
- Shared Leadership during our team meetings

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Growth Mindset

What do you already know about it?

Give an example of what you think growth mindset it.

[Growth Mindset Jamboard](#)

Today's Mindset Moment

Transforming Education: What is Growth Mindset, and why does it matter?

Link to website & resources: <u>Growth Mindset Toolkit - Transforming Education</u>
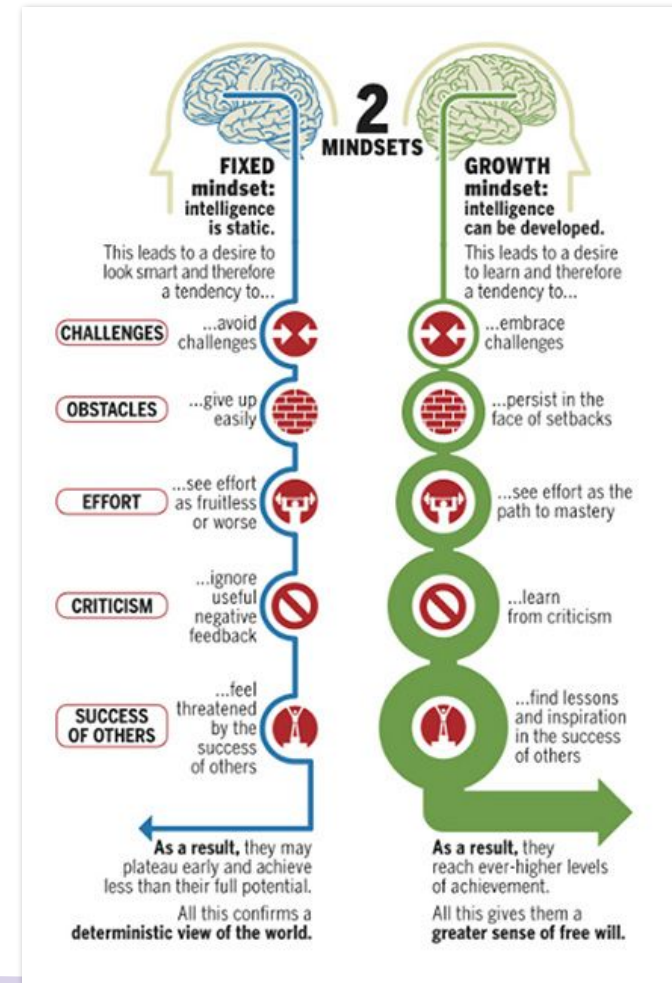
<u>Teaching kids about growth mindset</u>
Click above to learn more for you & your students

A Mindset is:
The established set of attitudes held by someone.

Do we come to PD with a particular mindset? First day of school? Your evaluation? A phone call from Dr. Butler? PSSA's?

Is your mindset the same for each of these scenarios? Why or why not?

What about your students?

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Let's Learn the Difference

Let's read about Fixed & Growth Mindsets.

- What do you notice about these 2 different types of Mindsets?

- What do you wonder?

- How does this help you in your classroom?

Fixed MINDSET | Growth MINDSET

Instead of this...

- If I fail, I'm no good!
- I can't do this!
- I don't know how to do this!
- This is too hard!
- I made a mistake, I give up!

Try this!

- I will keep trying!
- I can't do this YET!
- I can learn how to do it!
- I want to challenge myself!
- My mistakes help me grow!

Why did you point at this number? Does it go up/down throughout the year?

Using a scale of 1-10, what kind of mindset do your students start the year off with?

0 1 2 3 4 5 6 7 8 9 10

FIXED MINDSET

Which one?
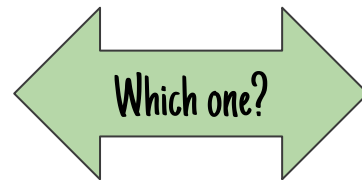
GROWTH MINDSET

How can we foster a growth mindset?

What are some things that you are already doing?

What are some new things that we can try?

#1 Avoid simple praising intelligence.

Instead of saying "You're so smart" or "You're good at math", reinforce that they took the time to learn it.

#2 Praise the effort, not the outcome.

Focus on the work that went into a task, not just the result.

#3 Treat the brain like it's a muscle

Another great way to foster a growth mindset in the classroom is to get students involved in the process. Don't simply tell a class that they now have to start thinking in a totally new way. Instead, explain the science behind a growth mindset.

#4 Embrace struggles, mistakes & their solutions

Normalize struggles and mistakes by talking about them. Treat them as natural parts of the learning process. Instead of viewing mistakes as examples of weakness, reframe them as moments when a student learned a new way to do something.

#5 Teach benefits of constructive criticism

Few students know how to receive this feedback. Even fewer know how to effectively channel it into growth & positive change. Teachers can help them understand the benefits of constructive criticism & how to use it. Explain that constructive criticism doesn't reflect badly on a student. Receiving it doesn't mean that a student is incapable.

#6 Set Goals

Creating incremental goals helps students understand & break down complex, overwhelming, or seemingly unattainable results.

#7 Use the word "yet"

Adding "yet" to phrases can reframe a perspective. Instead a student saying "I can't do multiplication.", encourage them to say "I can't to multiplication yet".

#8 BE THE EXAMPLE

Foster growth mindset by setting the example in your own work. Be open about mistakes & invite discussions on different solutions.

Show students that teachers are just like students when it comes to learning. They make mistakes, feel frustrated over difficult problems & stumble.

Link to Classcraft.com

Think about this:

Students who are given the chance to cultivate a growth mindset are more likely to pursue challenging opportunities while developing stronger resilience & critical thinking skills.

To them, difficulties experienced in a task are expected. Setbacks are opportunities to learn a new way of doing something.

Thoughts about this statement?

Let's listen to a short story to see if you can spot a character who has a growth mindset!!

Can you think of a story character who has a growth mindset?

*What do you remember about the story that shows resilience,, perseverance, or never giving up?

After the Fall

How Humpty Dumpty Got Back Up Again

What did you think about the story?

How did it tie in with Growth Mindset? Did you ever have a similar experience as Humpty in "After the Fall"? Share it in our Jamboard.
Growth Mindset Thoughts - Google Jamboard

How can you begin to introduce/teach/use growth mindset in your classroom from day 1?

Action Item

Click on the link & complete the information in the Google Sheet.
Teacher Name/2 Things you Learned/ 1 Things you will implement in first 2 weeks of school/ Reflection after implementation.

[Growth Mindset in My Class](#)

Resources about Growth Mindset
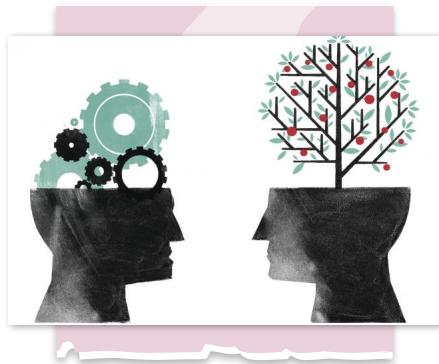
How teachers can foster a growth mindset in the classroom:
How teachers can foster a growth mindset in the classroom - Classcraft Blog - Resource hub for schools and districts

10 Strategies for Fostering a Growth Mindset in the Classroom
How to Foster a Growth Mindset in the Classroom | American University

Helping Struggling Students Build a Growth Mindset
Helping Struggling Students Build a Growth Mindset | Edutopia

Resources about Growth Mindset

18 Best Growth Mindset Activities,

Worksheets, and Questions

18 Best Growth Mindset
Activities, Worksheets, and
Questions
(positivepsychology.com)

"After the Fall" Book Activities

After the Fall Activities
(mykajabi.com)
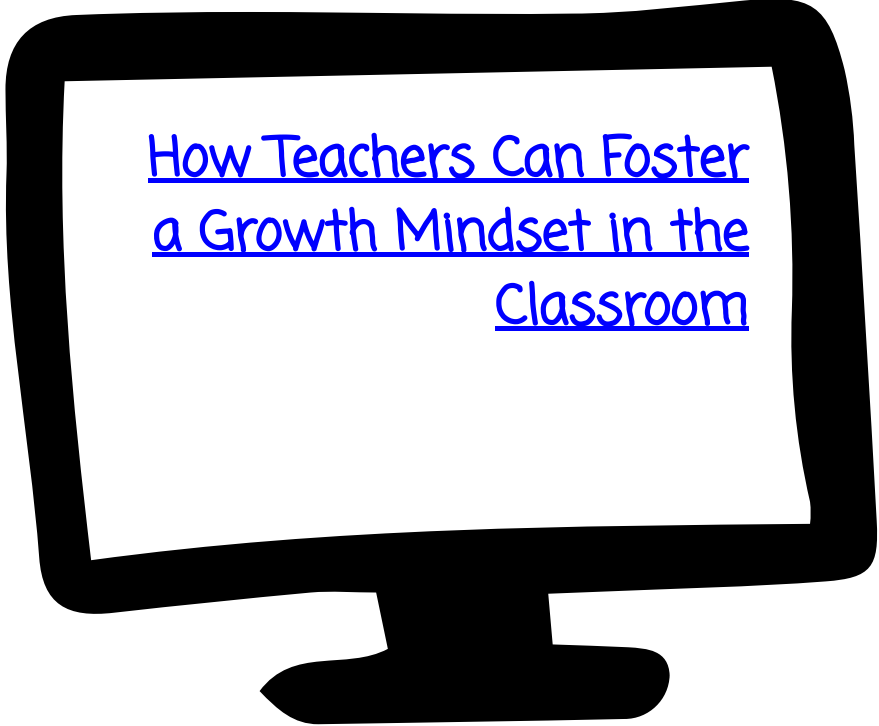
Fixed vs Growth Mindset Video

Growth Mindset vs. Fixed
Mindset - Bing video

Resources

I made a PPT that you could make a copy then

make your own: Growth Mindset.pptx

How Teachers Can Foster a Growth Mindset in the Classroom

Resources

I made a PPT about "After the Fall" with ideas and suggestions that you can use with your students! Make a copy than use the ideas for your own lesson!

After The Fall Story and Lessons.pptx

Link to GM sheet

🔮 Tasks to Complete for Next Meeting 🌙

Task:

Who is responsible?

When is it due?

☐ **Done**

Task:

Who is responsible?

When is it due?

☐ **Done**

Task:

Who is responsible?

When is it due?

☐ **Done**

1. Summary

Meeting title	K-5 Special Ed (Teachers Only) Meeting w/Michelle
Attended participants	12
Start time	8/24/23, 10:01:28 AM
End time	8/24/23, 10:56:18 AM
Meeting duration	54m 50s
Average attendance time	38m 31s

2. Participants

Name	First Join	Last Leave	In-Meeting	Email		Participant Role
Michelle Cukauskas	8/24/23, 1(	8/24/23, 1(	43m 25s	mcukauska	mcukauska	Organizer
Michele Giordano	8/24/23, 1(	8/24/23, 1(	40m 43s	mgiordano	mgiordano	Presenter
Cathrine Hartman	8/24/23, 1(	8/24/23, 1(	40m 42s	chartman@	chartman@	Presenter
Amber Heppenstall	8/24/23, 1(	8/24/23, 1(	43m 13s	aheppenst;	aheppenst;	Presenter
Carmen Myers	8/24/23, 1(	8/24/23, 1(	40m 41s	cmyers@a{	cmyers@a{	Presenter
Maggie Joseph	8/24/23, 1(	8/24/23, 1(	40m 44s	mjoseph2(	mjoseph2(	Presenter
Kristen Gamber	8/24/23, 1(	8/24/23, 1(	40m 43s	kgamber@	kgamber@	Presenter
Brittney Walczak	8/24/23, 1(	8/24/23, 1(	39m 17s	bwalczak@	bwalczak@	Presenter
Janet Ulewicz	8/24/23, 1(	8/24/23, 1(	39m 8s	julewicz@a	julewicz@a	Presenter
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Kailey Smith	8/24/23, 1(	8/24/23, 1(	38m 15s	ksmith1@a	ksmith1@a	Presenter
Stephanie Mannarino	8/24/23, 1(	8/24/23, 1(	16m 48s	smannarin(	smannarin(	Presenter

3. In-Meeting Activities

Name	Join Time	Leave Time	Duration	Email	Role
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Amber Heppenstall	8/24/23, 1(	8/24/23, 1(	43m 13s	aheppenst;	Presenter
Carmen Myers	8/24/23, 1(	8/24/23, 1(	40m 41s	cmyers@a{	Presenter
Maggie Joseph	8/24/23, 1(	8/24/23, 1(	40m 44s	mjoseph2(	Presenter
Kristen Gamber	8/24/23, 1(	8/24/23, 1(	40m 43s	kgamber@	Presenter
Brittney Walczak	8/24/23, 1(	8/24/23, 1(	39m 17s	bwalczak@	Presenter
Janet Ulewicz	8/24/23, 1(	8/24/23, 1(	39m 8s	julewicz@a	Presenter

Nicole Chiado	8/24/23, 1(	8/24/23, 1(	38m 30s	nchiado@a	Presenter
Kailey Smith	8/24/23, 1(	8/24/23, 1(	38m 15s	ksmith1@a	Presenter
Stephanie Mannarino	8/24/23, 1(	8/24/23, 1(	16m 48s	smannarin(	Presenter

Special ed teacher-ad team mtg

1/16/24

Happy Birthday To

Nicole C-Jan 16
Melissa P-Jan 21

Agenda

- ❓ Questioning activity
- ❓ Alternate question stems for asking "How do you know?"
- 💬 Student-led discussion strategies
- 📏 Math-fact fluency practice
- 👨‍🏫 Questions?

What do you Notice & Wonder about this image?

Let's look at the same picture. How can we use it to create a cause-and-effect scenario?

Possible causes?

Possible effects?

What do you already know about cause & effect? Can you give me some examples?

Cause & Effect

- Cause and effect = things happen because something prompted them to happen.

  A cause is **why** something happens. An effect is **what** happened.

For example, you have a picnic planned for Sunday afternoon. However, the weather becomes stormy and you have to cancel your outdoor plans.

- In this situation, the cause is the stormy weather and the effect of that stormy weather is the picnic cancellation.

Let's practice

Remember:

- Cathrine
- Janet
- Nicole
- Brittney/Anastacia
- Carmen
- Stephanie
- Amber
- Maggie
- Michele
- Kailey

1) I wore sandals to the beach, so my toes got sunburnt.

2) My mom grounded me because I failed my math test.

3) After I was done mowing the yard, my father paid me ten dollars.

4) Since I forgot to lock the gate, my dog escaped.

5) Terry got a bad stomachache after he ate all his candy.

6) The room was dark, so I stubbed my toe.

7) Nick and Alex laughed at me because I could not tell them apart.

8) His father's car had a flat tire, so we were all late to the party.

9) My yard flooded, because it rained for three days.

10) After I kicked the winning goal, the crowed cheered.

Break-out room time

In your room, there is a pre-reading activity focused on vocabulary. Then you will read your story. Within the story, locate 1-2 cause/effect relationships. Fill them in on the graphic organizers.

Find yo~~~~ Go ba~~~~e and highlight your c~~~
your eff~~~

Cathrine, ~~Janet~~ & Nicole	Brittney & Carmen

Michele, Kailey & Maggie	Stephanie & Anastacia

Cause and Effect
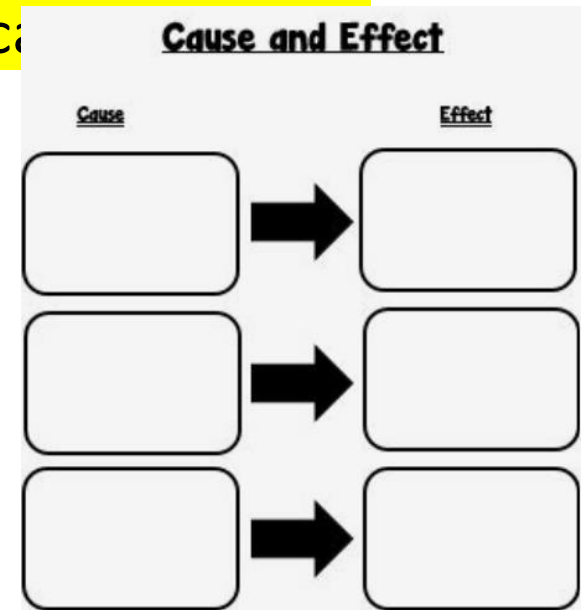
Cause		Effect

Raise your hand when you are finished. If you have extra time before I get to your room, here is a link to a Cause & Effect game:

- Break out room activity:
- Read your story.
- Identify the cause and effect (there may be more than 1.
- Write the Cause and Effect in the spaces.

Cause and Effect

Cause

Effect
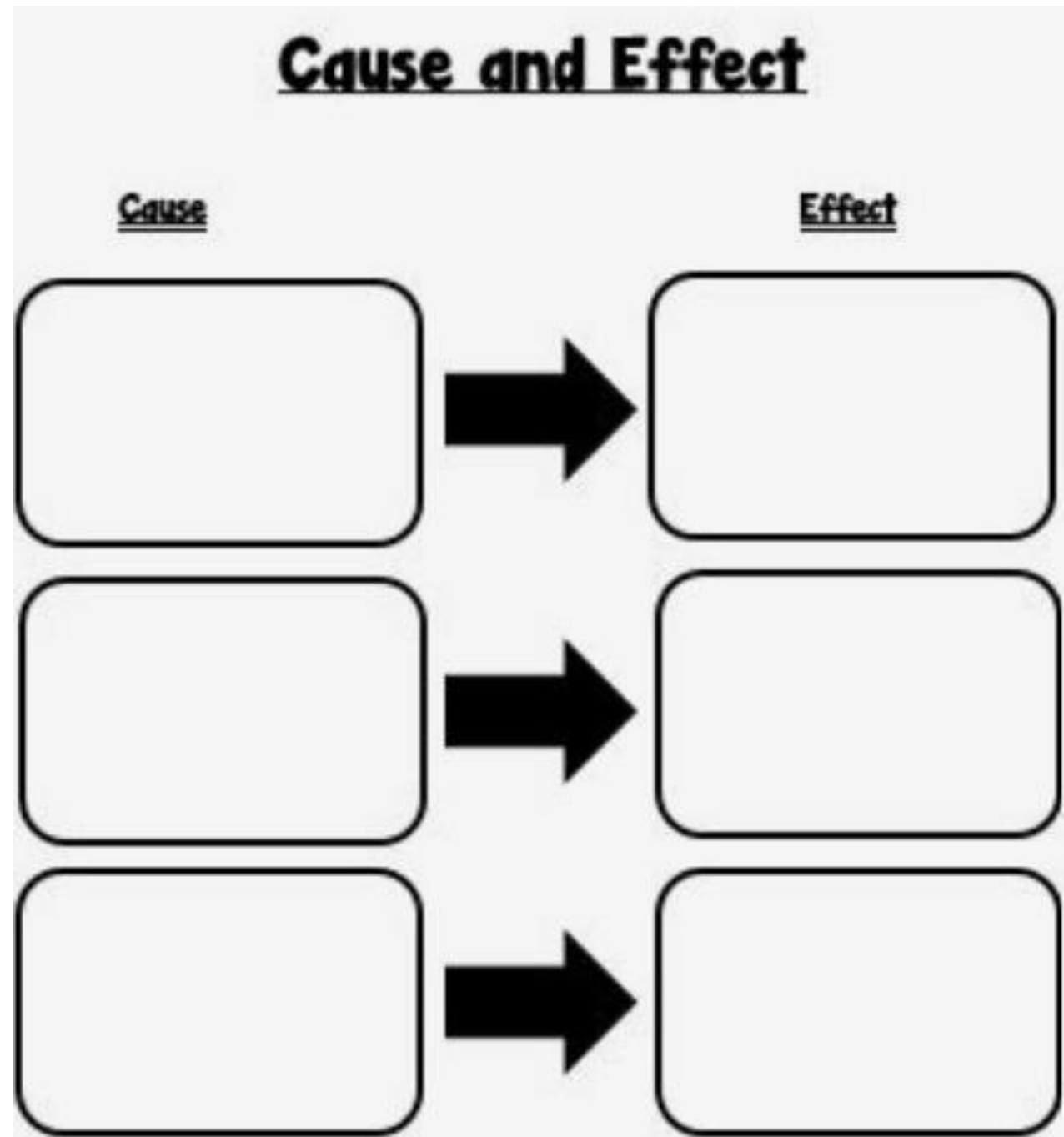
Feedback on Activity:

What did you notice/wonder about the lesson/activity that we did?

How was this different from your lessons?

Is this something you could do in your classroom?

Modeling this for you…

- 10 minute mini-lesson on the main topic/idea (in this case "cause & effect)

- 5 minutes of individual/shared practice- each student assigned a task but all working together. **What type of questions were asked?

- Most of the rest of activity is differentiated work in break out rooms with partners.
  - Same topic-every BO room had the same activity to complete
  - Different story based on students' instructional level
  - Teacher moves throughout the BO rooms to support

Using ReadWorks

Assigned stories by instructional level but all focused on Cause & Effect.

Read Works allows you to "assign" the passage, vocabulary activity and question set to the students. You can assign to

You can "print" and copy pieces from the print view and add to your PPT.

Fun peer to peer writing activity

- UH OH. You're shipwrecked and you are stranded on an island! What can you use to build a boat to get off the island?

- OMG! Taylor Swift picked YOU to give her a tour of your city! What places would you take her and why?

- The creators of Roblox need your help! Someone stole their Robux! Design a new Robux currency and method for players to earn it. Hurry! The players are searching everywhere for it!

What are types of questions that you ask your students?

- Do you find that you have been asking DOK 1, some DOK 2. Have you been trying to ask different kinds? Share some examples with your peers. How are students responding?
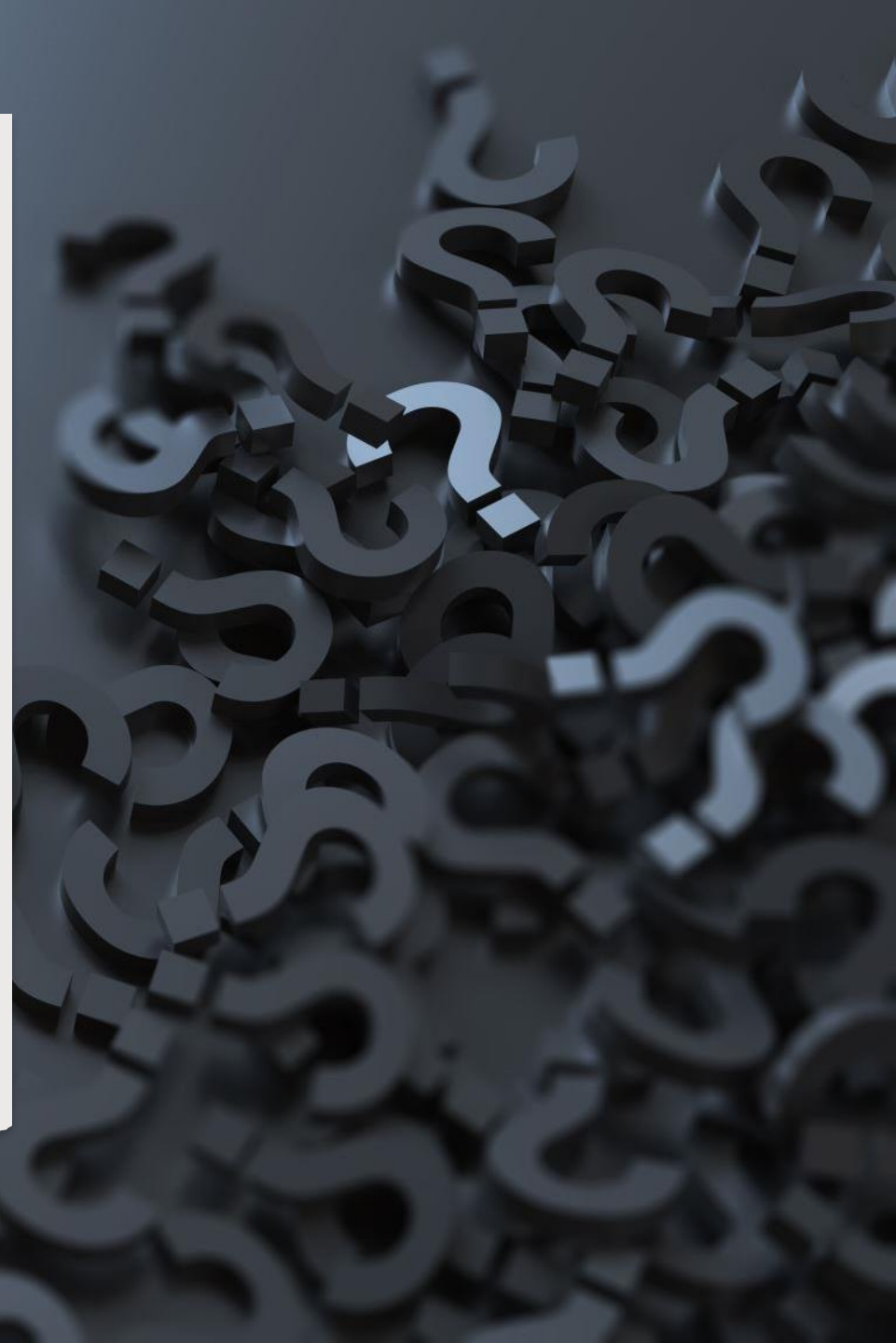
Alternate question stems for asking "How do you know?"

1. What evidence supports your conclusion?
2. Can you provide reasons or justification for your answer?
3. What clues or details led you to that understanding?
4. In what ways can you demonstrate the accuracy of your response?
5. What information influenced your thinking on this matter?
6. How did you arrive at your conclusion?
7. Can you pinpoint the sources of information that informed your decision?
8. What observations or data support your viewpoint?
9. What factors contribute to your confidence in your response?
10. Explain the basis for your belief or assertion.
11. What makes you certain or convinced about your answer?
12. Share the reasoning behind your choice.
13. Can you break down the steps or thought process you followed?
14. How can you validate the accuracy of your response?
15. Are there specific details that led you to your conclusion?
16. What logical connections did you make to arrive at your answer?
17. How did you analyze the information to reach your conclusion?
18. What justifies your confidence in the correctness of your response?
19. Can you elaborate on the information or data that influenced your thinking?
20. What steps did you take to verify the accuracy of your understanding?

COMPREHENSION QUESTIONING STEMS

Remember:
If you feel lost then it is time to read the text again ☺
[CLOSE reading skill]

- IS this making sense?
- Do I understand?
- WAIT ! What is going on here?
- What have I learned so far?
- Should I re read what I missed?
- What does this word mean?
- How do I say this word?
- What clues help me?
- I wonder why...?
- WAIT! Could this be right?
- Can I draw what I have read?
- What are the story elements? (fiction)
- What are some facts on the topic? (non-fiction)

CAUSE & EFFECT QUESTION STEMS

- What caused?
- What was the purpose of _____?
- What were the reasons for _____?
- What were the results of _____?
- What text evidence provides the proof or explains why _____ did _____?
- Why was _____ so determined to _____?
- How did _____ accomplish _____?
- Why did _____ decide to _____?
- How did _____ react to _____?
- How did _____ know about _____?
- How could _____?
- What might have happened if _____?

Apple Tree Learning

Question Stems
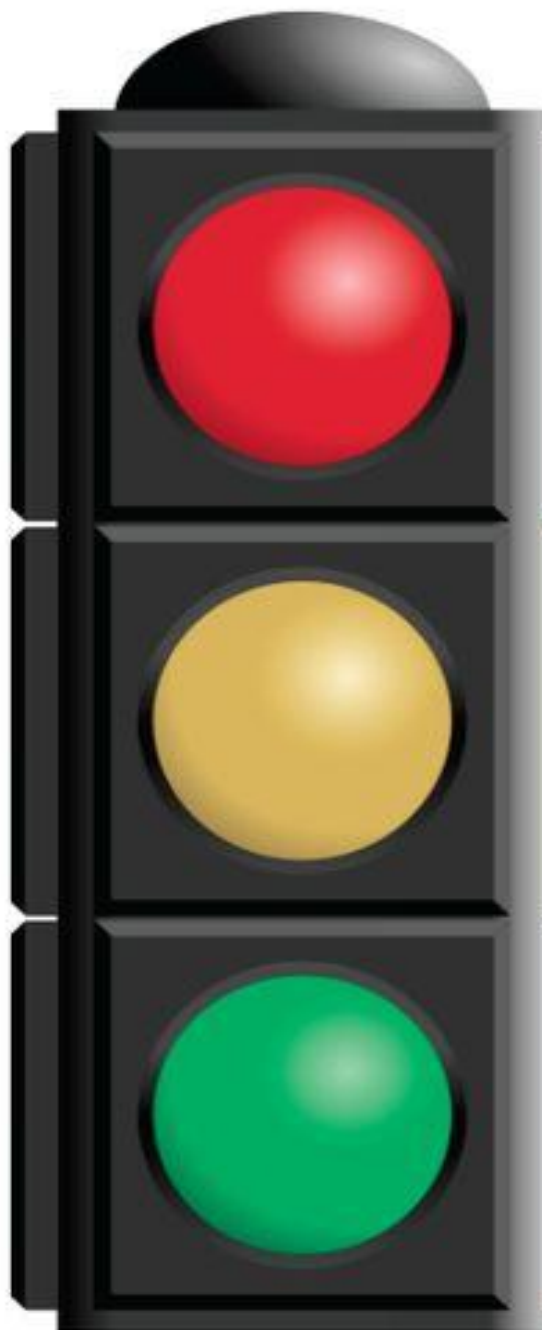
Red

The question is not answered directly in the text. I must **STOP** and think about the passage and what I know to help me answer this question.

- I wonder why...
- What do you think...
- How do you think...
- What would have happened...

- Why do you think...
- Why would...
- How could...
- What if...

Yellow

The answer is found by searching several places in the text. I must **SLOW DOWN** and look in more than one place in the text to answer this type of question.

- What were the effects...
- What factors caused...
- What were the differences...
- What was similar about...

- What were some...
- What changes...
- Compare...

Green

The answer is found in one place in the text. I can **GO** directly to the text and find the answer to this kind of question.

- Who...
- What...
- When...

- Where...
- How...

Student led discussion strategies

- See Saw-comment in peers work
- Nearpod has ability to comment on each others post it notes
- Collaborate board
- Can comment using a Google Doc

Question stems 2 - Knowledge

What happened after...?
How many...?
Who was it that...?
Can you name the...?
Describe what happened at...?
Who spoke to...?
Can you tell why...?
Find the meaning of...?
What is...?
Which is true or false...?
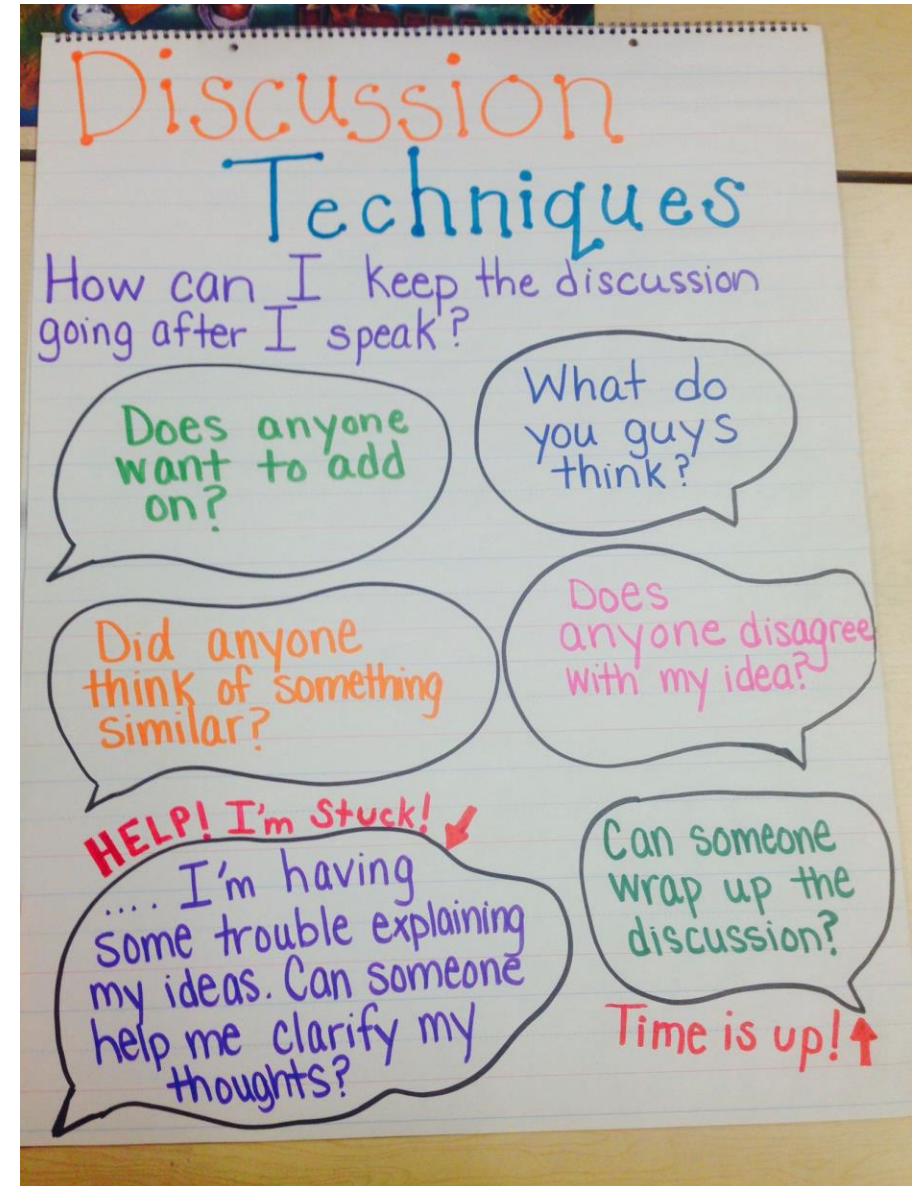
Math Fact Fluency Program

- Xtra Math-math facts need to be practiced every day (min a day)

- Those who are using it with their students LOVE it.

- Timestamps what & when students work on it; can adjust to students ability, Live view, can hide times, shows growth, easy to give Dojo points, takes less time than sprints, very little that teachers need to do, students enjoy it! Can use reports during IEP's/conferencing.

- It is engaging for students, it is easy to use, & it provides reports that give you great data!

- Works sort of like smart flash cards-determines which facts are easy and focuses on the facts they are fluent in. (+,-,x, /)

- Contains a placement test-takes 30 min (Can use that during a small group math class or MC Math class)-could do on a Wed 1/2 day

- Link to directions: Choose XtraMath (TeacherPW Locker) (Create a password/use Clever; reset password then choose Active Directory-if it asks for school, or type agora, choose elementary school; active directory, then your class) Choose :I want teacher account then free basic if it asks choose a plan

- https://365accs-my.sharepoint.com/:p:/g/personal/mcukauskas_agora_org/EQEKwDc-

Questions about what we discussed today?

What would you like more support with for next month?

WHAT IS ONE NEW THING THAT YOU CAN TRY OR IMPLEMENT IN YOUR CLASSROOM WITH YOUR STUDENTS WHEN WE RETURN IN JANUARY 2024?

- HAVE YOU TRIED ANYTHING YET? IF NOT, WHAT ARE YOU GOING TO DO? WHEN?
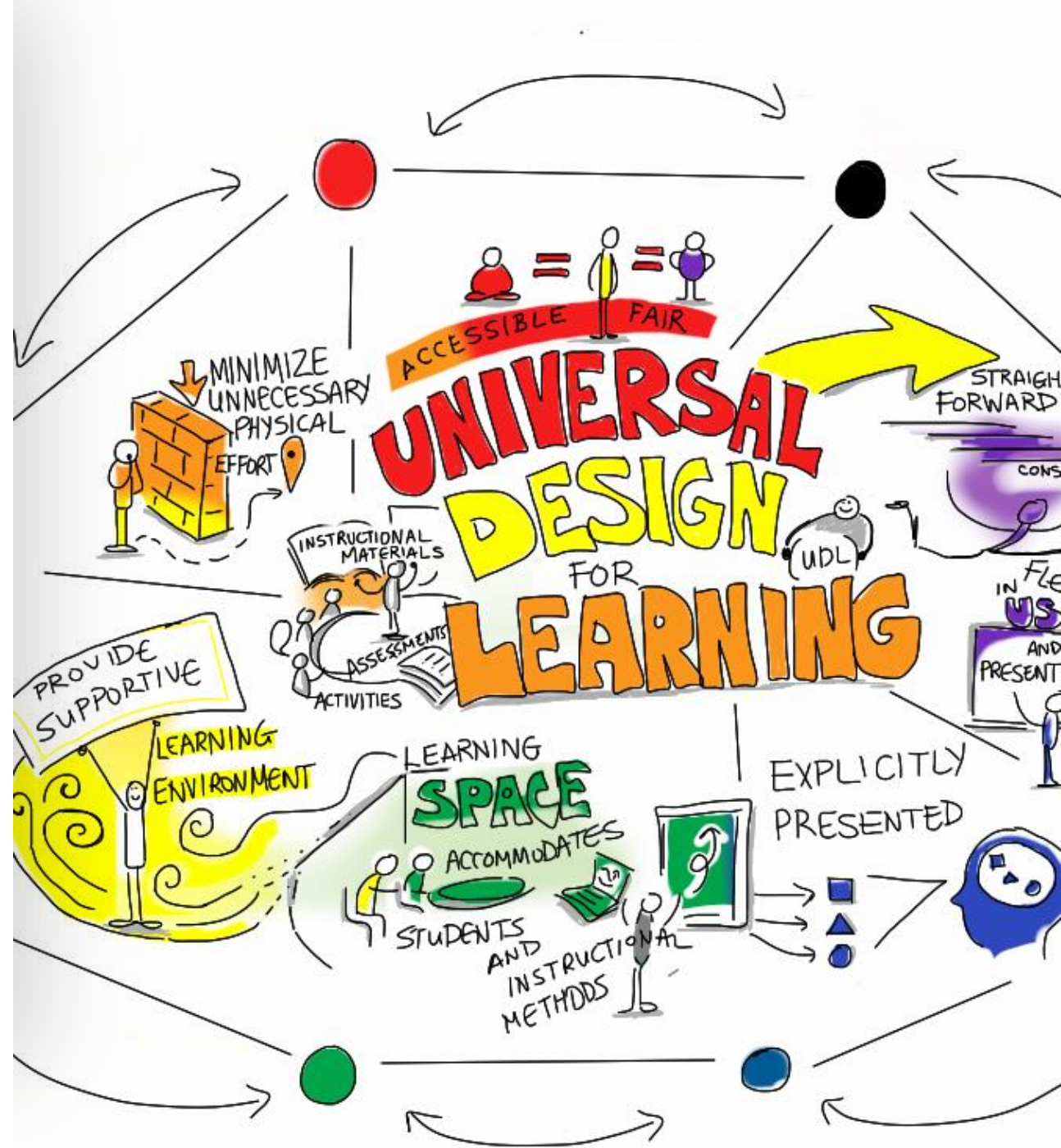
1. Summary
Meeting tit Special Ed Teacher Team Mtg
Attended p   12
Start time   1/17/24, 2:53:28 PM
End time   1/17/24, 3:47:23 PM
Meeting du 53m 55s
Average at 46m 29s

2. Participants

Name	First Join	Last Leave	In-Meeting	Email	Participant	Role
Michelle Cu	1/17/24, 2:	1/17/24, 3:	53m 51s	mcukauska	mcukauska	Organizer
Jen Fisher (	1/17/24, 2:	1/17/24, 2:	1s	jclark@ago	jclark@ago	Presenter
Carmen My	1/17/24, 2:	1/17/24, 3:	52m 58s	cmyers@ag	cmyers@ag	Presenter
Nicole Chia	1/17/24, 2:	1/17/24, 3:	52m 28s	nchiado@a	nchiado@a	Presenter
Michele Gi	1/17/24, 2:	1/17/24, 3:	1h 1m 29s	mgiordano	mgiordano	Presenter
Brittney W	1/17/24, 2:	1/17/24, 3:	49m 33s	bwalczak@	bwalczak@	Presenter
Maggie Jos	1/17/24, 2:	1/17/24, 3:	49m 35s	mjoseph2(	mjoseph2(	Presenter
Stephanie I	1/17/24, 2:	1/17/24, 3:	48m 20s	smannarin	smannarin	Presenter
Cathrine Ha	1/17/24, 2:	1/17/24, 3:	48m 5s	chartman@	chartman@	Presenter
Melissa Hal	1/17/24, 2:	1/17/24, 3:	47m 42s	mpatterson	mpatterson	Presenter
Kailey Smit	1/17/24, 3:	1/17/24, 3:	47m 4s	ksmith1@a	ksmith1@a	Presenter
Anastacia N	1/17/24, 3:	1/17/24, 3:	46m 56s	amatusz@a	amatusz@a	Presenter

3. In-Meeting Activities

Name	Room Type	Room Nam	Join Time	Leave Time	Duration	Email	Role
Michelle Cu	Main meeting		1/17/24, 2:	1/17/24, 3:	53m 51s	mcukauska	Organizer
Jen Fisher (	Main meeting		1/17/24, 2:	1/17/24, 2:	1s	jclark@ago	Presenter
Carmen My	Main meeting		1/17/24, 2:	1/17/24, 3:	19m 47s	cmyers@ag	Presenter
Carmen My	Breakout r	2nd	1/17/24, 3:	1/17/24, 3:	6m 39s	cmyers@ag	Presenter
Carmen My	Main meeting		1/17/24, 3:	1/17/24, 3:	26m 32s	cmyers@ag	Presenter
Nicole Chia	Main meeting		1/17/24, 2:	1/17/24, 3:	19m 12s	nchiado@a	Presenter
Nicole Chia	Breakout r	K/1	1/17/24, 3:	1/17/24, 3:	6m 41s	nchiado@a	Presenter
Nicole Chia	Main meeting		1/17/24, 3:	1/17/24, 3:	26m 35s	nchiado@a	Presenter
Michele Gi	Main meeting		1/17/24, 2:	1/17/24, 3:	20m 21s	mgiordano	Presenter

Michele Gi	Breakout r	Room 5	1/17/24, 3:	1/17/24, 3:	15m 25s	mgiordano	Presenter
Michele Gi	Main meeting		1/17/24, 3:	1/17/24, 3:	25m 43s	mgiordano	Presenter
Brittney W	Main meeting		1/17/24, 2:	1/17/24, 3:	16m 17s	bwalczak@	Presenter
Brittney W	Breakout r	2nd	1/17/24, 3:	1/17/24, 3:	6m 37s	bwalczak@	Presenter
Brittney W	Main meeting		1/17/24, 3:	1/17/24, 3:	26m 39s	bwalczak@	Presenter
Maggie Jos	Main meeting		1/17/24, 2:	1/17/24, 3:	16m 15s	mjoseph2@	Presenter
Maggie Jos	Breakout r	5-Apr	1/17/24, 3:	1/17/24, 3:	6m 33s	mjoseph2@	Presenter
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Stephanie I	Main meeting		1/17/24, 2:	1/17/24, 3:	15m 6s	smannarin	Presenter
Stephanie I	Breakout r	3rd	1/17/24, 3:	1/17/24, 3:	6m 41s	smannarin	Presenter
Stephanie I	Main meeting		1/17/24, 3:	1/17/24, 3:	26m 33s	smannarin	Presenter
Cathrine H	Main meeting		1/17/24, 2:	1/17/24, 3:	14m 38s	chartman@	Presenter
Cathrine H	Breakout r	K/1	1/17/24, 3:	1/17/24, 3:	6m 33s	chartman@	Presenter
Cathrine H	Main meeting		1/17/24, 3:	1/17/24, 3:	26m 54s	chartman@	Presenter
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Anastacia N	Main meeting		1/17/24, 3:	1/17/24, 3:	13m 43s	amatusz@a	Presenter
Anastacia N	Breakout r	3rd	1/17/24, 3:	1/17/24, 3:	6m 34s	amatusz@a	Presenter
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Carmen Myers	8/24/23, 1	8/24/23, 1	40m 41s	cmyers@a	cmyers@a	Presenter
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Kristen Gamber	8/24/23, 1	8/24/23, 1	40m 43s	kgamber@	kgamber@	Presenter
Brittney Walczak	8/24/23, 1	8/24/23, 1	39m 17s	bwalczak@	bwalczak@	Presenter
Janet Ulewicz	8/24/23, 1	8/24/23, 1	39m 8s	julewicz@	julewicz@	Presenter
Nicole Chiado	8/24/23, 1	8/24/23, 1	38m 30s	nchiado@	nchiado@	Presenter
Kailey Smith	8/24/23, 1	8/24/23, 1	38m 15s	ksmith1@	ksmith1@	Presenter
Stephanie Mannarino	8/24/23, 1	8/24/23, 1	16m 48s	smannarin	smannarin	Presenter

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Cathrine Hartman	8/24/23, 1	8/24/23, 1	40m 42s	chartman(	Presenter
Amber Heppenstall	8/24/23, 1	8/24/23, 1	43m 13s	aheppenst	Presenter
Carmen Myers	8/24/23, 1	8/24/23, 1	40m 41s	cmyers@a	Presenter
Maggie Joseph	8/24/23, 1	8/24/23, 1	40m 44s	mjoseph2(	Presenter
Kristen Gamber	8/24/23, 1	8/24/23, 1	40m 43s	kgamber@	Presenter
Brittney Walczak	8/24/23, 1	8/24/23, 1	39m 17s	bwalczak@	Presenter
Janet Ulewicz	8/24/23, 1	8/24/23, 1	39m 8s	julewicz@	Presenter
Nicole Chiado	8/24/23, 1	8/24/23, 1	38m 30s	nchiado@	Presenter
Kailey Smith	8/24/23, 1	8/24/23, 1	38m 15s	ksmith1@	Presenter
Stephanie Mannarino	8/24/23, 1	8/24/23, 1	16m 48s	smannarin	Presenter

1. Summary

Meeting title	K-5 Special Ed (Teachers Only) Meeting w/Michelle
Attended participants	12
Start time	8/24/23, 10:01:28 AM
End time	8/24/23, 10:56:18 AM
Meeting duration	54m 50s
Average attendance time	38m 31s

2. Participants

Name	First Join	Last Leave	In-Meeting	Email	Participant	Role
Michelle Cukauskas	8/24/23, 1	8/24/23, 1	43m 25s	mcukauskɑ	mcukauskɑ	Organizer
Michele Giordano	8/24/23, 1	8/24/23, 1	40m 43s	mgiordano	mgiordano	Presenter
Cathrine Hartman	8/24/23, 1	8/24/23, 1	40m 42s	chartman@	chartman@	Presenter
Amber Heppenstall	8/24/23, 1	8/24/23, 1	43m 13s	aheppenst	aheppenst	Presenter
Carmen Myers	8/24/23, 1	8/24/23, 1	40m 41s	cmyers@a	cmyers@a	Presenter
Maggie Joseph	8/24/23, 1	8/24/23, 1	40m 44s	mjoseph2(	mjoseph2(	Presenter
Kristen Gamber	8/24/23, 1	8/24/23, 1	40m 43s	kgamber@	kgamber@	Presenter
Brittney Walczak	8/24/23, 1	8/24/23, 1	39m 17s	bwalczak@	bwalczak@	Presenter
Janet Ulewicz	8/24/23, 1	8/24/23, 1	39m 8s	julewicz@ɑ	julewicz@ɑ	Presenter
Nicole Chiado	8/24/23, 1	8/24/23, 1	38m 30s	nchiado@ɑ	nchiado@ɑ	Presenter
Kailey Smith	8/24/23, 1	8/24/23, 1	38m 15s	ksmith1@ɑ	ksmith1@ɑ	Presenter
Stephanie Mannarino	8/24/23, 1	8/24/23, 1	16m 48s	smannarin	smannarin	Presenter

3. In-Meeting Activities

Name	Join Time	Leave Time	Duration	Email	Role
Michelle Cukauskas	8/24/23, 1	8/24/23, 1	43m 25s	mcukauskɑ	Organizer
Michele Giordano	8/24/23, 1	8/24/23, 1	40m 43s	mgiordano	Presenter
Cathrine Hartman	8/24/23, 1	8/24/23, 1	40m 42s	chartman@	Presenter
Amber Heppenstall	8/24/23, 1	8/24/23, 1	43m 13s	aheppenst	Presenter
Carmen Myers	8/24/23, 1	8/24/23, 1	40m 41s	cmyers@a	Presenter
Maggie Joseph	8/24/23, 1	8/24/23, 1	40m 44s	mjoseph2(	Presenter
Kristen Gamber	8/24/23, 1	8/24/23, 1	40m 43s	kgamber@	Presenter
Brittney Walczak	8/24/23, 1	8/24/23, 1	39m 17s	bwalczak@	Presenter
Janet Ulewicz	8/24/23, 1	8/24/23, 1	39m 8s	julewicz@ɑ	Presenter
Nicole Chiado	8/24/23, 1	8/24/23, 1	38m 30s	nchiado@ɑ	Presenter
Kailey Smith	8/24/23, 1	8/24/23, 1	38m 15s	ksmith1@ɑ	Presenter
Stephanie Mannarino	8/24/23, 1	8/24/23, 1	16m 48s	smannarin	Presenter

Brittney

Anastacia

Amber

Janet

Michele

Nicole

Cat

Melissa

SPECIAL ED TEACHER/ AD MTG FEBRUARY 14

Kailey

Stephanie

Maggie

Anna

Carmen

WHILE YOU WAIT…

- What do you refer to your students as when you are talking to them? (i.e. students, friends, etc) Please add in the chat)

FIGURE 4.1

Common Names for a Group	Potential Problem	Other Ideas to Consider
Boys and girls Ladies and gentlemen	This emphasizes gender as the defining attribute of students, which is probably not what we want to emphasize.	Scientists Readers Musicians Mathematicians Athletes Artists Everyone 4th graders Students Class
Mr. Robinson's class My class	This makes it sound like we own the students or that we are the defining characteristic of the class.	
Kiddos Little chicks Sweeties	This may feel condescending, like students are being talked down to.	
Friends	Students aren't teachers' friends. Not all students are friends with each other. This can feel inauthentic.	

- After a "spicy parent" brought it to our attention that Teachers aren't student's friends, we decided to investigate further.

- We were challenged to read several articles all focused on the same idea: What Teachers Call Students Matters

- There will likely be more discussion about this from Dr. Butler soon, but I encourage you to try using one of these suggested terms instead. Write it on a sticky note and stick it on your computer. It won't come naturally at first!

CELEBRATING YOUR PEERS

Michele Giordano Gr 5 MC Math

Learning Intention:

WHAT ARE WE LEARNING?

WE can divide decimals with a remainder using our place value understanding..

WHY ARE WE LEARNING THIS?

To expand your knowledge and provide essential skills for success in 6th grade.

Success Criteria:

HOW WILL WE KNOW WE LEARNED IT?

- I can divide decimals that have a reminder.

Reminders: Have your camera on and your mic. muted!

This session is being recorded   Confirm

I can divide decimals using the Standard Algorithm

$$6.72 \div 3 = \underline{\hspace{2cm}}$$

ones	tenths	hundredths

3) 6.72

Lesson 14

Show 6.72 with place value disks. Starting with the largest units, share equally with three groups.

Michele G has well-written LI & SC. She reviews it clearly w/students first then adds it on each slide after! What a great way to keep students focused on their success criteria!

CARMEN MYERS-GR 2 MC ELA

- What do you see?

- How does this make you feel?

clung: (verb) held on tightly to something
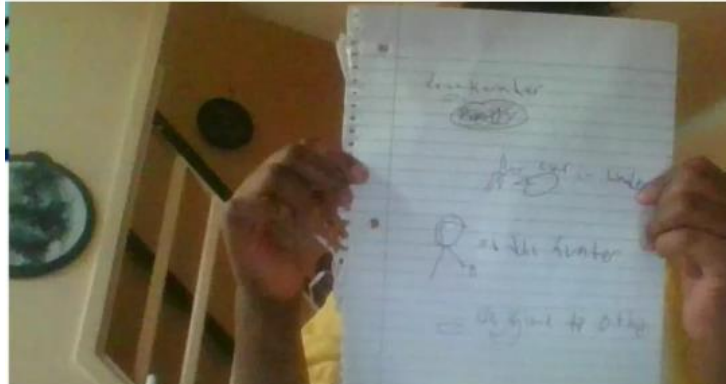
Our Fable Story Board

The ant was drinking water.
Ant fell in the water.

Dove put the leaf in the water.

Ant bit the hunters toe so that the dove would be safe.

The Ant and Dove learned that to be kind to others.
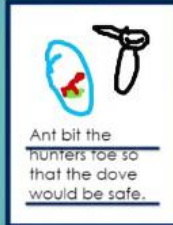
FABLE: The Ant and the Dove

MORAL: Be kind to others and they will be kind to you

Our Fable Story Board

The ant was drinking water.
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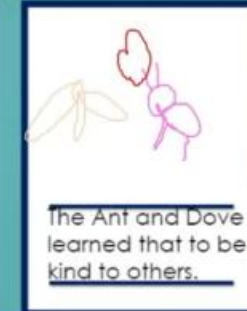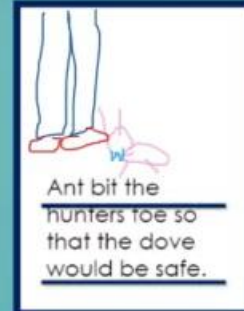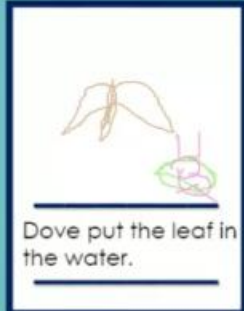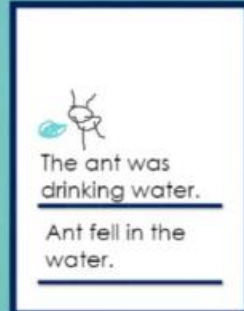
FABLE: The Ant and the Dove

MORAL: Be kind to others and they will be kind to you

- This lesson was about fables. Look at how she introduced vocab words. She uses prior knowledge before giving the words.

- After reading the story & completing a story board together, students drew their own illustrations to go along with the story. Carmen had students explain their drawings.

- Carmen uses correct vocabulary to explain what things are (i.e. these are illustrations)

Welcome To Math Focus Time

What do you LOVE about YOURSELF?

For Valentines Day MFT, Brittney had 7 BO rooms where students had choice to move around and work together on the activities in the rooms. At the start of class, she also had students share something they love about themselves. Everyone shared something. It was so special!

Adding to 1,000
Solve the equations.

$$+ \begin{array}{r} 678 \\ 146 \end{array}$$

$$+ \begin{array}{r} 416 \\ 295 \end{array}$$

$$+ \begin{array}{r} 884 \\ 79 \end{array}$$

$$+ \begin{array}{r} 238 \\ 183 \end{array}$$

$$+ \begin{array}{r} 445 \\ 91 \end{array}$$

$$+ \begin{array}{r} 732 \\ 178 \end{array}$$

- Teaching –ch & -tch

- Using "camera on" "camera off" strategy. She typed the word both ways then asked students to share the correct ending?

- Camera on if it was –tch

- Camera off if it was -ch

At the end of the lesson, Janet used this fill-in-the-blank activity to help reinforce the success criteria.

Today, we discussed the

Magic e words

Today, we _____ a story about
two _____ named _____
and _____.

Jake   frogs   magic e words   read   Kate

Learning Intention
We are going to practice sounds, reading words, and reading sentences.

Success Criteria
I can **sound out** and **write** words.
I can **read** magic e words.
I can **read** sentences.

J A N E T - 1 S T G R R F T

Fluency Practice

B L B L L

	1.	19 – 9 =
	2.	19 – 11 = 8
	3.	17 – 10 =
	4.	12 – 2 =
	5.	15 – 12 =

- Fluency Practice- While students were practicing, one struggled with subtracting. Anastacia knows her students so well & what they need to be successful. W/O missing a beat, she said "I'm going to draw 19 dots. You can cross out 9 of them to tell you how many are left." Differentiating makes success for everyone!

Students were practicing how to follow directions. Nicole had first modeled this for students then asked them to give directions to their peers. Look how engaged they are with one another!

- -

https://www.canva.com/design/DAF7eX_5AfA/RZ3W9nENp0lbHcZXwbv35g/view?utm_content=DAF7eX_5AfA&utm_campaign=share_your_design&utm_medium=link&utm_source=shareyourdesignpanel

- -

Also, watch how Nicole went back to the Success Criteria during the lesson.

https://www.canva.com/design/DAF7eX_5AfA/qkDBOCMJVI2jdxcG14MRRQ/edit?utm_content=DAF7eX_5AfA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

ANASTACIA 3GR MATH

What are we learning today?

Learning Intentions

- We will learn about grams and kilograms as measurements of mass.
- We will learn about using scales as a tool to measure mass.
- We will learn how to determine if we should use grams or kilograms to measure the mass of an object.

Success Criteria

- I can use skip counting when finding the mass of an object.

| SYB | AB | AC | LCM | JP | AQ | CR | KS |

- I can read a scale.

| SYB | AB | AC | LCM | JP | AQ | CR | KS |

- I can find two objects of similar mass.

| SYB | AB | AC | LCM | JP | AQ | CR | KS |

- I can decide if I should measure an object with grams or kilograms.

| SYB | AB | AC | LCM | JP | AQ | CR | KS |

- Check out how Anastacia has students self-assess each skill of their Success Criteria. This was a super creative way to involve the students!
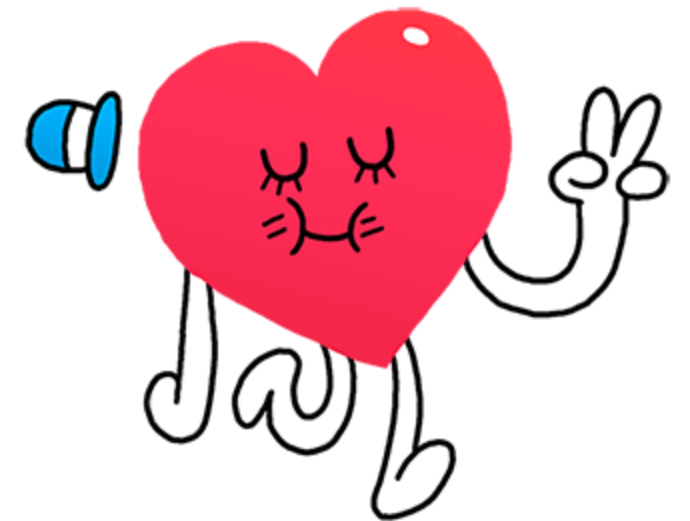
The Pyramid

_____

One word to describe JoJo

_____   _____

Two words to describe Dee

_____   _____   _____

Three words to describe the problem

_____   _____   _____   _____

Four words that describe how the problem was solved.

Maggie is using the Pyramid strategy with her students very successfully! She opened with a question that peeks their interest, they complete the pyramid as they read a story together, then they use that strategy for students to write their own story! Well done, Maggie!

Using the pyramid, write a short paragraph that tells about your favorite video game.

What is your favorite video game or activity to play with your friends? Why?

James B	Ja'noora	Logan	Thomas	Tatianna
Dianna	Ashley	Ahmarionna	Colin	Joshua
James BD				

The Pyramid

_____

Favorite Video Game

_____   _____

Two characters from your game

Three words telling why you like this game

_____   _____   _____

Four words to describe your game

SHOUT OUT TO STEPHANIE MANNARINO FROM A PARENT!!

- Stephanie Mannarino is implementing SDI's for a struggling student in her Reading Focus class. Through praise and support, the student is finally making small gains and the mom and student were so proud yesterday!! Here is a SHOUT OUT that they shared!

- Sarah F logged into small group reading. Sarah was in a breakout room and was willing to do assignments in RFT 1. She completed all. She read pyramid reading like a pro, she likes this type of reading. Sarah did not do small group math, but she did one assignment in MFT 1 with 5 times tables with her resource chart. I am celebrating and praised Sarah for her hard work with theses assignments of practice to help her strive to do her best and let God do the rest. Ladies it has been hard and challenging at times. But today I am celebrating 🎉

- Thank you for the commitment that you make to your students every day!! Progress is happening. Our students are GROWING!

JANET & THE MYSTERY DOORS

Doors (canva.com)

NEXT UP… …

Teach

Assess

Connect

nearpod

USING NEARPOD

- Check out this tutorial from a teacher who uses Nearpod everyday! She shows you how to create a lesson. You can follow along side by side with one of your lessons!

- How I'm Using Nearpod to Teach EVERY LESSON (youtube.com)

- Here are other options:

- Create a Nearpod Lesson: Create a Nearpod Lesson (Walk-through) (youtube.com)

- How to build custom interactive lessons in Nearpod (I would skip to around 8 or 9 min): How to Build Custom Interactive Lessons in Nearpod (youtube.com)

- Using Nearpod in the Spec Ed classroom: Using Nearpod in the Special Education Classroom (youtube.com)

- Nearpod for Teachers: Nearpod for Teachers: Everything You Need to Know in 20 Minutes | Tech Tips for Teachers (youtube.com)

- Add a matching pairs activity to nearpod lesson: Add a Matching Pairs activity to a Nearpod lesson (youtube.com)

- Nearpod on Facebook: Facebook; Vimeo: Nearpod (vimeo.com); Nearpod Blog: Home | Nearpod Blog

MORE RESOURCES

- 5 minute Guide to Kahoot: Nearpod for Teachers: Everything You Need to Know in 20 Minutes | Tech Tips for Teachers (youtube.com)

- Create a quiz game with Kahoot! Create a Quiz Game with Kahoot (youtube.com)

- How to host Kahoot over video with remote players: How to host a kahoot live over video with remote participants (youtube.com)

- How to use Edpuzzle to create Video-based Lessons: How to Use EDpuzzle to Create Video-based Lessons (youtube.com)

- ON HOLD but hopefully coming soon: How to use AI in the classroom: Bing Videos

WHAT IS STRUCTURED LITERACY?

- Share your ideas!!

Structured Literacy: highly explicit & systematic teaching of all important components of literacy

↔

Foundational Skills: decoding & spelling

↔

Higher-level literacy skills: reading comp, written expression

↕
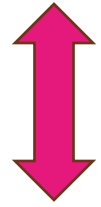
Emphasizes: oral lang essential to lit development: phonemic awareness, i,.e speech sounds in oral lang & ability to manipulate those sounds

Reading   Writing   Listening   Speaking

Word Recognition × **Language Comprehension** = **Reading Comprehension**

PHONOLOGICAL AWARENESS   PHONICS   FLUENCY   COMPREHENSION & VOCABULARY   LANGUAGE CONCEPTS   COMMUNICATION

Scarborough's Reading Rope, 2001

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

Vocabulary acquisition is a strong predictor of reading comprehension.

Through direct instruction students can access 300-400 words/year, but they need 2500-3000.
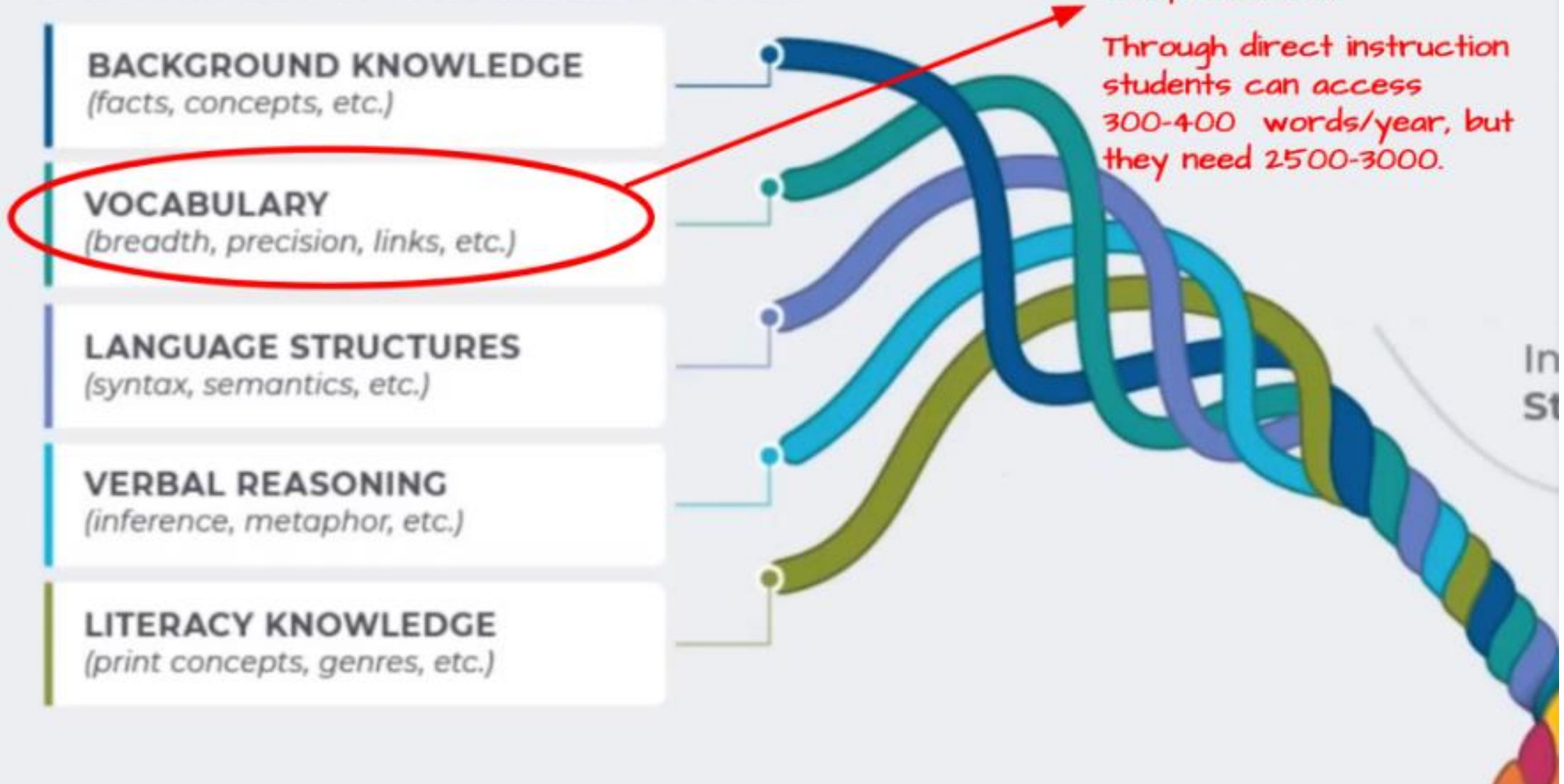
TEACHING VOCABULARY EXPLICITLY

- Shout it out..

- What are some techniques that you are using to help your students understand words, including unfamiliar ones?

WHY DO WE TEACH IT?

Children with better vocabulary have higher phonemic awareness & read more easily

Students can't "own a word" unless they can use it in speaking & writing

Best instruction in phonics & decoding includes activities exploring word meaning-focus of text shifts toward vocab & comprehension

- Using a variety of techniques to help students understand words assists them in creating newtorks of association in the mental dictionaries. The richer the network of associations, the more easily the word can be retrieved & used.

EXAMPLES:

Using Definitions: 4 Square

(AIM) **Directions:** Complete the semantic map for your word.

Definition

A legislature is a deliberative assembly with the authority to make laws for a political entity such as a country or city.

Sentence

The legislature in Pennsylvania could make new laws about wearing masks in public.

Word

Legislature

Synonyms

senate, assembly, legislative assembly, US Congress, authorities, house, council, law-makers, general assembly, parliament, congress, regime, legislative body, government

Antonyms

Disassemble

Picture

When would this be a good idea to use?

- *Stranger words* are words the students never heard of before; *acquaintance words*-they've heard of but don't know what they mean; *friend words*-students know; *BFF words*-students know & use regularly in speaking & writing.

- **Using moveable pieces, how could you use this type of activity in your classroom?

- Students can experience opportunities for visuals & repetition while exploring relationships & connections together.
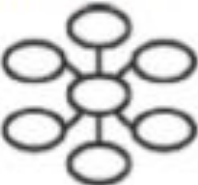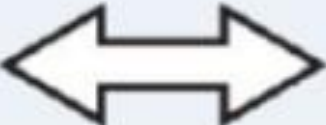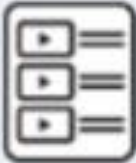
WORK WITH WORD MEANING & RELATIONSHIPS

Definitions	Semantic Relationships & Connections	Visuals	Speaking & Writing
Word Meaning Maps	Semantic Maps	Pictures & Drawings	Writing
Four Square	Scaling/Semantic Gradients	Vocabulary Videos	Using Your Words: Examples, Questions, Connections

SCALING/SEMANTIC GRADIENTS

Directions: Select a set of overused antonyms (hot/cold, fast/slow) as guide words and brainstorm 2-5 synonyms for each in the circles below. Place the guide words at the end of each arrow. Then organize the words in order of intensity along the continuum.

Word 1

Word 2

Creep

Gradual

Leisurely

Fast   Turbo   High-Speed   Rapid   Quick   Hurried   Brisk   Tourtise-Like   Snail-Like   Sluggish   Slow

Directions: Select a set of overused antonyms (hot/cold, fast/slow) as guide words and brainstorm 2-5 synonyms for each in the circles below. Place the guide words at the end of each arrow. Then organize the words in order of intensity along the continuum.

Word 1

Word 2

let's DISCUSS

Allow me to justify why I think turbo is more intense than high-speed...

Fast   Turbo   High-Speed   Rapid   Quick   Hurried   Brisk   Gradual   Leisurely   Creep   Tourtise-Like   Snail-Like   Sluggish   Slow
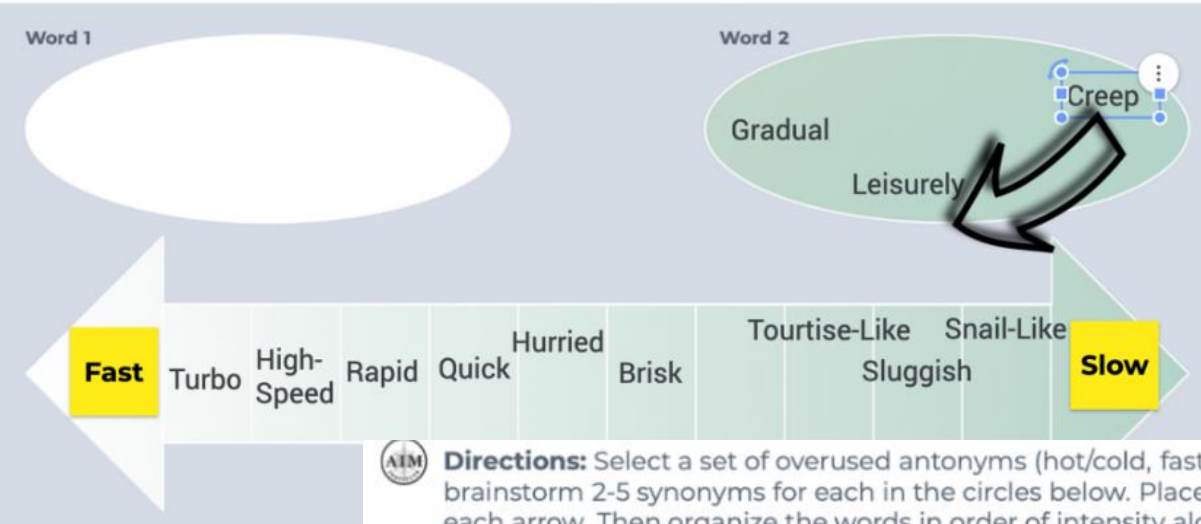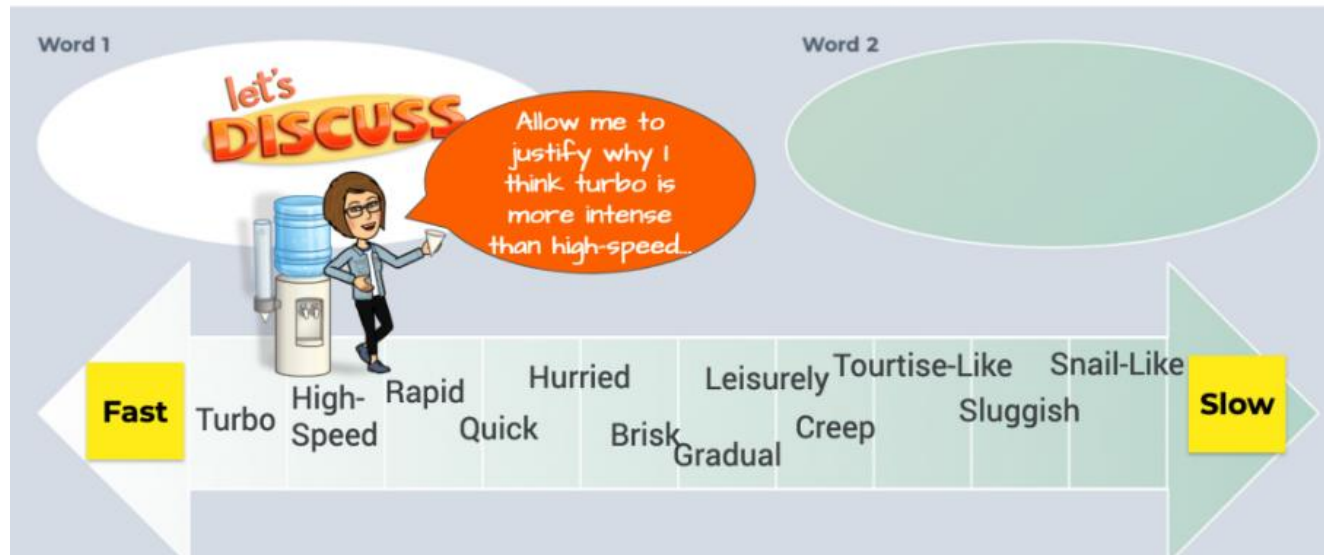
- Breaking students into groups & working together on this to order these then coming back together to compare the different ways that they organized their words is a great way to have students defend and explain why they ordered the words the way that they did.

- No answer is right or wrong-it gets students talking & thinking.

USING VISUALS
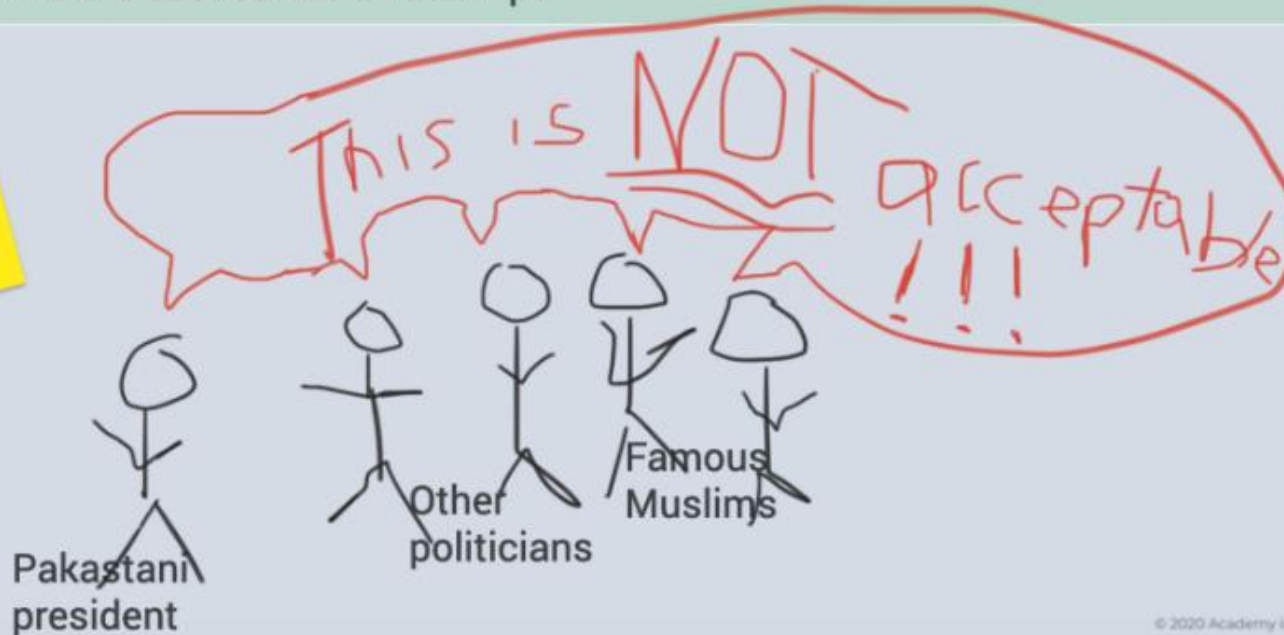
- Sentences from the text can be pulled for students to illustrate what they visualize to make meaning.

WORD WALLS

- These are a great way to visualize using the parts of speech.

Directions: Organize your vocabulary words on the interactive word wall according to the parts of speech. Remember to use your sticky notes for color coding!

Nouns	Verbs	Adjectives	Adverbs
independence	empower	radical	traditionally
culture	rallied	traditional	
interpretation	condemned	fundamentalist	
pseudonym	denounce		
advocate	advocates		
fundamentalist			

dramatic   refugee   interpretation   protests

S P E A K I N G & W R I T I N G

Nearpod could be used to connect vocabulary words to the people & concepts. They can explain their thinking/reasoning in Nearpod.

Directions: Connect your vocabulary words to the people and concepts below. Then explain your thinking using *Screencastify.*

empower

equality

refugee

advocate

There may be multiple interpretations so there is not always one right answer. This is a great opportunity for peer-to-peer discussions!

This connects to empower because it could mean someone feels the strength and power to stand up for themselves.

This connects to equality because MLK, jr. fought for civil rights which is political and social equality for all.

This connects to refugee because people are doing whatever it takes to escape their home.

This connects to advocate because it is someone who speaks out for the rights of others.

This connects to advocate because it's like a superhero who stands up for others.

- Pull the words that you would like to have students explore and begin with the preview to determine the needs. From there you can create many opportunities for students to visualize and learn through repetition.

epic!

SPOTLIGHT ON
CIVIC COURAGE
HEROES OF CONSCIENCE

MALALA YOUSAFZAI

PAKISTANI ACTIVIST FOR FEMALE EDUCATION

ELISA PETERS
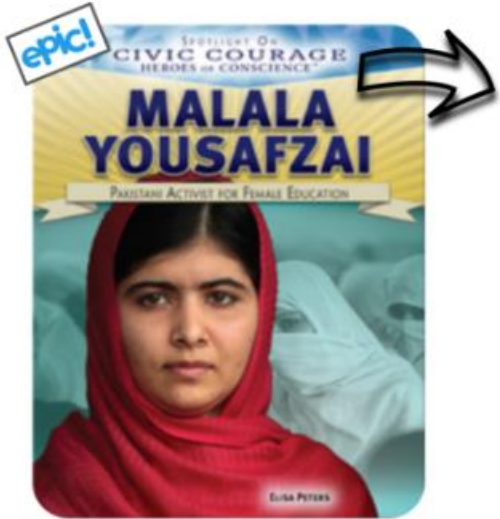
Malala Yousafzai:
Pakistani Activist for...

Age: **9-12**
Level: **W**
Pages: **46**

Make a List
- Independence
- Quarrel
- Consulate
- Culture
- Refugee
- Empower
- Pseudonym
- Competitive
- Denounce
- Condemn
- Protest
- Equality
- Prevented
- Advocates
- Dramatic
- Traditionally
- Traditional
- Rallied
- Squabbled
- Radical
- Interpretation
- Fundamentalist

Preview

Stranger   Acquaintances   Friends   BFFs

Definitions

Semantic Relationships & Connections

Visuals

Nouns   Verbs   Adjective   Adverbs

Visuals

Speaking /Writing
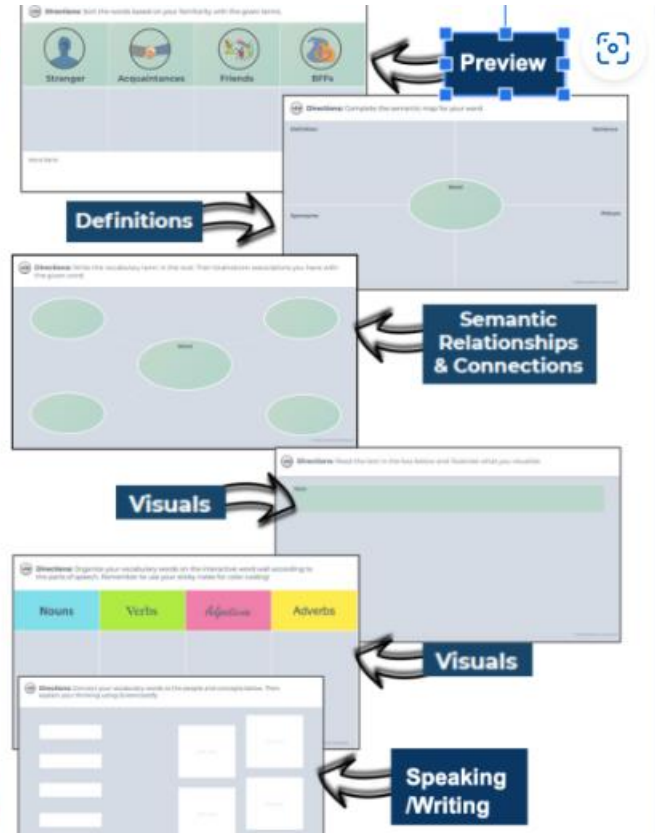
Remember: Provide opportunities for students to THINK, SPEAK and WRITE. If they can think about it, they can talk about it, & they if they can talk about it, they can write about it. The more they think, speak, & write, the better the chances for the acquisition of vocabulary.

Cathrine

Janet

Brittney

Carmen

Stephanie

Amber

Maggie

Anastacia

Michele

Kailey

Nicole

Implementing SDI's/Differenting assignments/Interventions

- The best pathways are those led by YOU!!

- If you are interested in co-leading it, let me know. (I would be willing to assist with it.

FALL PATHWAY IDEA

INTERVENTIONS

Intervention Bank
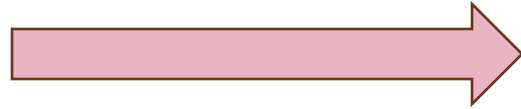
- When to log them? → - As they are happening. NOT only at PR time.
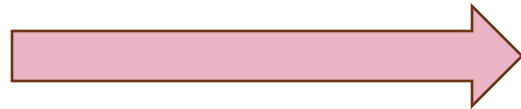
- Where to log them? → - In Aimsweb

- How often? → - Right away (at least weekly)

- What if they aren't working? → - Try something else!!

QUESTIONS?

AFTER THIS TRAINING, I WILL GIVE JOHN THOMAS YOUR NAMES & HE WILL GIVE YOU ACT 48 HOURS FOR THIS!

Resources

Virtual Teaching Techniques for Vocabulary – Wonder Twin Workshop

1. Summary
Meeting titl Special Ed Teacher Team Mtg
Attended p   12
Start time   2/14/24, 1:55:53 PM
End time   2/14/24, 2:56:08 PM
Meeting du 1h 14s
Average att 56m 43s

2. Participants
Name	First Join	Last Leave	In-Meeting	Email	Participant	Role
Michelle Cu	2/14/24, 1:	2/14/24, 2:	1h 11s	mcukauska	mcukauska	Organizer
Amber Hep	2/14/24, 1:	2/14/24, 2:	59m 37s	aheppenst	aheppenst	Presenter
Stephanie I	2/14/24, 1:	2/14/24, 2:	59m 7s	smannarin	smannarin	Presenter
Brittney Wa	2/14/24, 1:	2/14/24, 2:	58m 19s	bwalczak@	bwalczak@	Presenter
Janet Ulewi	2/14/24, 1:	2/14/24, 2:	58m 19s	julewicz@a	julewicz@a	Presenter
Cathrine Ha	2/14/24, 1:	2/14/24, 2:	57m 57s	chartman@	chartman@	Presenter
Michele Gic	2/14/24, 1:	2/14/24, 2:	57m 51s	mgiordano	mgiordano	Presenter
Carmen My	2/14/24, 1:	2/14/24, 2:	57m 48s	cmyers@ag	cmyers@ag	Presenter
Maggie Jose	2/14/24, 1:	2/14/24, 2:	57m 19s	mjoseph2@	mjoseph2@	Presenter
Michelle's (	2/14/24, 1:	2/14/24, 2:	42m 42s			Presenter
Anastacia I	2/14/24, 1:	2/14/24, 2:	56m 10s	amatusz@a	amatusz@a	Presenter
Kailey Smit	2/14/24, 2:	2/14/24, 2:	55m 16s	ksmith1@a	ksmith1@a	Presenter

3. In-Meeting Activities
Name	Join Time	Leave Time	Duration	Email	Role
Michelle Cu	2/14/24, 1:	2/14/24, 2:	1h 11s	mcukauska	Organizer
Amber Hep	2/14/24, 1:	2/14/24, 2:	59m 37s	aheppenst	Presenter
Stephanie I	2/14/24, 1:	2/14/24, 2:	59m 7s	smannarin	Presenter
Brittney Wa	2/14/24, 1:	2/14/24, 2:	58m 19s	bwalczak@	Presenter
Janet Ulewi	2/14/24, 1:	2/14/24, 2:	58m 19s	julewicz@a	Presenter
Cathrine Ha	2/14/24, 1:	2/14/24, 2:	57m 57s	chartman@	Presenter
Michele Gic	2/14/24, 1:	2/14/24, 2:	57m 51s	mgiordano	Presenter
Carmen My	2/14/24, 1:	2/14/24, 2:	57m 48s	cmyers@ag	Presenter

Maggie Jose	2/14/24, 1:	2/14/24, 2:	57m 19s	mjoseph2@	Presenter
Michelle's (	2/14/24, 1:	2/14/24, 2:	42m 42s		Presenter
Anastacia N	2/14/24, 1:	2/14/24, 2:	56m 10s	amatusz@a	Presenter
Kailey Smitl	2/14/24, 2:	2/14/24, 2:	55m 16s	ksmith1@a	Presenter

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01 **Thank You!**
We can't do this without YOU!

02 **ESY ADs**
How will we be available to help you?

03 **Duties & Responsibilities**
What will I be doing and where do I find it?

04 **Substitutes, Timesheets, & Crisis**
Process for ESY for all roles!

Jot down your questions for the end!

1. Summary						
Meeting title	ESY Training 2024					
Attended participants	34					
Start time	6/07/24, 9:43:18 AM					
End time	6/07/24, 10:48:30 AM					
Meeting duration	1h 5m 12s					
Average attendance time	39m 52s					
2. Participants						
Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Valerie Natale	6/07/24, 9:59:02 AM	6/07/24, 10:46:24 AM	47m 22s	vnatale@agora.org	vnatale@agora.org	Organizer
Justine Fecik	6/07/24, 9:59:09 AM	6/07/24, 10:48:30 AM	43m 46s	jfecik@agora.org	jfecik@agora.org	Presenter
Melanie Hathaway	6/07/24, 9:59:09 AM	6/07/24, 10:44:15 AM	45m 5s	mhathaway@agora.org	mhathaway@agora.org	Presenter
Nicole Chiado	6/07/24, 9:59:09 AM	6/07/24, 10:45:34 AM	46m 24s	nchiado@agora.org	nchiado@agora.org	Presenter
Stacy Vietmeier	6/07/24, 9:59:09 AM	6/07/24, 10:45:31 AM	46m 21s	svietmeier@agora.org	svietmeier@agora.org	Presenter
Kaylee Matijevich	6/07/24, 9:59:10 AM	6/07/24, 10:45:25 AM	46m 15s	kmatijevich@agora.org	kmatijevich@agora.org	Presenter
Rebecca Kenzakowski	6/07/24, 9:59:10 AM	6/07/24, 10:45:32 AM	46m 22s	rkenzakowski@agora.org	rkenzakowski@agora.org	Presenter
Janet Ulewicz	6/07/24, 9:59:10 AM	6/07/24, 10:45:24 AM	46m 13s	julewicz@agora.org	julewicz@agora.org	Presenter
Maggie Joseph	6/07/24, 9:59:10 AM	6/07/24, 10:45:27 AM	46m 16s	mjoseph2@agora.org	mjoseph2@agora.org	Presenter
Cathy Mack	6/07/24, 9:59:10 AM	6/07/24, 10:35:42 AM	36m 31s	cmack@agora.org	cmack@agora.org	Presenter
Leslie Spratt	6/07/24, 9:59:11 AM	6/07/24, 10:45:32 AM	46m 21s	lspratt@agora.org	lspratt@agora.org	Presenter
Jennifer Lucia	6/07/24, 9:59:16 AM	6/07/24, 10:35:33 AM	27m 43s	jlucia@agora.org	jlucia@agora.org	Presenter
Stephanie Mannarino	6/07/24, 9:59:54 AM	6/07/24, 10:45:22 AM	45m 28s	smannarino@agora.org	smannarino@agora.org	Presenter
Susan Lipiec	6/07/24, 9:59:54 AM	6/07/24, 10:45:28 AM	45m 34s	slipiec@agora.org	slipiec@agora.org	Presenter
Caley Obranovich	6/07/24, 9:59:54 AM	6/07/24, 10:41:15 AM	41m 21s	cobranovich@agora.org	cobranovich@agora.org	Presenter
Carmen Myers	6/07/24, 9:59:54 AM	6/07/24, 10:45:25 AM	45m 31s	cmyers@agora.org	cmyers@agora.org	Presenter
Shanna Pysher	6/07/24, 9:59:54 AM	6/07/24, 10:45:23 AM	45m 28s	spysher@agora.org	spysher@agora.org	Presenter
David Furka	6/07/24, 10:00:09 AM	6/07/24, 10:37:04 AM	36m 54s	dfurka@agora.org	dfurka@agora.org	Presenter
Amber Staley	6/07/24, 10:00:28 AM	6/07/24, 10:45:25 AM	44m 56s	astaley2@agora.org	astaley2@agora.org	Presenter
Kymberly Humanick	6/07/24, 10:00:29 AM	6/07/24, 10:45:24 AM	44m 54s	khumanick@agora.org	khumanick@agora.org	Presenter
Kailey Smith	6/07/24, 10:00:30 AM	6/07/24, 10:45:25 AM	44m 54s	ksmith1@agora.org	ksmith1@agora.org	Presenter
Melanie Stanforth	6/07/24, 10:00:31 AM	6/07/24, 10:04:02 AM	3m 30s	mstanforth@agora.org	mstanforth@agora.org	Presenter
Maegan Johnson	6/07/24, 10:00:50 AM	6/07/24, 10:45:25 AM	44m 35s	mjohnson3@agora.org	mjohnson3@agora.org	Presenter
Shelley Stump	6/07/24, 10:01:41 AM	6/07/24, 10:45:40 AM	43m 58s	sstump@agora.org	sstump@agora.org	Presenter
Lynn Pagliei	6/07/24, 10:02:45 AM	6/07/24, 10:38:59 AM	36m 13s	lpagliei@agora.org	lpagliei@agora.org	Presenter
Kim Fiscus	6/07/24, 10:03:05 AM	6/07/24, 10:45:25 AM	42m 20s	kfiscus@agora.org	kfiscus@agora.org	Presenter
Serena Adams	6/07/24, 10:03:05 AM	6/07/24, 10:45:23 AM	42m 17s	sadams@agora.org	sadams@agora.org	Presenter

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Nicole Krol	6/07/24, 10:09:54 AM	6/07/24, 10:45:27 AM	35m 33s	nkrol@agora.org	nkrol@agora.org	Presenter
Sasha Young	6/07/24, 10:09:59 AM	6/07/24, 10:45:24 AM	35m 25s	syoung@agora.org	syoung@agora.org	Presenter
Amy Bednez	6/07/24, 10:12:39 AM	6/07/24, 10:45:45 AM	33m 5s	abednez@agora.org	abednez@agora.org	Presenter
Erinn Slacktish	6/07/24, 10:19:18 AM	6/07/24, 10:45:28 AM	26m 9s	eslacktish@agora.org	eslacktish@agora.org	Presenter
Michelle Cukauskas	6/07/24, 10:19:40 AM	6/07/24, 10:45:26 AM	25m 45s	mcukauskas@agora.org	mcukauskas@agora.org	Presenter
Jaclyn Cromedy	6/07/24, 10:20:25 AM	6/07/24, 10:45:25 AM	25m	jcromedy@agora.org	jcromedy@agora.org	Presenter
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Amy Bednez	6/07/24, 10:12:39 AM	6/07/24, 10:45:45 AM	33m 5s	abednez@agora.org	Presenter	
Erinn Slacktish	6/07/24, 10:19:18 AM	6/07/24, 10:45:28 AM	26m 9s	eslacktish@agora.org	Presenter	
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Jaclyn Cromedy	6/07/24, 10:20:25 AM	6/07/24, 10:45:25 AM	25m	jcromedy@agora.org	Presenter	

1. Summary						
Meeting title	ESY Training 2024					
Attended participants	34					
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End time	6/07/24, 10:48:30 AM					
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Stacy Vietmeier	6/07/24, 9:59:09 AM	6/07/24, 10:45:31 AM	46m 21s	svietmeier@agora.org	svietmeier@agora.org	Presenter
Kaylee Matijevich	6/07/24, 9:59:10 AM	6/07/24, 10:45:25 AM	46m 15s	kmatijevich@agora.org	kmatijevich@agora.org	Presenter
Rebecca Kenzakowski	6/07/24, 9:59:10 AM	6/07/24, 10:45:32 AM	46m 22s	rkenzakowski@agora.org	rkenzakowski@agora.org	Presenter
Janet Ulewicz	6/07/24, 9:59:10 AM	6/07/24, 10:45:24 AM	46m 13s	julewicz@agora.org	julewicz@agora.org	Presenter
Maggie Joseph	6/07/24, 9:59:10 AM	6/07/24, 10:45:27 AM	46m 16s	mjoseph2@agora.org	mjoseph2@agora.org	Presenter
Cathy Mack	6/07/24, 9:59:10 AM	6/07/24, 10:35:42 AM	36m 31s	cmack@agora.org	cmack@agora.org	Presenter
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Stephanie Mannarino	6/07/24, 9:59:54 AM	6/07/24, 10:45:22 AM	45m 28s	smannarino@agora.org	smannarino@agora.org	Presenter
Susan Lipiec	6/07/24, 9:59:54 AM	6/07/24, 10:45:28 AM	45m 34s	slipiec@agora.org	slipiec@agora.org	Presenter
Caley Obranovich	6/07/24, 9:59:54 AM	6/07/24, 10:41:15 AM	41m 21s	cobranovich@agora.org	cobranovich@agora.org	Presenter
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Kymberly Humanick	6/07/24, 10:00:29 AM	6/07/24, 10:45:24 AM	44m 54s	khumanick@agora.org	khumanick@agora.org	Presenter
Kailey Smith	6/07/24, 10:00:30 AM	6/07/24, 10:45:25 AM	44m 54s	ksmith1@agora.org	ksmith1@agora.org	Presenter
Melanie Stanforth	6/07/24, 10:00:31 AM	6/07/24, 10:04:02 AM	3m 30s	mstanforth@agora.org	mstanforth@agora.org	Presenter
Maegan Johnson	6/07/24, 10:00:50 AM	6/07/24, 10:45:25 AM	44m 35s	mjohnson3@agora.org	mjohnson3@agora.org	Presenter
Shelley Stump	6/07/24, 10:01:41 AM	6/07/24, 10:45:40 AM	43m 58s	sstump@agora.org	sstump@agora.org	Presenter
Lynn Pagliei	6/07/24, 10:02:45 AM	6/07/24, 10:38:59 AM	36m 13s	lpagliei@agora.org	lpagliei@agora.org	Presenter
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Nicole Krol	6/07/24, 10:09:54 AM	6/07/24, 10:45:27 AM	35m 33s	nkrol@agora.org	nkrol@agora.org	Presenter
Sasha Young	6/07/24, 10:09:59 AM	6/07/24, 10:45:24 AM	35m 25s	syoung@agora.org	syoung@agora.org	Presenter
Amy Bednez	6/07/24, 10:12:39 AM	6/07/24, 10:45:45 AM	33m 5s	abednez@agora.org	abednez@agora.org	Presenter
Erinn Slacktish	6/07/24, 10:19:18 AM	6/07/24, 10:45:28 AM	26m 9s	eslacktish@agora.org	eslacktish@agora.org	Presenter
Michelle Cukauskas	6/07/24, 10:19:40 AM	6/07/24, 10:45:26 AM	25m 45s	mcukauskas@agora.org	mcukauskas@agora.org	Presenter
Jaclyn Cromedy	6/07/24, 10:20:25 AM	6/07/24, 10:45:25 AM	25m	jcromedy@agora.org	jcromedy@agora.org	Presenter
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Stephanie Mannarino	6/07/24, 9:59:54 AM	6/07/24, 10:45:22 AM	45m 28s	smannarino@agora.org	Presenter	
Susan Lipiec	6/07/24, 9:59:54 AM	6/07/24, 10:45:28 AM	45m 34s	slipiec@agora.org	Presenter	
Caley Obranovich	6/07/24, 9:59:54 AM	6/07/24, 10:41:15 AM	41m 21s	cobranovich@agora.org	Presenter	
Carmen Myers	6/07/24, 9:59:54 AM	6/07/24, 10:45:25 AM	45m 31s	cmyers@agora.org	Presenter	
Shanna Pysher	6/07/24, 9:59:54 AM	6/07/24, 10:45:23 AM	45m 28s	spysher@agora.org	Presenter	
David Furka	6/07/24, 10:00:09 AM	6/07/24, 10:37:04 AM	36m 54s	dfurka@agora.org	Presenter	
Amber Staley	6/07/24, 10:00:28 AM	6/07/24, 10:45:25 AM	44m 56s	astaley2@agora.org	Presenter	
Kymberly Humanick	6/07/24, 10:00:29 AM	6/07/24, 10:45:24 AM	44m 54s	khumanick@agora.org	Presenter	
Kailey Smith	6/07/24, 10:00:30 AM	6/07/24, 10:45:25 AM	44m 54s	ksmith1@agora.org	Presenter	
Melanie Stanforth	6/07/24, 10:00:31 AM	6/07/24, 10:04:02 AM	3m 30s	mstanforth@agora.org	Presenter	
Maegan Johnson	6/07/24, 10:00:50 AM	6/07/24, 10:45:25 AM	44m 35s	mjohnson3@agora.org	Presenter	
Shelley Stump	6/07/24, 10:01:41 AM	6/07/24, 10:45:40 AM	43m 58s	sstump@agora.org	Presenter	
Lynn Pagliei	6/07/24, 10:02:45 AM	6/07/24, 10:38:59 AM	36m 13s	lpagliei@agora.org	Presenter	

Kim Fiscus	6/07/24, 10:03:05 AM	6/07/24, 10:45:25 AM	42m 20s	kfiscus@agora.org	Presenter	
Serena Adams	6/07/24, 10:03:05 AM	6/07/24, 10:45:23 AM	42m 17s	sadams@agora.org	Presenter	
Lisa Savitz	6/07/24, 10:03:42 AM	6/07/24, 10:45:38 AM	41m 56s	lsavitz@agora.org	Presenter	
Nicole Krol	6/07/24, 10:09:54 AM	6/07/24, 10:45:27 AM	35m 33s	nkrol@agora.org	Presenter	
Sasha Young	6/07/24, 10:09:59 AM	6/07/24, 10:45:24 AM	35m 25s	syoung@agora.org	Presenter	
Amy Bednez	6/07/24, 10:12:39 AM	6/07/24, 10:45:45 AM	33m 5s	abednez@agora.org	Presenter	
Erinn Slacktish	6/07/24, 10:19:18 AM	6/07/24, 10:45:28 AM	26m 9s	eslacktish@agora.org	Presenter	
Michelle Cukauskas	6/07/24, 10:19:40 AM	6/07/24, 10:45:26 AM	25m 45s	mcukauskas@agora.org	Presenter	
Jaclyn Cromedy	6/07/24, 10:20:25 AM	6/07/24, 10:45:25 AM	25m	jcromedy@agora.org	Presenter	

Agenda

ESY Case Manager Qualification Training

- ✓ Important Dates
- ✓ Target Group
- ✓ Documenting Eligibility
- ✓ ESY Service types
- ✓ ESY Frequency NORMS
- ✓ Related Services
- ✓ NOREPs
- ✓ Summary

Agora Cyber Charter

Event	Educator First Name	Educator Last Name	Educator Email	Status	Signup Date	Professional Hours	Signed In	Approval	Credits Released
2023 - 2024 ESY School Year Case Manager Training	Jessica	Nayowith	jnayowith@agora.org	Approved	01/11/2024 12:43 PM	1.0	Yes	01/17/2024 1:53 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Theresa	Draeger	tdraeger@agora.org	Approved	01/11/2024 12:43 PM	1.0	Yes	01/19/2024 10:30 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Rebekah	Congdon	rcongdon@agora.org	Approved	01/11/2024 12:43 PM	1.0	Yes	01/15/2024 9:31 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Alexandra	McKenney-Hall	ahall@agora.org	Approved	01/11/2024 12:43 PM	1.0	Yes	01/18/2024 11:46 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Heather	Silberman	hsilberman@agora.org	Approved	01/11/2024 12:43 PM	1.0	Yes	01/21/2024 5:51 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Melissa	Love	mlove@agora.org	Approved	01/11/2024 12:43 PM	1.0	Yes	01/12/2024 3:08 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Terri	Hunkele	thunkele@agora.org	Approved	01/11/2024 12:43 PM	1.0	Yes	01/16/2024 9:11 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Alyssa	Trott	atrott@agora.org	Approved	01/11/2024 12:43 PM	1.0	Yes	01/16/2024 9:26 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Amber	Staley	astaley2@agora.org	Approved	01/11/2024 12:43 PM	1.0	Yes	01/17/2024 11:11 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Lynn	Pagliei	lpagliei@agora.org	Approved	01/11/2024 12:43 PM	1.0	Yes	01/16/2024 1:50 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Danielle	DiMartini	ddimartini@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/16/2024 1:34 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Emily	Colebank	ecolebank@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/17/2024 9:32 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Jade	McGregor	jmcgregor@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/18/2024 1:21 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Melissa	Franklin	mfranklin@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/18/2024 1:05 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Jennifer	Buss	jbuss@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/13/2024 3:20 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Casey	Chaffin	cchaffin@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/18/2024 8:29 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Erin	Scrip	escrip@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/19/2024 1:26 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Jena	Huffman	jhuffman@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/25/2024 8:54 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Ashley	Farster	afarster@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/25/2024 8:54 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Kimberly	Paolino	kpaolino@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/13/2024 10:13 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Sarah	Pittman	spittman@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/17/2024 2:30 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Lorna	Titus	ltitus@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/12/2024 3:43 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Stefanie	Marcello	smarcello@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/19/2024 10:18 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Kristine	Craynon	klorcheim@agora.org	Approved	01/11/2024 12:45 PM	1.0	Yes	01/25/2024 8:54 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Kaylee	Matijevich	kmatijevich@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/25/2024 8:54 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Brittany	Froehlich	bfroehlich@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/25/2024 8:54 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Theresa	Bash	tbash@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/17/2024 3:20 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Lauren	Emminger	lemminger@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/24/2024 2:24 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Jessica	Linderman	jlinderman@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/23/2024 10:56 PM	Yes

Event	Educator First Name	Educator Last Name	Educator Email	Status	Signup Date	Professional Hours	Signed In	Approval	Credits Released
2023 - 2024 ESY School Year Case Manager Training	Jessica	Barnhart	jbarnhart@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/17/2024 8:05 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Christian	Baker	cbaker@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/17/2024 11:29 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Breanne	Scears	bscears@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/18/2024 10:19 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Shari	Widlund	swidlund@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/18/2024 10:19 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Ashley	Salimbene	asalimbene@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/24/2024 1:08 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Kaelyn	Hoffman	khoffman@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/25/2024 8:54 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Brianna	Pontious	bpontious@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/19/2024 1:46 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Kaitlin	Johnson	kjohnson@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/12/2024 2:29 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Samantha	Bonniger	sbonniger@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/19/2024 9:04 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Maryann	Johnson	majohnson@agora.org	Approved	01/11/2024 12:49 PM	1.0	Yes	01/24/2024 1:50 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Melissa	McCracken	mmccracken@agora.org	Approved	01/11/2024 3:43 PM	1.0	Yes	01/17/2024 3:11 PM	Yes
2023 - 2024 ESY School Year Case Manager Training	Rebecca	Mitzel	rmitzel@agora.org	Approved	01/12/2024 7:59 AM	1.0	Yes	01/25/2024 8:54 AM	Yes
2023 - 2024 ESY School Year Case Manager Training	Melissa	Stump	mstump@agora.org	Approved	01/24/2024 8:24 AM	1.0	Yes	01/24/2024 8:26 AM	Yes

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1. Summary						
Meeting title	IEP Writing Training					
Attended participants	76					
Start time	1/02/24, 2:41:50 PM					
End time	1/02/24, 4:01:52 PM					
Meeting duration	1h 20m 1s					
Average attendance time	49m 17s					
2. Participants						
Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Whitney Bargerstock	1/02/24, 2:52:05 PM	1/02/24, 4:01:52 PM	1h 9m 47s	wbargerstock@agora.org	wbargerstock@agora.org	Organizer
Lynnette Meinig	1/02/24, 2:41:52 PM	1/02/24, 3:58:49 PM	1h 16m 56s	lmeinig@agora.org	lmeinig@agora.org	Presenter
Amy Raught	1/02/24, 2:49:01 PM	1/02/24, 3:57:35 PM	1h 8m 34s	araught@agora.org	araught@agora.org	Presenter
Melissa Gaso	1/02/24, 2:50:23 PM	1/02/24, 3:58:49 PM	1h 8m 26s	mgaso@agora.org	mgaso@agora.org	Presenter
Shari Widlund	1/02/24, 2:50:52 PM	1/02/24, 3:57:24 PM	1h 6m 31s			Presenter
Ashley Salimbene	1/02/24, 2:52:36 PM	1/02/24, 3:56:37 PM	1h 4m	asalimbene@agora.org	asalimbene@agora.org	Presenter
Lauren Emminger	1/02/24, 2:53:22 PM	1/02/24, 3:57:06 PM	1h 3m 43s	lemminger@agora.org	lemminger@agora.org	Presenter
Jessica Barnhart	1/02/24, 2:53:24 PM	1/02/24, 3:58:43 PM	1h 3m 27s	jbarnhart@agora.org	jbarnhart@agora.org	Presenter
Leslie Spratt	1/02/24, 2:53:32 PM	1/02/24, 3:00:00 PM	6m 27s	lspratt@agora.org	lspratt@agora.org	Presenter
Breanne Scears	1/02/24, 2:53:59 PM	1/02/24, 3:58:51 PM	1h 4m 52s	bscears@agora.org	bscears@agora.org	Presenter
Jenna Dietrich	1/02/24, 2:54:00 PM	1/02/24, 2:59:36 PM	5m 36s	jdietrich@agora.org	jdietrich@agora.org	Presenter
Jade McGregor	1/02/24, 2:54:12 PM	1/02/24, 3:58:44 PM	1h 4m 32s	jmcgregor@agora.org	jmcgregor@agora.org	Presenter
Kristina Lapsker	1/02/24, 2:54:12 PM	1/02/24, 3:00:19 PM	6m 6s	klapsker@agora.org	klapsker@agora.org	Presenter
Brittany Kieffer	1/02/24, 2:54:18 PM	1/02/24, 3:00:11 PM	5m 53s	bkieffer@agora.org	bkieffer@agora.org	Presenter
Kim Fiscus	1/02/24, 2:54:30 PM	1/02/24, 3:58:54 PM	1h 4m 24s	kfiscus@agora.org	kfiscus@agora.org	Presenter
Kate Johnson	1/02/24, 2:54:33 PM	1/02/24, 3:57:02 PM	1h 2m 28s	kjohnson@agora.org	kjohnson@agora.org	Presenter
Sarah Pittman	1/02/24, 2:54:33 PM	1/02/24, 3:57:11 PM	1h 2m 37s	spittman@agora.org	spittman@agora.org	Presenter
Melissa Love	1/02/24, 2:54:41 PM	1/02/24, 3:58:14 PM	1h 3m 33s	mlove@agora.org	mlove@agora.org	Presenter
Ashley Farster	1/02/24, 2:56:05 PM	1/02/24, 3:58:33 PM	1h 2m 28s	afarster@agora.org	afarster@agora.org	Presenter
Jennifer Buss	1/02/24, 2:56:24 PM	1/02/24, 3:58:41 PM	1h 2m 16s	jbuss@agora.org	jbuss@agora.org	Presenter
Terri Hunkele	1/02/24, 2:56:28 PM	1/02/24, 4:01:51 PM	1h 5m 23s	thunkele@agora.org	thunkele@agora.org	Presenter
Kaylee Matijevich	1/02/24, 2:56:40 PM	1/02/24, 3:58:32 PM	1h 1m 52s	kmatijevich@agora.org	kmatijevich@agora.org	Presenter
Michelle Olsavsky	1/02/24, 2:56:41 PM	1/02/24, 3:00:05 PM	3m 23s	molsavsky@agora.org	molsavsky@agora.org	Presenter
Melissa Stump	1/02/24, 2:57:03 PM	1/02/24, 3:58:30 PM	1h 1m 27s	mstump@agora.org	mstump@agora.org	Presenter

Brianna Pontious	1/02/24, 2:57:17 PM	1/02/24, 3:58:37 PM	1h 1m 19s	bpontious@agora.org	bpontious@agora.org	Presenter
Melissa Franklin	1/02/24, 2:57:21 PM	1/02/24, 3:57:21 PM	1h	mfranklin@agora.org	mfranklin@agora.org	Presenter
Brittany Froehlich	1/02/24, 2:57:24 PM	1/02/24, 3:58:33 PM	1h 1m 8s	BFroehlich@agora.org	BFroehlich@agora.org	Presenter
Melissa McCracken	1/02/24, 2:57:24 PM	1/02/24, 3:58:49 PM	1h 1m 24s	mmccracken@agora.org	mmccracken@agora.org	Presenter
Lauren Kerns	1/02/24, 2:57:26 PM	1/02/24, 3:57:23 PM	59m 57s	lkerns@agora.org	lkerns@agora.org	Presenter
Sue Lelko	1/02/24, 2:57:32 PM	1/02/24, 3:58:48 PM	1h 1m 15s	slelko@agora.org	slelko@agora.org	Presenter
Alyssa Trott	1/02/24, 2:57:34 PM	1/02/24, 3:58:26 PM	1h 52s	atrott@agora.org	atrott@agora.org	Presenter
Mia Dearwester	1/02/24, 2:57:36 PM	1/02/24, 3:58:46 PM	1h 1m 10s	mdearwester@agora.org	mdearwester@agora.org	Presenter
Bridget Ellis	1/02/24, 2:57:43 PM	1/02/24, 3:03:07 PM	5m 24s	bellis@agora.org	bellis@agora.org	Presenter
Barbara Cooper	1/02/24, 2:57:44 PM	1/02/24, 3:58:51 PM	1h 1m 6s	bcooper@agora.org	bcooper@agora.org	Presenter
Theresa Bash	1/02/24, 2:57:44 PM	1/02/24, 3:57:22 PM	59m 37s	tbash@agora.org	tbash@agora.org	Presenter
Dana Kwiecinski	1/02/24, 2:57:51 PM	1/02/24, 3:57:13 PM	59m 21s	dkwiecinski@agora.org	dkwiecinski@agora.org	Presenter
Jessica Linderman	1/02/24, 2:57:53 PM	1/02/24, 3:57:32 PM	59m 38s	jlinderman@agora.org	jlinderman@agora.org	Presenter
Michele Giordano	1/02/24, 2:58:06 PM	1/02/24, 2:59:39 PM	1m 33s	mgiordano@agora.org	mgiordano@agora.org	Presenter
Tara Rodzwic	1/02/24, 2:58:19 PM	1/02/24, 3:03:02 PM	4m 43s	trodzwic@agora.org	trodzwic@agora.org	Presenter
Rachel Carmichael	1/02/24, 2:58:22 PM	1/02/24, 3:01:58 PM	3m 35s	rcarmichael@agora.org	rcarmichael@agora.org	Presenter
Jesse Capitano	1/02/24, 2:58:27 PM	1/02/24, 3:58:59 PM	1h 32s	jcapitano@agora.org	jcapitano@agora.org	Presenter
Melanie Stanforth	1/02/24, 2:58:34 PM	1/02/24, 3:58:41 PM	1h 6s	mstanforth@agora.org	mstanforth@agora.org	Presenter
Angela Denham	1/02/24, 2:58:35 PM	1/02/24, 2:59:50 PM	1m 15s	adenham@agora.org	adenham@agora.org	Presenter
Chris Baker	1/02/24, 2:58:35 PM	1/02/24, 3:58:52 PM	1h 16s	cbaker@agora.org	cbaker@agora.org	Presenter
Cathy Mack	1/02/24, 2:58:39 PM	1/02/24, 3:00:01 PM	1m 21s	cmack@agora.org	cmack@agora.org	Presenter
Sasha Young	1/02/24, 2:58:53 PM	1/02/24, 3:58:30 PM	59m 37s	syoung@agora.org	syoung@agora.org	Presenter
Morgan Witman	1/02/24, 2:58:56 PM	1/02/24, 3:57:28 PM	58m 31s	mwitman@agora.org	mwitman@agora.org	Presenter
Molly Garczynski	1/02/24, 2:59:10 PM	1/02/24, 3:00:18 PM	1m 8s	mgarczynski@agora.org	mgarczynski@agora.org	Presenter
Alexandra Hall	1/02/24, 2:59:12 PM	1/02/24, 3:58:38 PM	59m 26s	ahall@agora.org	ahall@agora.org	Presenter
Emily Colebank	1/02/24, 2:59:17 PM	1/02/24, 3:58:43 PM	59m 26s	ecolebank@agora.org	ecolebank@agora.org	Presenter
Heather Silberman	1/02/24, 2:59:18 PM	1/02/24, 3:58:55 PM	59m 36s	hsilberman@agora.org	hsilberman@agora.org	Presenter
Rebecca Mitzel	1/02/24, 2:59:19 PM	1/02/24, 3:56:26 PM	57m 6s	rmitzel@agora.org	rmitzel@agora.org	Presenter
Amber Staley	1/02/24, 2:59:20 PM	1/02/24, 3:58:16 PM	58m 56s	astaley2@agora.org	astaley2@agora.org	Presenter
Jennifer Lucia	1/02/24, 2:59:25 PM	1/02/24, 3:46:29 PM	47m 4s	jlucia@agora.org	jlucia@agora.org	Presenter
Jena Huffman	1/02/24, 2:59:28 PM	1/02/24, 3:58:44 PM	59m 15s	jhuffman@agora.org	jhuffman@agora.org	Presenter
Anna Lepsch	1/02/24, 2:59:31 PM	1/02/24, 3:56:58 PM	57m 26s	alepsch@agora.org	alepsch@agora.org	Presenter
Lynn Pagliei	1/02/24, 2:59:32 PM	1/02/24, 3:59:06 PM	59m 34s	lpagliei@agora.org	lpagliei@agora.org	Presenter
Erinn Slacktish	1/02/24, 2:59:37 PM	1/02/24, 3:59:41 PM	1h 3s	eslacktish@agora.org	eslacktish@agora.org	Presenter

Danielle DiMartini	1/02/24, 2:59:46 PM	1/02/24, 3:57:21 PM	57m 35s	ddimartini@agora.org	ddimartini@agora.org	Presenter
Jess Purser	1/02/24, 2:59:57 PM	1/02/24, 3:58:42 PM	58m 44s	jpurser@agora.org	jpurser@agora.org	Presenter
Jessica Reese	1/02/24, 2:59:57 PM	1/02/24, 3:02:17 PM	2m 19s	jreese@agora.org	jreese@agora.org	Presenter
Casey Chaffin	1/02/24, 3:00:01 PM	1/02/24, 3:58:56 PM	58m 54s	cchaffin@agora.org	cchaffin@agora.org	Presenter
Kimberly Paolino	1/02/24, 3:00:12 PM	1/02/24, 3:59:16 PM	59m 4s	kpaolino@agora.org	kpaolino@agora.org	Presenter
Erin Scrip	1/02/24, 3:00:19 PM	1/02/24, 3:57:37 PM	57m 18s	escrip@agora.org	escrip@agora.org	Presenter
Kimberly McLaughlin	1/02/24, 3:00:25 PM	1/02/24, 3:57:19 PM	56m 54s	kmclaughlin@agora.org	kmclaughlin@agora.org	Presenter
Mandy Kammermeier	1/02/24, 3:00:31 PM	1/02/24, 3:02:19 PM	1m 48s	akammermeier@agora.org	akammermeier@agora.org	Presenter
Samantha Bonniger	1/02/24, 3:00:32 PM	1/02/24, 3:58:52 PM	58m 20s	sbonniger@agora.org	sbonniger@agora.org	Presenter
Kristine Craynon	1/02/24, 3:00:53 PM	1/02/24, 3:58:32 PM	57m 39s	kcraynon@agora.org	kcraynon@agora.org	Presenter
Amanda Moyer	1/02/24, 3:01:07 PM	1/02/24, 3:03:10 PM	2m 2s	amoyer@agora.org	amoyer@agora.org	Presenter
Jess Nayowith	1/02/24, 3:01:08 PM	1/02/24, 3:58:55 PM	57m 47s	jnayowith@agora.org	jnayowith@agora.org	Presenter
Ally Morris	1/02/24, 3:01:08 PM	1/02/24, 3:59:00 PM	57m 52s	amorris@agora.org	amorris@agora.org	Presenter
Theresa Draeger	1/02/24, 3:01:29 PM	1/02/24, 3:59:34 PM	58m 5s	tdraeger@agora.org	tdraeger@agora.org	Presenter
Stefanie Marcello	1/02/24, 3:02:03 PM	1/02/24, 3:58:56 PM	56m 53s	smarcello@agora.org	smarcello@agora.org	Presenter
Kaelyn Hoffman	1/02/24, 3:04:21 PM	1/02/24, 3:58:48 PM	54m 27s	khoffman@agora.org	khoffman@agora.org	Presenter
Julie Doebereiner	1/02/24, 3:06:15 PM	1/02/24, 3:57:07 PM	50m 51s	jdoebereiner@agora.org	jdoebereiner@agora.org	Presenter
Shelley Stump	1/02/24, 3:06:33 PM	1/02/24, 3:57:51 PM	51m 17s	sstump@agora.org	sstump@agora.org	Presenter
3. In-Meeting Activities						
Name	Join Time	Leave Time	Duration	Email	Role	
Whitney Bargerstock	1/02/24, 2:52:05 PM	1/02/24, 4:01:52 PM	1h 9m 47s	wbargerstock@agora.org	Organizer	
Lynnette Meinig	1/02/24, 2:41:52 PM	1/02/24, 3:58:49 PM	1h 16m 56s	lmeinig@agora.org	Presenter	
Amy Raught	1/02/24, 2:49:01 PM	1/02/24, 3:57:35 PM	1h 8m 34s	araught@agora.org	Presenter	
Melissa Gaso	1/02/24, 2:50:23 PM	1/02/24, 3:58:49 PM	1h 8m 26s	mgaso@agora.org	Presenter	
Shari Widlund	1/02/24, 2:50:52 PM	1/02/24, 3:57:24 PM	1h 6m 31s		Presenter	
Ashley Salimbene	1/02/24, 2:52:36 PM	1/02/24, 3:56:37 PM	1h 4m	asalimbene@agora.org	Presenter	
Lauren Emminger	1/02/24, 2:53:22 PM	1/02/24, 3:57:06 PM	1h 3m 43s	lemminger@agora.org	Presenter	
Jessica Barnhart	1/02/24, 2:53:24 PM	1/02/24, 2:54:54 PM	1m 29s	jbarnhart@agora.org	Presenter	
Jessica Barnhart	1/02/24, 2:56:45 PM	1/02/24, 3:58:43 PM	1h 1m 58s	jbarnhart@agora.org	Presenter	
Leslie Spratt	1/02/24, 2:53:32 PM	1/02/24, 3:00:00 PM	6m 27s	lspratt@agora.org	Presenter	
Breanne Scears	1/02/24, 2:53:59 PM	1/02/24, 3:58:51 PM	1h 4m 52s	bscears@agora.org	Presenter	
Jenna Dietrich	1/02/24, 2:54:00 PM	1/02/24, 2:59:36 PM	5m 36s	jdietrich@agora.org	Presenter	
Jade McGregor	1/02/24, 2:54:12 PM	1/02/24, 3:58:44 PM	1h 4m 32s	jmcgregor@agora.org	Presenter	

Kristina Lapsker	1/02/24, 2:54:12 PM	1/02/24, 3:00:19 PM	6m 6s	klapsker@agora.org	Presenter	
Brittany Kieffer	1/02/24, 2:54:18 PM	1/02/24, 3:00:11 PM	5m 53s	bkieffer@agora.org	Presenter	
Kim Fiscus	1/02/24, 2:54:30 PM	1/02/24, 3:58:54 PM	1h 4m 24s	kfiscus@agora.org	Presenter	
Kate Johnson	1/02/24, 2:54:33 PM	1/02/24, 3:57:02 PM	1h 2m 28s	kjohnson@agora.org	Presenter	
Sarah Pittman	1/02/24, 2:54:33 PM	1/02/24, 3:57:11 PM	1h 2m 37s	spittman@agora.org	Presenter	
Melissa Love	1/02/24, 2:54:41 PM	1/02/24, 3:58:14 PM	1h 3m 33s	mlove@agora.org	Presenter	
Ashley Farster	1/02/24, 2:56:05 PM	1/02/24, 3:58:33 PM	1h 2m 28s	afarster@agora.org	Presenter	
Jennifer Buss	1/02/24, 2:56:24 PM	1/02/24, 3:58:41 PM	1h 2m 16s	jbuss@agora.org	Presenter	
Terri Hunkele	1/02/24, 2:56:28 PM	1/02/24, 4:01:51 PM	1h 5m 23s	thunkele@agora.org	Presenter	
Kaylee Matijevich	1/02/24, 2:56:40 PM	1/02/24, 3:58:32 PM	1h 1m 52s	kmatijevich@agora.org	Presenter	
Michelle Olsavsky	1/02/24, 2:56:41 PM	1/02/24, 3:00:05 PM	3m 23s	molsavsky@agora.org	Presenter	
Melissa Stump	1/02/24, 2:57:03 PM	1/02/24, 3:58:30 PM	1h 1m 27s	mstump@agora.org	Presenter	
Brianna Pontious	1/02/24, 2:57:17 PM	1/02/24, 3:58:37 PM	1h 1m 19s	bpontious@agora.org	Presenter	
Melissa Franklin	1/02/24, 2:57:21 PM	1/02/24, 3:57:21 PM	1h	mfranklin@agora.org	Presenter	
Brittany Froehlich	1/02/24, 2:57:24 PM	1/02/24, 3:58:33 PM	1h 1m 8s	BFroehlich@agora.org	Presenter	
Melissa McCracken	1/02/24, 2:57:24 PM	1/02/24, 3:58:49 PM	1h 1m 24s	mmccracken@agora.org	Presenter	
Lauren Kerns	1/02/24, 2:57:26 PM	1/02/24, 3:57:23 PM	59m 57s	lkerns@agora.org	Presenter	
Sue Lelko	1/02/24, 2:57:32 PM	1/02/24, 3:58:48 PM	1h 1m 15s	slelko@agora.org	Presenter	
Alyssa Trott	1/02/24, 2:57:34 PM	1/02/24, 3:58:26 PM	1h 52s	atrott@agora.org	Presenter	
Mia Dearwester	1/02/24, 2:57:36 PM	1/02/24, 3:58:46 PM	1h 1m 10s	mdearwester@agora.org	Presenter	
Bridget Ellis	1/02/24, 2:57:43 PM	1/02/24, 3:03:07 PM	5m 24s	bellis@agora.org	Presenter	
Barbara Cooper	1/02/24, 2:57:44 PM	1/02/24, 3:58:51 PM	1h 1m 6s	bcooper@agora.org	Presenter	
Theresa Bash	1/02/24, 2:57:44 PM	1/02/24, 3:57:22 PM	59m 37s	tbash@agora.org	Presenter	
Dana Kwiecinski	1/02/24, 2:57:51 PM	1/02/24, 3:57:13 PM	59m 21s	dkwiecinski@agora.org	Presenter	
Jessica Linderman	1/02/24, 2:57:53 PM	1/02/24, 3:57:32 PM	59m 38s	jlinderman@agora.org	Presenter	
Michele Giordano	1/02/24, 2:58:06 PM	1/02/24, 2:59:39 PM	1m 33s	mgiordano@agora.org	Presenter	
Tara Rodzwic	1/02/24, 2:58:19 PM	1/02/24, 3:03:02 PM	4m 43s	trodzwic@agora.org	Presenter	
Rachel Carmichael	1/02/24, 2:58:22 PM	1/02/24, 3:01:58 PM	3m 35s	rcarmichael@agora.org	Presenter	
Jesse Capitano	1/02/24, 2:58:27 PM	1/02/24, 3:58:59 PM	1h 32s	jcapitano@agora.org	Presenter	
Melanie Stanforth	1/02/24, 2:58:34 PM	1/02/24, 3:58:41 PM	1h 6s	mstanforth@agora.org	Presenter	
Angela Denham	1/02/24, 2:58:35 PM	1/02/24, 2:59:50 PM	1m 15s	adenham@agora.org	Presenter	
Chris Baker	1/02/24, 2:58:35 PM	1/02/24, 3:58:52 PM	1h 16s	cbaker@agora.org	Presenter	
Cathy Mack	1/02/24, 2:58:39 PM	1/02/24, 3:00:01 PM	1m 21s	cmack@agora.org	Presenter	
Sasha Young	1/02/24, 2:58:53 PM	1/02/24, 3:58:30 PM	59m 37s	syoung@agora.org	Presenter	

Morgan Witman	1/02/24, 2:58:56 PM	1/02/24, 3:57:28 PM	58m 31s	mwitman@agora.org	Presenter	
Molly Garczynski	1/02/24, 2:59:10 PM	1/02/24, 3:00:18 PM	1m 8s	mgarczynski@agora.org	Presenter	
Alexandra Hall	1/02/24, 2:59:12 PM	1/02/24, 3:58:38 PM	59m 26s	ahall@agora.org	Presenter	
Emily Colebank	1/02/24, 2:59:17 PM	1/02/24, 3:58:43 PM	59m 26s	ecolebank@agora.org	Presenter	
Heather Silberman	1/02/24, 2:59:18 PM	1/02/24, 3:58:55 PM	59m 36s	hsilberman@agora.org	Presenter	
Rebecca Mitzel	1/02/24, 2:59:19 PM	1/02/24, 3:56:26 PM	57m 6s	rmitzel@agora.org	Presenter	
Amber Staley	1/02/24, 2:59:20 PM	1/02/24, 3:58:16 PM	58m 56s	astaley2@agora.org	Presenter	
Jennifer Lucia	1/02/24, 2:59:25 PM	1/02/24, 3:46:29 PM	47m 4s	jlucia@agora.org	Presenter	
Jena Huffman	1/02/24, 2:59:28 PM	1/02/24, 3:58:44 PM	59m 15s	jhuffman@agora.org	Presenter	
Anna Lepsch	1/02/24, 2:59:31 PM	1/02/24, 3:56:58 PM	57m 26s	alepsch@agora.org	Presenter	
Lynn Pagliei	1/02/24, 2:59:32 PM	1/02/24, 3:59:06 PM	59m 34s	lpagliei@agora.org	Presenter	
Erinn Slacktish	1/02/24, 2:59:37 PM	1/02/24, 3:59:41 PM	1h 3s	eslacktish@agora.org	Presenter	
Danielle DiMartini	1/02/24, 2:59:46 PM	1/02/24, 3:57:21 PM	57m 35s	ddimartini@agora.org	Presenter	
Jess Purser	1/02/24, 2:59:57 PM	1/02/24, 3:58:42 PM	58m 44s	jpurser@agora.org	Presenter	
Jessica Reese	1/02/24, 2:59:57 PM	1/02/24, 3:02:17 PM	2m 19s	jreese@agora.org	Presenter	
Casey Chaffin	1/02/24, 3:00:01 PM	1/02/24, 3:58:56 PM	58m 54s	cchaffin@agora.org	Presenter	
Kimberly Paolino	1/02/24, 3:00:12 PM	1/02/24, 3:59:16 PM	59m 4s	kpaolino@agora.org	Presenter	
Erin Scrip	1/02/24, 3:00:19 PM	1/02/24, 3:57:37 PM	57m 18s	escrip@agora.org	Presenter	
Kimberly McLaughlin	1/02/24, 3:00:25 PM	1/02/24, 3:57:19 PM	56m 54s	kmclaughlin@agora.org	Presenter	
Mandy Kammermeier	1/02/24, 3:00:31 PM	1/02/24, 3:02:19 PM	1m 48s	akammermeier@agora.org	Presenter	
Samantha Bonniger	1/02/24, 3:00:32 PM	1/02/24, 3:58:52 PM	58m 20s	sbonniger@agora.org	Presenter	
Kristine Craynon	1/02/24, 3:00:53 PM	1/02/24, 3:58:32 PM	57m 39s	kcraynon@agora.org	Presenter	
Amanda Moyer	1/02/24, 3:01:07 PM	1/02/24, 3:03:10 PM	2m 2s	amoyer@agora.org	Presenter	
Jess Nayowith	1/02/24, 3:01:08 PM	1/02/24, 3:58:55 PM	57m 47s	jnayowith@agora.org	Presenter	
Ally Morris	1/02/24, 3:01:08 PM	1/02/24, 3:59:00 PM	57m 52s	amorris@agora.org	Presenter	
Theresa Draeger	1/02/24, 3:01:29 PM	1/02/24, 3:59:34 PM	58m 5s	tdraeger@agora.org	Presenter	
Stefanie Marcello	1/02/24, 3:02:03 PM	1/02/24, 3:58:56 PM	56m 53s	smarcello@agora.org	Presenter	
Kaelyn Hoffman	1/02/24, 3:04:21 PM	1/02/24, 3:58:48 PM	54m 27s	khoffman@agora.org	Presenter	
Julie Doebereiner	1/02/24, 3:06:15 PM	1/02/24, 3:57:07 PM	50m 51s	jdoebereiner@agora.org	Presenter	
Shelley Stump	1/02/24, 3:06:33 PM	1/02/24, 3:57:51 PM	51m 17s	sstump@agora.org	Presenter	

Agenda

IXL

Welcome

IXL skills

IXL for Daily Instruction

Real-Time Diagnostic

RE: 10/25 IXL Training Attendance

John Thomas <jthomas@agora.org>
Thu 12/14/2023 8:15 AM
To:Maryann Johnson <majohnson@agora.org>

Deidre McDowell	High School			1 Hrs		Yes
	Allison Large	High School			1 Hrs	Yes
	Amber Heppenstall	Elementary School			1 Hrs	Yes
	Amber Thomas	High School			1 Hrs	Yes
	Anna Lepsch	K-8			1 Hrs	Yes
	Ashley Salimbene	Middle School			1 Hrs	Yes
	Brianna Pontious	Middle School			1 Hrs	Yes
	Brittany Brown	K-8			1 Hrs	Yes
	Brittany Froehlich	Middle School			1 Hrs	Yes
	Brittany Kieffer	K-12			1 Hrs	Yes
	Carmen Riggle-Myers	Elementary School			1 Hrs	Yes
	Cathrine Hartman	Elementary School			1 Hrs	Yes
	Cathryn Ramsey	Middle School			1 Hrs	Yes
	Christian Baker	Middle School			1 Hrs	Yes
	Corinne Stepnowski	High School			1 Hrs	Yes
	Cortney Skelly	Middle School			1 Hrs	Yes
	Emily Colebank	K-8			1 Hrs	Yes
	Erin Scrip	High School			1 Hrs	Yes
	Jaclyn Cromedy	High School			1 Hrs	Yes
	Jade McGregor	K-8			1 Hrs	Yes
	Janelle Shaffer	High School			1 Hrs	Yes
	Jenna Dietrich	Middle School			1 Hrs	Yes
	Jennifer Lucia	Middle School			1 Hrs	Yes
	Jessica Barnhart	Middle School			1 Hrs	Yes
	Jessica Linderman	Middle School			1 Hrs	Yes
	Jessica Reese	Middle School			1 Hrs	Yes
	Jill Moyer	High School			1 Hrs	Yes
	Jodeen Buckwalter	High School			1 Hrs	Yes
	Kaelyn Hoffman	Middle School			1 Hrs	Yes
	Kaitlin Vacca	K-8			1 Hrs	Yes
	Katie O'Donnell	High School			1 Hrs	Yes
	Kaylee Matijevich	Middle School			1 Hrs	Yes
	Kimberly Paolino	K-8			1 Hrs	Yes
	Kristal Costanzo	Middle School			1 Hrs	Yes
	Kristen Gamber	Elementary School			1 Hrs	Yes
	Kristen Popp	High School			1 Hrs	Yes
	Kristina Krusey	K-8			1 Hrs	Yes
	Kristina Lapsker	K-8			1 Hrs	Yes
	Lauren Svonavec	K-8			1 Hrs	Yes
	Leslie Spratt	Middle School			1 Hrs	Yes

Lisa Brestensky	High School		1 Hrs	Yes
Lorna Titus	High School		1 Hrs	Yes
Lynnette Meinig	Middle School		1 Hrs	Yes
Margret Joseph	Elementary School		1 Hrs	Yes
Maria Harlan	K-8		1 Hrs	Yes
Maryann Johnson	K-8		1 Hrs	Yes
Melissa Hale-Patterson	Middle School		1 Hrs	Yes
Mia Dearwester	Middle School		1 Hrs	Yes
Michele Giordano	Elementary School		1 Hrs	Yes
Michelle Cukauskas	Elementary School		1 Hrs	Yes
Michelle Olsavsky	High School		1 Hrs	Yes
Morgan Witman	High School		1 Hrs	Yes
Nancy Reimers	High School		1 Hrs	Yes
Nicole Chiado	Elementary School		1 Hrs	Yes
Nicole Ervin	High School		1 Hrs	Yes
Nicolette Hollenbach	High School		1 Hrs	Yes
Rachel Carmichael	Middle School		1 Hrs	Yes
Rebecca Adams	High School		1 Hrs	Yes
Rebecca Mitzel	High School		1 Hrs	Yes
Sarah Pittman	K-8		1 Hrs	Yes
Sasha Young	High School		1 Hrs	Yes
Stacy Vietmeier	K-8		1 Hrs	Yes
Stephanie Mannarino	Elementary School		1 Hrs	Yes
Susan Lipiec	Middle School		1 Hrs	Yes
Tara Rodzwic	Middle School		1 Hrs	Yes
Tara Walker	High School		1 Hrs	Yes
Theresa Bash	Middle School		1 Hrs	Yes
Torri Bramble	High School		1 Hrs	Yes

John Thomas | **Professional Learning Coordinator**
Agora Cyber Charter School
1018 W. 8th Avenue, King of Prussia, PA 19406
jthomas@agora.org | www.agora.org
(610) 230-2948

From: Maryann Johnson <majohnson@agora.org>
Sent: Wednesday, December 13, 2023 1:54 PM
To: John Thomas <jthomas@agora.org>
Subject: Re: 10/25 IXL Training Attendance

Perfect thank you. Are you able to pull an attendee list for me?

Maryann Johnson | **Assistant Director of Special Education**
Agora Cyber Charter School
1018 W. 8th Avenue, King of Prussia, PA 19406
majohnson@agora.org | www.agora.org

agenda

KITE, PASA Testin

Testing Window, RE

Supplies, Technolog

Setting up Testing, PAS
Tracking Shee

Resources

1. Summary						
Meeting title	PASA Training					
Attended participants	139					
Start time	12/07/23, 3:15:45 PM					
End time	12/07/23, 4:18:59 PM					
Meeting duration	1h 3m 13s					
Average attendance time	34m 2s					
2. Participants						
Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Erinn Slacktish	12/07/23, 3:17:11 PM	12/07/23, 4:18:59 PM	1h 1m 48s	eslacktish@agora.org	eslacktish@agora.org	Organizer
Lisa Brestensky	12/07/23, 3:15:53 PM	12/07/23, 4:00:55 PM	45m 2s	lbrestensky@agora.org	lbrestensky@agora.org	Presenter
Cathy Mack	12/07/23, 3:16:06 PM	12/07/23, 4:03:33 PM	47m 26s	cmack@agora.org	cmack@agora.org	Presenter
Janet Ulewicz	12/07/23, 3:16:20 PM	12/07/23, 4:02:12 PM	34m 59s	julewicz@agora.org	julewicz@agora.org	Presenter
Shari Widlund	12/07/23, 3:16:51 PM	12/07/23, 4:00:47 PM	43m 56s	swidlund@agora.org	swidlund@agora.org	Presenter
Leslie Spratt	12/07/23, 3:17:42 PM	12/07/23, 4:01:06 PM	43m 24s	lspratt@agora.org	lspratt@agora.org	Presenter
Jodeen Buckwalter	12/07/23, 3:17:50 PM	12/07/23, 4:01:59 PM	44m 8s	jbuckwalter@agora.org	jbuckwalter@agora.org	Presenter
Ally Morris	12/07/23, 3:19:37 PM	12/07/23, 3:51:37 PM	17m 1s	amorris@agora.org	amorris@agora.org	Presenter
Allison Large	12/07/23, 3:19:38 PM	12/07/23, 4:01:05 PM	41m 26s	alarge@agora.org	alarge@agora.org	Presenter
Nicolette Hollenbach	12/07/23, 3:19:50 PM	12/07/23, 4:00:56 PM	41m 5s	nhollenbach@agora.org	nhollenbach@agora.org	Presenter
Ashley Salimbene	12/07/23, 3:19:50 PM	12/07/23, 4:00:59 PM	41m 8s	asalimbene@agora.org	asalimbene@agora.org	Presenter
Serena Adams	12/07/23, 3:20:18 PM	12/07/23, 4:01:58 PM	41m 40s	sadams@agora.org	sadams@agora.org	Presenter
Michele Giordano	12/07/23, 3:20:30 PM	12/07/23, 4:01:52 PM	41m 22s	mgiordano@agora.org	mgiordano@agora.org	Presenter
Tara Walker	12/07/23, 3:20:55 PM	12/07/23, 4:01:10 PM	36m 51s	twalker@agora.org	twalker@agora.org	Presenter
Dana Pacolay	12/07/23, 3:20:56 PM	12/07/23, 4:01:02 PM	40m 5s	dpacolay@agora.org	dpacolay@agora.org	Presenter
Samantha Bonniger	12/07/23, 3:21:00 PM	12/07/23, 4:18:58 PM	57m 57s	sbonniger@agora.org	sbonniger@agora.org	Presenter
Marlee Atwood	12/07/23, 3:21:10 PM	12/07/23, 4:01:57 PM	40m 47s	matwood@agora.org	matwood@agora.org	Presenter
Kaylee Matijevich	12/07/23, 3:21:25 PM	12/07/23, 4:00:48 PM	39m 23s	kmatijevich@agora.org	kmatijevich@agora.org	Presenter
Nicole Ervin	12/07/23, 3:21:39 PM	12/07/23, 4:00:45 PM	39m 5s	nervin@agora.org	nervin@agora.org	Presenter
Sue Lelko	12/07/23, 3:21:50 PM	12/07/23, 4:01:57 PM	40m 7s	slelko@agora.org	slelko@agora.org	Presenter
Chris Baker	12/07/23, 3:22:08 PM	12/07/23, 4:02:01 PM	39m 53s	cbaker@agora.org	cbaker@agora.org	Presenter
Molly Garczynski	12/07/23, 3:22:17 PM	12/07/23, 4:01:45 PM	39m 28s	mgarczynski@agora.org	mgarczynski@agora.org	Presenter
Jade McGregor	12/07/23, 3:22:18 PM	12/07/23, 4:01:58 PM	39m 39s	jmcgregor@agora.org	jmcgregor@agora.org	Presenter
Theresa Bash	12/07/23, 3:22:22 PM	12/07/23, 4:01:50 PM	39m 28s	tbash@agora.org	tbash@agora.org	Presenter
Lisa Savitz	12/07/23, 3:22:54 PM	12/07/23, 4:02:00 PM	39m 6s	lsavitz@agora.org	lsavitz@agora.org	Presenter
Rachel Carmichael	12/07/23, 3:22:57 PM	12/07/23, 4:01:53 PM	38m 56s	rcarmichael@agora.org	rcarmichael@agora.org	Presenter
Amy Raught	12/07/23, 3:23:02 PM	12/07/23, 3:23:14 PM	11s	araught@agora.org	araught@agora.org	Presenter

Rebecca Kenzakowski	12/07/23, 3:23:26 PM	12/07/23, 4:01:06 PM	37m 40s	rkenzakowski@agora.org	rkenzakowski@agora.org	Presenter
Allison Kitchel	12/07/23, 3:23:29 PM	12/07/23, 4:01:03 PM	37m 33s	akitchel@agora.org	akitchel@agora.org	Presenter
Sarah Pittman	12/07/23, 3:23:43 PM	12/07/23, 4:01:52 PM	38m 8s	spittman@agora.org	spittman@agora.org	Presenter
Terri Hunkele	12/07/23, 3:23:51 PM	12/07/23, 4:01:50 PM	37m 58s	thunkele@agora.org	thunkele@agora.org	Presenter
Michelle Pelissier	12/07/23, 3:24:10 PM	12/07/23, 4:00:58 PM	36m 47s	mpelissier@agora.org	mpelissier@agora.org	Presenter
Alexandra Hall	12/07/23, 3:24:18 PM	12/07/23, 4:01:00 PM	36m 42s	ahall@agora.org	ahall@agora.org	Presenter
Jenna Dietrich	12/07/23, 3:24:35 PM	12/07/23, 4:01:04 PM	36m 29s	jdietrich@agora.org	jdietrich@agora.org	Presenter
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14128557550	12/07/23, 3:39:45 PM	12/07/23, 4:00:57 PM	21m 11s			Attendee
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Training Objectives

- Using data to support PASA DLM Eligibility decisions
- Federal and state compliance with state assessment participation
- Required action for Tier 3 LEAs
- Future considerations of assessment and instructional supports

1. Summary

1. Summary						
Meeting title	Meeting PASA 1% Compliance					
Attended participants	143					
Start time	6/04/24, 3:16:06 PM					
End time	6/04/24, 4:11:55 PM					
Meeting duration	55m 49s					
Average attendance time	33m 28s					
2. Participants						

Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Erinn Slacktish	6/04/24, 3:26:24 PM	6/04/24, 4:11:54 PM	45m 30s	eslacktish@agora.org	eslacktish@agora.org	Organizer
Chris Baker	6/04/24, 3:16:08 PM	6/04/24, 4:00:23 PM	34m 5s	cbaker@agora.org	cbaker@agora.org	Presenter
Amber Heppenstall	6/04/24, 3:16:21 PM	6/04/24, 4:00:40 PM	44m 19s	aheppenstall@agora.org	aheppenstall@agora.org	Presenter
Shari Widlund	6/04/24, 3:16:49 PM	6/04/24, 4:00:19 PM	43m 30s	swidlund@agora.org	swidlund@agora.org	Presenter
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Amy Raught	6/04/24, 3:16:54 PM	6/04/24, 4:01:12 PM	41m 44s	araught@agora.org	araught@agora.org	Presenter
Jaclyn Cromedy	6/04/24, 3:16:59 PM	6/04/24, 4:00:40 PM	43m 41s	jcromedy@agora.org	jcromedy@agora.org	Presenter
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Ally Morris	6/04/24, 3:25:21 PM	6/04/24, 4:00:17 PM	34m 56s	amorris@agora.org	amorris@agora.org	Presenter
Kristina Krusey	6/04/24, 3:25:25 PM	6/04/24, 4:01:33 PM	36m 8s	kkrusey@agora.org	kkrusey@agora.org	Presenter

Jennifer Buss	6/04/24, 3:25:29 PM	6/04/24, 4:02:23 PM	36m 53s	jbuss@agora.org	jbuss@agora.org	Presenter
Kaylee Matijevich	6/04/24, 3:25:31 PM	6/04/24, 4:00:26 PM	34m 54s	kmatijevich@agora.org	kmatijevich@agora.org	Presenter
Kate Johnson	6/04/24, 3:25:32 PM	6/04/24, 4:00:21 PM	34m 49s	kjohnson@agora.org	kjohnson@agora.org	Presenter
Michele Giordano	6/04/24, 3:25:33 PM	6/04/24, 3:59:30 PM	33m 57s	mgiordano@agora.org	mgiordano@agora.org	Presenter
Cathy Mack	6/04/24, 3:25:37 PM	6/04/24, 4:01:10 PM	35m 33s	cmack@agora.org	cmack@agora.org	Presenter
Angela Denham	6/04/24, 3:25:41 PM	6/04/24, 4:00:38 PM	34m 57s	adenham@agora.org	adenham@agora.org	Presenter
Anna Lepsch	6/04/24, 3:25:42 PM	6/04/24, 4:03:06 PM	37m 24s	alepsch@agora.org	alepsch@agora.org	Presenter
Katie O'Donnell	6/04/24, 3:25:46 PM	6/04/24, 4:00:22 PM	34m 36s	kodonnell@agora.org	kodonnell@agora.org	Presenter
Amber Staley	6/04/24, 3:25:51 PM	6/04/24, 4:00:21 PM	34m 30s	astaley2@agora.org	astaley2@agora.org	Presenter
Amanda Moyer	6/04/24, 3:25:54 PM	6/04/24, 4:01:30 PM	35m 35s	amoyer@agora.org	amoyer@agora.org	Presenter
Ashley Farster	6/04/24, 3:26:10 PM	6/04/24, 4:01:31 PM	35m 20s	afarster@agora.org	afarster@agora.org	Presenter
Ashley Salimbene	6/04/24, 3:26:19 PM	6/04/24, 4:00:15 PM	33m 55s	asalimbene@agora.org	asalimbene@agora.org	Presenter
Bridget Ellis	6/04/24, 3:26:19 PM	6/04/24, 4:00:20 PM	34m	bellis@agora.org	bellis@agora.org	Presenter
Jess Purser	6/04/24, 3:26:22 PM	6/04/24, 4:02:16 PM	35m 54s	jpurser@agora.org	jpurser@agora.org	Presenter
Theresa Draeger	6/04/24, 3:26:25 PM	6/04/24, 4:00:25 PM	33m 59s	tdraeger@agora.org	tdraeger@agora.org	Presenter
Jenna Dietrich	6/04/24, 3:26:30 PM	6/04/24, 4:00:21 PM	33m 50s	jdietrich@agora.org	jdietrich@agora.org	Presenter
Kaelyn Hoffman	6/04/24, 3:26:30 PM	6/04/24, 4:02:04 PM	35m 33s	khoffman@agora.org	khoffman@agora.org	Presenter
Tara Rodzwic	6/04/24, 3:26:33 PM	6/04/24, 4:00:44 PM	34m 11s	trodzwic@agora.org	trodzwic@agora.org	Presenter
Maggie Joseph	6/04/24, 3:26:34 PM	6/04/24, 4:03:26 PM	36m 52s	mjoseph2@agora.org	mjoseph2@agora.org	Presenter
Molly Garczynski	6/04/24, 3:26:42 PM	6/04/24, 4:02:27 PM	35m 45s	mgarczynski@agora.org	mgarczynski@agora.org	Presenter
Dana Kwiecinski	6/04/24, 3:26:45 PM	6/04/24, 4:00:25 PM	33m 39s	dkwiecinski@agora.org	dkwiecinski@agora.org	Presenter
Lauren Svonavec	6/04/24, 3:26:56 PM	6/04/24, 4:00:39 PM	33m 43s	lsvonavec@agora.org	lsvonavec@agora.org	Presenter
Kristina Lapsker	6/04/24, 3:26:58 PM	6/04/24, 4:02:12 PM	35m 14s	klapsker@agora.org	klapsker@agora.org	Presenter
Melissa Hale-Patterson	6/04/24, 3:27:03 PM	6/04/24, 4:00:39 PM	33m 36s	mpatterson@agora.org	mpatterson@agora.org	Presenter
Alexandra Hall	6/04/24, 3:27:08 PM	6/04/24, 4:00:22 PM	33m 14s	ahall@agora.org	ahall@agora.org	Presenter
Jen Fisher Clark	6/04/24, 3:27:10 PM	6/04/24, 4:11:52 PM	44m 42s	jclark@agora.org	jclark@agora.org	Presenter
Sasha Young	6/04/24, 3:27:10 PM	6/04/24, 4:00:18 PM	33m 7s	syoung@agora.org	syoung@agora.org	Presenter
Sarah Pittman	6/04/24, 3:27:10 PM	6/04/24, 4:00:21 PM	33m 10s	spittman@agora.org	spittman@agora.org	Presenter
Maryann Johnson	6/04/24, 3:27:14 PM	6/04/24, 4:11:52 PM	44m 38s	majohnson@agora.org	majohnson@agora.org	Presenter
Brittany Brown	6/04/24, 3:27:14 PM	6/04/24, 4:03:13 PM	35m 59s	bbrown@agora.org	bbrown@agora.org	Presenter
Morgan Witman	6/04/24, 3:27:19 PM	6/04/24, 4:11:55 PM	44m 36s	mwitman@agora.org	mwitman@agora.org	Presenter
Mandy Kammermeier	6/04/24, 3:27:21 PM	6/04/24, 4:00:18 PM	32m 56s	akammermeier@agora.org	akammermeier@agora.org	Presenter
Allison Large	6/04/24, 3:27:29 PM	6/04/24, 4:00:40 PM	33m 10s	alarge@agora.org	alarge@agora.org	Presenter
Danielle DiMartini	6/04/24, 3:27:33 PM	6/04/24, 4:00:19 PM	32m 46s	ddimartini@agora.org	ddimartini@agora.org	Presenter
Janet Ulewicz	6/04/24, 3:27:37 PM	6/04/24, 4:00:35 PM	32m 57s	julewicz@agora.org	julewicz@agora.org	Presenter
Corinne Stepnowski	6/04/24, 3:27:38 PM	6/04/24, 4:03:09 PM	35m 30s	cstepnowski@agora.org	cstepnowski@agora.org	Presenter
Nicole Krol	6/04/24, 3:27:40 PM	6/04/24, 4:00:25 PM	32m 45s	nkrol@agora.org	nkrol@agora.org	Presenter
Maryann Butera	6/04/24, 3:27:42 PM	6/04/24, 4:00:21 PM	32m 39s	mbutera@agora.org	mbutera@agora.org	Presenter
Shannon Feeney Hoffmaster	6/04/24, 3:27:45 PM	6/04/24, 4:00:23 PM	32m 37s	shoffmaster@agora.org	shoffmaster@agora.org	Presenter

Gillian Kaufman	6/04/24, 3:27:46 PM	6/04/24, 4:00:21 PM	32m 35s	gkaufman@agora.org	gkaufman@agora.org	Presenter
Deidre McDowell	6/04/24, 3:27:48 PM	6/04/24, 4:00:24 PM	32m 36s	dmcdowell@agora.org	dmcdowell@agora.org	Presenter
Tara Walker	6/04/24, 3:27:53 PM	6/04/24, 4:00:22 PM	32m 28s	twalker@agora.org	twalker@agora.org	Presenter
Maria Harlan	6/04/24, 3:27:55 PM	6/04/24, 4:00:17 PM	32m 22s	mharlan@agora.org	mharlan@agora.org	Presenter
Dana Elmquist	6/04/24, 3:27:56 PM	6/04/24, 4:01:30 PM	33m 33s	delmquist@agora.org	delmquist@agora.org	Presenter
Melissa McCracken	6/04/24, 3:27:59 PM	6/04/24, 4:02:23 PM	34m 24s	mmccracken@agora.org	mmccracken@agora.org	Presenter
Laura Stapf	6/04/24, 3:28:09 PM	6/04/24, 4:00:36 PM	32m 26s	lstapf@agora.org	lstapf@agora.org	Presenter
Carissa Emrick	6/04/24, 3:28:12 PM	6/04/24, 4:00:43 PM	32m 31s	cemrick@agora.org	cemrick@agora.org	Presenter
Lauren Kerns	6/04/24, 3:28:14 PM	6/04/24, 4:00:26 PM	32m 12s	lkerns@agora.org	lkerns@agora.org	Presenter
Rachel Carmichael	6/04/24, 3:28:17 PM	6/04/24, 4:00:19 PM	32m 2s	rcarmichael@agora.org	rcarmichael@agora.org	Presenter
Shanna Pysher	6/04/24, 3:28:19 PM	6/04/24, 4:00:22 PM	32m 2s	spysher@agora.org	spysher@agora.org	Presenter
Heather Silberman	6/04/24, 3:28:21 PM	6/04/24, 4:01:44 PM	33m 22s	hsilberman@agora.org	hsilberman@agora.org	Presenter
Lisa Brestensky	6/04/24, 3:28:22 PM	6/04/24, 4:02:11 PM	33m 48s	lbrestensky@agora.org	lbrestensky@agora.org	Presenter
Janelle Shaffer	6/04/24, 3:28:28 PM	6/04/24, 4:00:25 PM	31m 56s	jshaffer3@agora.org	jshaffer3@agora.org	Presenter
Danielle Schall	6/04/24, 3:28:36 PM	6/04/24, 4:00:45 PM	32m 8s	dschall@agora.org	dschall@agora.org	Presenter
Michelle Pelissier	6/04/24, 3:28:36 PM	6/04/24, 4:00:18 PM	31m 42s	mpelissier@agora.org	mpelissier@agora.org	Presenter
Leslie Spratt	6/04/24, 3:28:49 PM	6/04/24, 4:00:24 PM	31m 35s	lspratt@agora.org	lspratt@agora.org	Presenter
Heather Gallagher	6/04/24, 3:29:10 PM	6/04/24, 4:00:39 PM	31m 29s	hgallagher@agora.org	hgallagher@agora.org	Presenter
Anastacia Matusz	6/04/24, 3:29:12 PM	6/04/24, 4:00:19 PM	31m 7s	amatusz@agora.org	amatusz@agora.org	Presenter
Dana Scarince	6/04/24, 3:29:16 PM	6/04/24, 4:01:18 PM	32m 1s	dscarince@agora.org	dscarince@agora.org	Presenter
Dana Pacolay	6/04/24, 3:29:25 PM	6/04/24, 4:03:21 PM	33m 56s	dpacolay@agora.org	dpacolay@agora.org	Presenter
Lauren Emminger	6/04/24, 3:29:26 PM	6/04/24, 4:00:17 PM	30m 50s	lemminger@agora.org	lemminger@agora.org	Presenter
Jennifer Lucia	6/04/24, 3:29:28 PM	6/04/24, 4:04:03 PM	34m 35s	jlucia@agora.org	jlucia@agora.org	Presenter
Lynnette Meinig	6/04/24, 3:29:28 PM	6/04/24, 4:01:57 PM	32m 28s	lmeinig@agora.org	lmeinig@agora.org	Presenter
Nicole Chiado	6/04/24, 3:29:29 PM	6/04/24, 4:00:16 PM	30m 46s	nchiado@agora.org	nchiado@agora.org	Presenter
Melissa Gaso	6/04/24, 3:29:35 PM	6/04/24, 4:00:26 PM	30m 50s	mgaso@agora.org	mgaso@agora.org	Presenter
Katie Talley	6/04/24, 3:29:36 PM	6/04/24, 4:00:22 PM	30m 45s	ktalley@agora.org	ktalley@agora.org	Presenter
Alyssa Trott	6/04/24, 3:29:42 PM	6/04/24, 4:00:39 PM	30m 56s	atrott@agora.org	atrott@agora.org	Presenter
Nicole Ervin	6/04/24, 3:29:43 PM	6/04/24, 4:00:41 PM	30m 57s	nervin@agora.org	nervin@agora.org	Presenter
Amber Thomas	6/04/24, 3:29:44 PM	6/04/24, 4:00:34 PM	30m 50s	athomas2@agora.org	athomas2@agora.org	Presenter
Stacy Vietmeier	6/04/24, 3:29:44 PM	6/04/24, 4:02:06 PM	32m 21s	svietmeier@agora.org	svietmeier@agora.org	Presenter
Jess Nayowith	6/04/24, 3:29:46 PM	6/04/24, 4:00:39 PM	30m 53s	jnayowith@agora.org	jnayowith@agora.org	Presenter
Kristine Craynon	6/04/24, 3:29:47 PM	6/04/24, 4:00:39 PM	27m 38s	kcraynon@agora.org	kcraynon@agora.org	Presenter
Melissa Franklin	6/04/24, 3:29:47 PM	6/04/24, 4:00:19 PM	30m 31s	mfranklin@agora.org	mfranklin@agora.org	Presenter
Jena Huffman	6/04/24, 3:29:49 PM	6/04/24, 4:00:23 PM	30m 34s	jhuffman@agora.org	jhuffman@agora.org	Presenter
Veronica Jackson	6/04/24, 3:29:50 PM	6/04/24, 4:01:30 PM	29m 56s	vjackson@agora.org	vjackson@agora.org	Presenter
Mindy Wesley	6/04/24, 3:29:50 PM	6/04/24, 4:00:37 PM	30m 46s	mwesley@agora.org	mwesley@agora.org	Presenter
Valerie Natale	6/04/24, 3:29:52 PM	6/04/24, 4:04:10 PM	34m 18s	vnatale@agora.org	vnatale@agora.org	Presenter
Carmen Myers	6/04/24, 3:29:53 PM	6/04/24, 4:00:20 PM	30m 26s	cmyers@agora.org	cmyers@agora.org	Presenter

Stephanie Mannarino	6/04/24, 3:29:53 PM	6/04/24, 4:00:18 PM	30m 24s	smannarino@agora.org	smannarino@agora.org	Presenter
Erin Scrip	6/04/24, 3:29:56 PM	6/04/24, 4:00:24 PM	30m 28s	escrip@agora.org	escrip@agora.org	Presenter
Emily Colebank	6/04/24, 3:29:58 PM	6/04/24, 4:00:40 PM	30m 42s	ecolebank@agora.org	ecolebank@agora.org	Presenter
Stefanie Marcello	6/04/24, 3:29:59 PM	6/04/24, 4:02:03 PM	32m 3s	smarcello@agora.org	smarcello@agora.org	Presenter
Cathrine Hartman	6/04/24, 3:30:00 PM	6/04/24, 4:00:50 PM	30m 50s	chartman@agora.org	chartman@agora.org	Presenter
Denna Hewitt	6/04/24, 3:30:01 PM	6/04/24, 4:00:34 PM	30m 33s	dhewitt@agora.org	dhewitt@agora.org	Presenter
Rebekah Congdon	6/04/24, 3:30:01 PM	6/04/24, 4:00:21 PM	30m 20s	rcongdon@agora.org	rcongdon@agora.org	Presenter
Jessica Barnhart	6/04/24, 3:30:03 PM	6/04/24, 4:00:20 PM	30m 17s	jbarnhart@agora.org	jbarnhart@agora.org	Presenter
Dante Greco	6/04/24, 3:30:03 PM	6/04/24, 4:03:43 PM	33m 40s	dgreco@agora.org	dgreco@agora.org	Presenter
Brittany Froehlich	6/04/24, 3:30:03 PM	6/04/24, 4:00:21 PM	30m 18s	BFroehlich@agora.org	BFroehlich@agora.org	Presenter
Jessica Reese	6/04/24, 3:30:05 PM	6/04/24, 4:01:31 PM	31m 26s	jreese@agora.org	jreese@agora.org	Presenter
Olivia Eckels	6/04/24, 3:30:10 PM	6/04/24, 4:00:43 PM	30m 33s	oeckels@agora.org	oeckels@agora.org	Presenter
Brittney Walczak	6/04/24, 3:30:13 PM	6/04/24, 4:00:23 PM	30m 9s	bwalczak@agora.org	bwalczak@agora.org	Presenter
Brittany Kieffer	6/04/24, 3:30:13 PM	6/04/24, 4:00:38 PM	30m 24s	bkieffer@agora.org	bkieffer@agora.org	Presenter
Melissa Stump	6/04/24, 3:30:23 PM	6/04/24, 4:00:21 PM	29m 57s	mstump@agora.org	mstump@agora.org	Presenter
Samantha Bonniger	6/04/24, 3:30:27 PM	6/04/24, 4:01:25 PM	30m 57s	sbonniger@agora.org	sbonniger@agora.org	Presenter
Kymberly Humanick	6/04/24, 3:30:32 PM	6/04/24, 4:00:24 PM	29m 51s	khumanick@agora.org	khumanick@agora.org	Presenter
Susan Lipiec	6/04/24, 3:30:32 PM	6/04/24, 4:00:21 PM	29m 48s	slipiec@agora.org	slipiec@agora.org	Presenter
Tamara Kozak	6/04/24, 3:30:41 PM	6/04/24, 4:00:25 PM	29m 43s	tkozak@agora.org	tkozak@agora.org	Presenter
Serena Adams	6/04/24, 3:30:41 PM	6/04/24, 4:02:14 PM	31m 33s	sadams@agora.org	sadams@agora.org	Presenter
Torri Bramble	6/04/24, 3:30:45 PM	6/04/24, 4:00:22 PM	29m 37s	tbramble@agora.org	tbramble@agora.org	Presenter
Kimberly McLaughlin	6/04/24, 3:30:48 PM	6/04/24, 4:00:22 PM	29m 34s	kmclaughlin@agora.org	kmclaughlin@agora.org	Presenter
Christine Thomas	6/04/24, 3:31:02 PM	6/04/24, 4:02:10 PM	31m 7s	cthomas@agora.org	cthomas@agora.org	Presenter
Melissa Love	6/04/24, 3:31:08 PM	6/04/24, 4:00:23 PM	29m 15s	mlove@agora.org	mlove@agora.org	Presenter
Brittney Cantwell	6/04/24, 3:31:28 PM	6/04/24, 4:00:19 PM	28m 50s	bcantwell@agora.org	bcantwell@agora.org	Presenter
Lynn Pagliei	6/04/24, 3:31:32 PM	6/04/24, 3:52:05 PM	20m 33s	lpagliei@agora.org	lpagliei@agora.org	Presenter
Kim Fiscus	6/04/24, 3:31:33 PM	6/04/24, 4:00:23 PM	28m 49s	kfiscus@agora.org	kfiscus@agora.org	Presenter
Nicolette Hollenbach	6/04/24, 3:31:39 PM	6/04/24, 4:00:22 PM	28m 42s	nhollenbach@agora.org	nhollenbach@agora.org	Presenter
Nancy Reimers	6/04/24, 3:31:49 PM	6/04/24, 4:02:04 PM	30m 14s	nreimers@agora.org	nreimers@agora.org	Presenter
Cortney Skelly	6/04/24, 3:31:49 PM	6/04/24, 4:00:16 PM	28m 27s	cskelly@agora.org	cskelly@agora.org	Presenter
Kaitlin Vacca	6/04/24, 3:32:55 PM	6/04/24, 4:00:21 PM	24m 49s	kvacca@agora.org	kvacca@agora.org	Presenter
Erica Cook	6/04/24, 3:33:15 PM	6/04/24, 4:00:22 PM	27m 6s	ecook@agora.org	ecook@agora.org	Presenter
Rebecca Mitzel	6/04/24, 3:33:28 PM	6/04/24, 4:00:20 PM	26m 52s	rmitzel@agora.org	rmitzel@agora.org	Presenter
Julie Doebereiner	6/04/24, 3:34:47 PM	6/04/24, 4:00:23 PM	25m 35s	jdoebereiner@agora.org	jdoebereiner@agora.org	Presenter
Kailey Smith	6/04/24, 3:36:59 PM	6/04/24, 4:00:23 PM	23m 24s	ksmith1@agora.org	ksmith1@agora.org	Presenter
Michelle Cukauskas	6/04/24, 3:42:07 PM	6/04/24, 4:04:04 PM	21m 57s	mcukauskas@agora.org	mcukauskas@agora.org	Presenter

3. In-Meeting Activities						
Name	Join Time	Leave Time	Duration	Email	Role	
Erinn Slacktish	6/04/24, 3:26:24 PM	6/04/24, 4:11:54 PM	45m 30s	eslacktish@agora.org	Organizer	
Chris Baker	6/04/24, 3:16:08 PM	6/04/24, 3:17:38 PM	1m 29s	cbaker@agora.org	Presenter	
Chris Baker	6/04/24, 3:27:47 PM	6/04/24, 4:00:23 PM	32m 36s	cbaker@agora.org	Presenter	
Amber Heppenstall	6/04/24, 3:16:21 PM	6/04/24, 4:00:40 PM	44m 19s	aheppenstall@agora.org	Presenter	
Shari Widlund	6/04/24, 3:16:49 PM	6/04/24, 4:00:19 PM	43m 30s	swidlund@agora.org	Presenter	
Caley Obranovich	6/04/24, 3:16:51 PM	6/04/24, 4:00:24 PM	43m 33s	cobranovich@agora.org	Presenter	
Caley Obranovich	6/04/24, 4:02:09 PM	6/04/24, 4:03:30 PM	1m 20s	cobranovich@agora.org	Presenter	
Amy Raught	6/04/24, 3:16:54 PM	6/04/24, 3:33:26 PM	16m 32s	araught@agora.org	Presenter	
Amy Raught	6/04/24, 3:36:00 PM	6/04/24, 4:01:12 PM	25m 12s	araught@agora.org	Presenter	
Jaclyn Cromedy	6/04/24, 3:16:59 PM	6/04/24, 4:00:40 PM	43m 41s	jcromedy@agora.org	Presenter	
Stephen Trevino	6/04/24, 3:17:00 PM	6/04/24, 4:00:19 PM	43m 19s	strevino@agora.org	Presenter	
Jennifer Markle	6/04/24, 3:17:26 PM	6/04/24, 3:18:56 PM	1m 29s	jmarkle@agora.org	Presenter	
Jennifer Markle	6/04/24, 3:29:33 PM	6/04/24, 4:03:20 PM	33m 46s	jmarkle@agora.org	Presenter	
Breanne Scears	6/04/24, 3:17:59 PM	6/04/24, 3:19:28 PM	1m 29s	bscears@agora.org	Presenter	
Breanne Scears	6/04/24, 3:23:17 PM	6/04/24, 4:00:17 PM	37m	bscears@agora.org	Presenter	
Casey Chaffin	6/04/24, 3:18:30 PM	6/04/24, 4:00:24 PM	41m 54s	cchaffin@agora.org	Presenter	
Kristen Popp	6/04/24, 3:19:56 PM	6/04/24, 3:21:26 PM	1m 29s	kpopp@agora.org	Presenter	
Kristen Popp	6/04/24, 3:25:18 PM	6/04/24, 4:01:29 PM	36m 11s	kpopp@agora.org	Presenter	
Theresa Bash	6/04/24, 3:20:23 PM	6/04/24, 4:00:16 PM	39m 53s	tbash@agora.org	Presenter	
David Furka	6/04/24, 3:20:42 PM	6/04/24, 3:22:41 PM	1m 59s	dfurka@agora.org	Presenter	
David Furka	6/04/24, 3:28:17 PM	6/04/24, 4:02:56 PM	34m 38s	dfurka@agora.org	Presenter	
Terri Hunkele	6/04/24, 3:21:02 PM	6/04/24, 4:00:26 PM	39m 23s	thunkele@agora.org	Presenter	
Judy Deemer	6/04/24, 3:21:03 PM	6/04/24, 3:22:32 PM	1m 29s	jdeemer@agora.org	Presenter	
Judy Deemer	6/04/24, 3:25:44 PM	6/04/24, 4:00:18 PM	34m 34s	jdeemer@agora.org	Presenter	
Jade McGregor	6/04/24, 3:21:38 PM	6/04/24, 4:01:25 PM	39m 47s	jmcgregor@agora.org	Presenter	
Lorna Titus	6/04/24, 3:22:31 PM	6/04/24, 4:00:24 PM	37m 53s	ltitus@agora.org	Presenter	
Andrea Bable	6/04/24, 3:22:41 PM	6/04/24, 3:24:11 PM	1m 29s	abable@agora.org	Presenter	
Andrea Bable	6/04/24, 3:25:16 PM	6/04/24, 4:00:21 PM	35m 4s	abable@agora.org	Presenter	
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Jodeen Buckwalter	6/04/24, 3:23:23 PM	6/04/24, 4:01:30 PM	38m 6s	jbuckwalter@agora.org	Presenter	
Cathryn Ramsey	6/04/24, 3:23:48 PM	6/04/24, 4:00:24 PM	36m 35s	cramsey@agora.org	Presenter	
Jessica Linderman	6/04/24, 3:24:13 PM	6/04/24, 3:41:43 PM	17m 29s	jlinderman@agora.org	Presenter	
Jessica Linderman	6/04/24, 3:45:28 PM	6/04/24, 4:00:23 PM	14m 55s	jlinderman@agora.org	Presenter	
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Rebecca Kenzakowski	6/04/24, 3:24:26 PM	6/04/24, 4:00:18 PM	35m 52s	rkenzakowski@agora.org	Presenter	
Jill Moyer	6/04/24, 3:24:47 PM	6/04/24, 4:00:21 PM	35m 33s	jmoyer2@agora.org	Presenter	
Allison Kitchel	6/04/24, 3:25:21 PM	6/04/24, 4:00:40 PM	35m 19s	akitchel@agora.org	Presenter	

Name	Join Time	Leave Time	Duration	Email	Role	
Ally Morris	6/04/24, 3:25:21 PM	6/04/24, 4:00:17 PM	34m 56s	amorris@agora.org	Presenter	
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Angela Denham	6/04/24, 3:25:41 PM	6/04/24, 4:00:38 PM	34m 57s	adenham@agora.org	Presenter	
Anna Lepsch	6/04/24, 3:25:42 PM	6/04/24, 4:03:06 PM	37m 24s	alepsch@agora.org	Presenter	
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Amanda Moyer	6/04/24, 3:25:54 PM	6/04/24, 4:01:30 PM	35m 35s	amoyer@agora.org	Presenter	
Ashley Farster	6/04/24, 3:26:10 PM	6/04/24, 4:01:31 PM	35m 20s	afarster@agora.org	Presenter	
Ashley Salimbene	6/04/24, 3:26:19 PM	6/04/24, 4:00:15 PM	33m 55s	asalimbene@agora.org	Presenter	
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Alexandra Hall	6/04/24, 3:27:08 PM	6/04/24, 4:00:22 PM	33m 14s	ahall@agora.org	Presenter	
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Sasha Young	6/04/24, 3:27:10 PM	6/04/24, 4:00:18 PM	33m 7s	syoung@agora.org	Presenter	
Sarah Pittman	6/04/24, 3:27:10 PM	6/04/24, 4:00:21 PM	33m 10s	spittman@agora.org	Presenter	
Maryann Johnson	6/04/24, 3:27:14 PM	6/04/24, 4:11:52 PM	44m 38s	majohnson@agora.org	Presenter	
Brittany Brown	6/04/24, 3:27:14 PM	6/04/24, 4:03:13 PM	35m 59s	bbrown@agora.org	Presenter	
Morgan Witman	6/04/24, 3:27:19 PM	6/04/24, 4:11:55 PM	44m 36s	mwitman@agora.org	Presenter	
Mandy Kammermeier	6/04/24, 3:27:21 PM	6/04/24, 4:00:18 PM	32m 56s	akammermeier@agora.org	Presenter	
Allison Large	6/04/24, 3:27:29 PM	6/04/24, 4:00:40 PM	33m 10s	alarge@agora.org	Presenter	
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Stefanie Marcello	6/04/24, 3:29:59 PM	6/04/24, 4:02:03 PM	32m 3s	smarcello@agora.org	Presenter	
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Susan Lipiec	6/04/24, 3:30:32 PM	6/04/24, 4:00:21 PM	29m 48s	slipiec@agora.org	Presenter	
Tamara Kozak	6/04/24, 3:30:41 PM	6/04/24, 4:00:25 PM	29m 43s	tkozak@agora.org	Presenter	
Serena Adams	6/04/24, 3:30:41 PM	6/04/24, 4:02:14 PM	31m 33s	sadams@agora.org	Presenter	
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Kimberly McLaughlin	6/04/24, 3:30:48 PM	6/04/24, 4:00:22 PM	29m 34s	kmclaughlin@agora.org	Presenter	
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Lynn Pagliei	6/04/24, 3:31:32 PM	6/04/24, 3:52:05 PM	20m 33s	lpagliei@agora.org	Presenter	
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Nicolette Hollenbach	6/04/24, 3:31:39 PM	6/04/24, 4:00:22 PM	28m 42s	nhollenbach@agora.org	Presenter	
Nancy Reimers	6/04/24, 3:31:49 PM	6/04/24, 4:02:04 PM	30m 14s	nreimers@agora.org	Presenter	
Cortney Skelly	6/04/24, 3:31:49 PM	6/04/24, 4:00:16 PM	28m 27s	cskelly@agora.org	Presenter	
Kaitlin Vacca	6/04/24, 3:32:55 PM	6/04/24, 3:53:24 PM	20m 29s	kvacca@agora.org	Presenter	
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Erica Cook	6/04/24, 3:33:15 PM	6/04/24, 4:00:22 PM	27m 6s	ecook@agora.org	Presenter	
Rebecca Mitzel	6/04/24, 3:33:28 PM	6/04/24, 4:00:20 PM	26m 52s	rmitzel@agora.org	Presenter	
Julie Doebereiner	6/04/24, 3:34:47 PM	6/04/24, 4:00:23 PM	25m 35s	jdoebereiner@agora.org	Presenter	

Kailey Smith	6/04/24, 3:36:59 PM	6/04/24, 4:00:23 PM	23m 24s	ksmith1@agora.org	Presenter	
Michelle Cukauskas	6/04/24, 3:42:07 PM	6/04/24, 4:04:04 PM	21m 57s	mcukauskas@agora.org	Presenter	

September 2023
Monthly RS Administrator Training

Agenda

- Welcome Back!
- Our Goals
- Review of Platforms
- Important Dates
- Unable to Schedule Process

Vision & Mission of Special Education Operations Team

Goal 1

To prepare **ALL STUDENTS** to achieve their **highest potential** through actively engaging in their own schooling.

Goal 2

Increase **communication** and **collaboration** between the Agora related services team and our contracted companies.

Goal 3

Ensure that **100%** of our students receive **100%** of their related services throughout the school year!

What's New with NEWROW

- NewRow is the required educational platform
- RS providers should schedule ClassConnect sessions within Newrow around student class schedules

    -When entering classrooms for the first time—enter before class starts

    -Share with the teacher who they are working with

    -Request guest link

- RS providers **must** have camera on
- RS providers should be working at a desk or table with good lighting and little distractions

Unable to Schedule

- RS providers should complete service logs within 24 hours of each session
- After 3 consecutive missed RS session—complete *Unable to Schedule form*

EasyTrac & EasyIEP

EasyIEP

- ALL RS providers have access

Progress Reports-Quarter 1

- RS PRs Due 10/30/23
- RS Admin Review Due 11/6/23
- PRs to LGs 11/9/23

EasyTrac

- Service Logs are Due within **24 hours** of each session

Important Dates

September 2023

- 9/13 Half day for students—Teacher in-service

- 9/19 Board Meeting **moved from 9/11**

- 9/20 Elementary School half day

- 9/25 Yom Kippur—Agora Offices CLOSED

- 9/27 Agora Day Out (students must participate in face to face or virtual activities/NO LIVE Instruction

October 2023

- 10/2 Board Meeting

- 10/4 Elementary School half day

- 10/11 Half day for students—Teacher in-service

- 10/18 Elementary School half day

- 10/20 Charter Day, Agora Offices CLOSED

- 10/25 Half day for students—Teacher in-service

Thursdays 8:30-9:30 AM

- Related Service Providers

- Company Administrators

Contact us with Questions

- **Amirah McIntyre**—Elementary School
- **Syreeta Warren**—Middle School
- **Joe Passante**—High School
- **Dr. Colleen Freyvogel Bruss**—compliance, student needs, questions, concerns

Attendee Name (Role)	Attendance Duration	Login Time	Logout Time	No. of Logins	No. of Clicks
Freyvogel Bruss, Colleen (AD)	34 mins	09/12/23 12:33	09/12/23 13:08	1	0
Katy Wickerham (Guest) (Unknown)	1 mins	09/12/23 12:33	09/12/23 12:35	1	0
Nicole Stockton (Guest) (Unknown)	12 mins	09/12/23 12:53	09/12/23 13:06	1	0
Anna Mercer (Guest) (Unknown)	25 mins	09/12/23 12:37	09/12/23 13:02	1	0
katy Wickerham (Guest) (Unknown)	26 mins	09/12/23 12:37	09/12/23 13:03	1	0
Kathleen Medina (Guest) (Unknown)	27 mins	09/12/23 12:37	09/12/23 13:04	1	0
Donna Bailey (Guest) (Unknown)	27 mins	09/12/23 12:37	09/12/23 13:05	1	0
Jessica Corrocher (Guest) (Unknown)	27 mins	09/12/23 12:33	09/12/23 13:01	1	0
Jennifer Kelly (Guest) (Unknown)	28 mins	09/12/23 12:33	09/12/23 13:02	1	0
Yolanda Coleman (Guest) (Unknown)	28 mins	09/12/23 12:33	09/12/23 13:02	1	0
Shelbie Nyman (Guest) (Unknown)	28 mins	09/12/23 12:33	09/12/23 13:02	1	0
Syreeta Warren_Green (Guest) (Unknown)	30 mins	09/12/23 12:37	09/12/23 13:08	1	0
Eileen Council (Guest) (Unknown)	31 mins	09/12/23 12:37	09/12/23 13:08	1	0
Kayla Rhein (Guest) (Unknown)	31 mins	09/12/23 12:33	09/12/23 13:04	1	0
Jesse Petrecz (Guest) (Unknown)	31 mins	09/12/23 12:33	09/12/23 13:04	1	0
Laura Draghiciu (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:07	1	0
Brooke Carhart (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:07	1	0
Eileen Council (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:08	1	0
Christi Sampson (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:08	1	0
CARI TOMCZYK (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:08	1	0
Tara Montri (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:08	1	0
Lauren Holoka (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:08	1	0
Susan Adisa (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:08	1	0
USHS Team (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:08	1	0
Joe Passante (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:08	1	0
Brianna Peterson (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:08	1	0
Julie Taylor (Guest) (Unknown)	34 mins	09/12/23 12:33	09/12/23 13:08	1	0
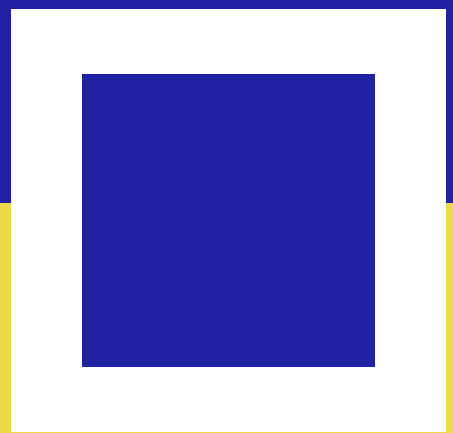
RS Monthly Training

October 10, 2023

The leaves are changing.....

What Autumn activities have you scheduled?

Agenda

- Updates

- Tasks Due

- Important Dates

- Questions

Trouble Shooting

EasyTrac Surveys

- Company admin—make sure proper survey is being used
  - -- ADMIN
  - -- RS Provider links

Related Service Provider Survey

Enable Immersive Reader

Clear Form

* Required

1. Is this the first time completing this survey? *
   - ⬡ Yes, this is my first time
   - ⬡ No, this is to update existing information

2. First Name *
   Enter your answer

3. Last Name *
   Enter your answer

AGORA
CYBER CHARTER SCHOOL

RS Billing Audit

RS providers scheduling two students at once – hoping to have student not attend

Sessions after 4:00 PM without written approval

Indirect time cannot be the same as any other student indirect or direct

Providers cannot work for more than one company

AGORA
CYBER CHARTER SCHOOL

PPID

- What is it?

- Why is it needed?

- When does it need updated?

Online classroom etiquette

- Email teachers
    - Share the student's name they are working with
    - Request Class guestlink

- The first time that an RS Provider enters a Newrow classroom they should private message the teacher to provide a reminder of the student that they are going to work with.

- RS Providers **must** be on camera just like our teachers.

- RS Providers should be working at a table or desk in a room with good lighting and little distractions.

- RS Providers should not be using a phone (talking or texting) or multitasking during their LIVE sessions with students.

2023/2024 Progress Report & ESY Dates

RS PRs Due	Grading Day	PR Work Day	PRs to CM	PRs to AD	PRs to LG
10/27/23	11/3/23	11/6/23	11/7/23	11/8/23	11/9/23
1/12/24	1/19/24	1/22/24	1/23/24	1/24/24	1/25/24
3/28/24	4/1/24	4/2/24	4/3/24	4/5/24	4/8/24
6/3/24	6/5/24	6/5/24	6/6/24	6/7/24	6/10/24
8/1/24	n/a	n/a	n/a	8/2/24	8/5/24

ESY runs June 24, 2024, to July 31, 2024.

Task: Admin PR Audit

Due: November 6

Agora.Q1. RS PR review

File   Edit   View   Insert   Format   Data   Tools   Extensions   Help

F16

	A	B	C	D	E	F	G	H	I
1	**Student ID**	**Student Nam**	**Special Educ**	**Service**	**Therapist**	**PR Submitted**	**Admin Initials**	**Notes**	
2						Yes	CFB		
3									
4									
5									
6									
7									
8									

Weekly RS Office Hours

- Thursdays
  8:30-9:30 AM

PR specific Office Hours

- October 16th from 9:00-10:00 AM

- October 19th from 2:30-3:30 PM

Important Dates

- *Wednesday, 10/11*: Half-day student schedule in morning

- *Friday, 10/20*: Charter Day; schools and offices closed

- *Wednesday, 10/25*: Half-day class schedule in morning; asynchronous afternoon for students/staff PD

- *Thursday, 11/2*: End of Quarter 1

- *Friday, 11/3*: ASY day for students

- Questions?

- To Schedule a check-in send an email to **cfreyvogel@agora.org** with 3 dates/times

Attendee Name (Role)	Attendance Duration	Login Time	Logout Time	No. of Logins	No. of Clicks
Freyvogel Bruss, Colleen (AD)	34 mins	10/10/23 12:28	10/10/23 13:03	4	0
Syreeta Warren_Green (Guest) (Unknown)	1 mins	10/10/23 12:32	10/10/23 12:33	1	0
Nicole Stockton (Guest) (Unknown)	4 mins	10/10/23 12:32	10/10/23 12:36	1	0
Julie Taylor (Guest) (Unknown)	12 mins	10/10/23 12:44	10/10/23 12:57	1	0
Nicole Stockton (Guest) (Unknown)	17 mins	10/10/23 12:45	10/10/23 13:03	1	0
Shelbie Nyman (Guest) (Unknown)	20 mins	10/10/23 12:32	10/10/23 12:52	1	0
Amirah McIntyre (Guest) (Unknown)	22 mins	10/10/23 12:32	10/10/23 12:54	1	0
Robyn Hayward (Guest) (Unknown)	25 mins	10/10/23 12:35	10/10/23 13:00	1	0
Jennifer Kelly (Guest) (Unknown)	26 mins	10/10/23 12:35	10/10/23 13:01	1	0
Najah Brown_BCBA (Guest) (Unknown)	27 mins	10/10/23 12:32	10/10/23 12:59	1	0
Donna Bailey (Guest) (Unknown)	27 mins	10/10/23 12:32	10/10/23 12:59	1	0
Amber Wunder (Guest) (Unknown)	28 mins	10/10/23 12:32	10/10/23 13:00	1	0
Jesse Petrecz (Guest) (Unknown)	28 mins	10/10/23 12:32	10/10/23 13:00	1	0
Cari Tomczyk (Guest) (Unknown)	28 mins	10/10/23 12:32	10/10/23 13:00	1	0
Syreeta Warren_Green (Guest) (Unknown)	29 mins	10/10/23 12:33	10/10/23 13:03	1	0
Christi Sampson (Guest) (Unknown)	29 mins	10/10/23 12:32	10/10/23 13:01	1	0
Tara Montri (Guest) (Unknown)	30 mins	10/10/23 12:33	10/10/23 13:03	1	0
Cathi DiMaria (Guest) (Unknown)	30 mins	10/10/23 12:32	10/10/23 13:02	1	0
Eileen Council (Guest) (Unknown)	30 mins	10/10/23 12:32	10/10/23 13:03	1	0
Lauren Holoka (Guest) (Unknown)	31 mins	10/10/23 12:32	10/10/23 13:03	1	0
Brooke Carhart (Guest) (Unknown)	31 mins	10/10/23 12:32	10/10/23 13:03	1	0
Kathleen Medina (Guest) (Unknown)	31 mins	10/10/23 12:32	10/10/23 13:03	1	0
Brianna Peterson (Guest) (Unknown)	31 mins	10/10/23 12:32	10/10/23 13:03	1	0
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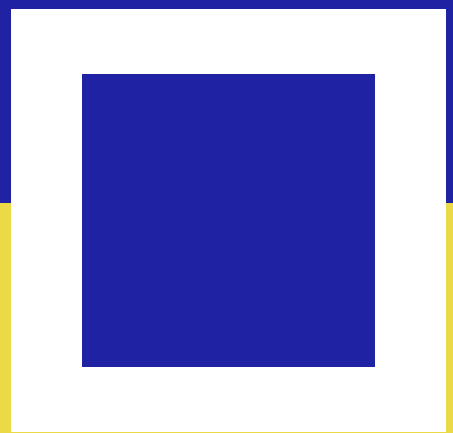
RS Monthly Training

November 14, 2023

What are you THANKFUL for this year?

Are you a Black Friday/Cyber Monday shopper? If so, where are your favorite stops?

Agenda

- Important Dates

- Updates

- Questions

AGORA
CYBER CHARTER SCHOOL

Important Dates

o List

- *November 20-21* K-8 Asynch Days--Parent Teacher Conferences

- *November 22* ½ Day Schedule PM Offices are closed

- *November 23-27* Agora Offices are closed

Trouble Shooting

EasyTrac Surveys

- Company admin—make sure proper survey is being used
    -- ADMIN
    -- RS Provider links

RS Billing Audit

RS providers scheduling two students at once – hoping to have student not attend

Sessions after 4:00 PM without written approval

Indirect time cannot be the same as any other student indirect or direct

Providers cannot work for more than one company

PPID

- What is it?

- Why is it needed?

- When does it need updated?

Application status can only be searched by PPID

Search **Clear**

Last Name	First Name	Middle Initial	Educational Entity	School Year	Action
FREYVOGEL	ALEXANDRA		Urban Academy of Greater Pittsburgh CS	2022-2023	View Complete Profile
FREYVOGEL	CHRISTINA	O	ARIN IU 28	2022-2023	View Complete Profile
FREYVOGEL	COLLEEN	L	Agora Cyber CS	2022-2023	View Complete Profile

Online classroom etiquette

- Email teachers
  - Share the student's name they are working with
  - Request Class guestlink

- The first time that an RS Provider enters a Newrow classroom they should private message the teacher to provide a reminder of the student that they are going to work with.

- RS Providers **must** be on camera just like our teachers.

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- RS Providers should not be using a phone (talking or texting) or multitasking during their LIVE sessions with students.

Task: Admin PR Audit

Due: November 6

Look Fors: Provider name, Title
Date: 11/09/23

Agora.Q1. RS PR review

File   Edit   View   Insert   Format   Data   Tools   Extensions   Help

	A	B	C	D	E	F	G	H	I
1	**Student ID**	**Student Nam**	**Special Educ**	**Service**	**Therapist**	**PR Submitted**	**Admin Initials**	**Notes**	
2						Yes	CFB		
3									
4									
5									
6									
7									
8									

Progress Reports

Glows
-RS Providers attended Office Hours
-RS Providers were able to access PRs easily in EasyIEP
-97% of PRs were completed by the deadline

Grows
-RS Providers need to use specific verbiage as provided
-Company Admin is responsible for writing PRs when a provider has been removed or therapist has been changed during the quarter.

Related Services RESET 11/15/2023

- Workflows

- Communication

- Additional Meetings

•Questions?

•To Schedule a check-in send an email to **cfreyvogel@agora.org** with 3 dates/times

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Jennifer Buss (Guest) (Unknown)	4 mins	12/12/23 12:32	12/12/23 12:37	1	0
Amber Wunder (Guest) (Unknown)	28 mins	12/12/23 12:32	12/12/23 13:01	1	0
Olivia DiPasquale (Guest) (Unknown)	33 mins	12/12/23 12:37	12/12/23 13:10	1	0
Blake Deuel (Guest) (Unknown)	35 mins	12/12/23 12:32	12/12/23 13:07	1	0
Tim Kubis (Guest) (Unknown)	36 mins	12/12/23 12:34	12/12/23 13:10	1	0
Laura Draghiciu (Guest) (Unknown)	36 mins	12/12/23 12:34	12/12/23 13:10	1	0
Christi Sampson (Guest) (Unknown)	36 mins	12/12/23 12:32	12/12/23 13:09	1	0
Katy Wickerham (Guest) (Unknown)	36 mins	12/12/23 12:32	12/12/23 13:09	1	0
Lauren Holoka (Guest) (Unknown)	37 mins	12/12/23 12:32	12/12/23 13:10	1	0
Shelbie Nyman (Guest) (Unknown)	37 mins	12/12/23 12:32	12/12/23 13:10	1	0
Eileen Council (Guest) (Unknown)	37 mins	12/12/23 12:32	12/12/23 13:10	1	0
Najah Brown (Guest) (Unknown)	37 mins	12/12/23 12:32	12/12/23 13:10	1	0
USHS Team (Guest) (Unknown)	38 mins	12/12/23 12:32	12/12/23 13:10	1	0
Brooke Carhart (Guest) (Unknown)	38 mins	12/12/23 12:32	12/12/23 13:10	1	0
Lauren Kerns (Guest) (Unknown)	38 mins	12/12/23 12:32	12/12/23 13:10	1	0
Kayla Rhein (Guest) (Unknown)	38 mins	12/12/23 12:32	12/12/23 13:10	1	0
Brianna Peterson (Guest) (Unknown)	38 mins	12/12/23 12:32	12/12/23 13:10	1	0
Jesse Petrecz (Guest) (Unknown)	38 mins	12/12/23 12:32	12/12/23 13:10	1	0
Donna Bailey (Guest) (Unknown)	38 mins	12/12/23 12:32	12/12/23 13:10	1	0

RS Monthly Training

December 12, 2023

AGORA
CYBER CHARTER SCHOOL

Tis' the season!
Choose the photo that represents your favorite part of the holiday season.

A. The lights

B. The sweets

C. The gifts

D. The food

Agenda

- Important Dates

- Introducing our newest team member!

- Updates

- Progress Track

- Questions

Important Dates

- *December 13* ½ Day Schedule PM Asynch Elementary Only
- *December 20* ½ Day Schedule PM Asynch ALL SCHOOL
- *December 22* ½ Day Schedule PM Offices are closed
- *December 25-January 1* Agora Offices are closed

- **January 2-5** CFB will be Out of the Office
- **January 8** January RS Newsletter will be published
- **January 9** RS Provider Monthly Training
- **January 12** RS Progress Reports are DUE

Hello, my name is Lauren!

"The environment shapes people's actions."

-B.F. Skinner

REMINDER

- **Functional Behavioral Assessment**
  - Direct observation across multiple settings/times (F2F/Virtual)
  - Data based decision making
- **Positive Behavior Support Plan**
  - Function of bx drives choice of antecedent strategies
  - BSC/BCBA monitor and revise
- **IEP Goals**
  - Baseline Data
  - Monitor/graph at least quarterly
  - Frequent data analysis to monitor efficacy of PBSP
- **Related Services**
  - PCA no response in sessions, contact team
  - BSC meeting RSVP

IEP SMART GOALS

SMART

S SPECIFIC
M MEASURABLE
A ATTAINABLE
R RELEVANT
T TIME-BOUND

Add Goal for: Behavior		
Step 1: Condition	Given...	
Step 2: Behavior	Tyler will...	
Step 3: Target Mastery (Numeric Value)		
Step 4: Target Mastery Performance Criteria		
Step 5: Target Date	by...	

3 baseline data points needed.

Example:
Given probed live class sessions, Tyler will actively participate during live class sessions (by answering questions in chat, answering polls, adding to the white board, participating in breakout room activities, responding to exit ticket, etc.)from a baseline of 42% to a least 80% of probed opportunities across 2 consecutive quarters.

Baseline Data
F2F observation 10/16/23: 45%
F2F observation 10/25/23: 60%
Virtual observation 10/27/23: 20%

Online classroom etiquette

• Email teachers
    - Share the student's name they are working with
    - Request Class guestlink

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Special Ed Operations Workflows

- [Job Posting Response Form](#) Anytime your company is recommending a new contractor you will need to upload all required clearances and licensure for that role.

- [Change of Therapist Form](#)

- [Connection Response Form](#)

- [Clearence Update Form](#)

- [Unable to Schedule Form](#) This form is completed by a company administrator after a student has missed three consecutive RS sessions. Our process is to put services on hold when students are not actively engaging with our providers.

AGORA
CYBER CHARTER SCHOOL

Student tech concerns

Protocol for offering services when students are having technical difficulties.

1. When a provider is informed by a student or LG that they have a broken computer, unsteady internet, etc. the provider should report to CM.
2. CM informs the Special Education Operations team and services are placed on hold for 5-10 days.
   a. CM will also reach out to student's family coach.
3. Special Education Operations team requests updates on family/technical concerns and informs provider/company when services can be reinstated.

Who you gonna call?

Not these guys.

Or even these girls

LEARNER-CENTEREDNESS TRAITS:

Asking for help when needed
Knowing and using our supports
Contacting Tech support for help
Having a back-up plan for internet outages

The Agora Tech Support Desk

Internal System Support

- Students, Parents, Staff
- Classlink, Tyler, email
- Student AT equipment

Hours of Operation

Monday – Friday 7:30 AM – 4:00 PM EST

Https: https://support.agora.org

support@agora.org

844-507-8233 Press 2

HELP

LOGIN   Select Language

AGORA CYBER CHARTER SCHOOL

ENROLLMENT   ABOUT AGORA   ACADEMICS   STUDENT LIFE

DON'T CHANGE THE WAY
THEY LEARN.
CHANGE THE WAY
THEY'RE TAUGHT.

AGORA CYBER CHARTER SCHOOL

Welcome to Agora

Help, I forgot my password

Or sign in using:

Click here

Microsoft

Sign in

Email, phone, or Skype

No account? Create one!

Can't access your account?

Back   Next

Microsoft

Enter password

Password

Forgot password?

Sign in

Who you gonna call?

Not these guys.

Or even these girls

Would you like to save your login?

Online School

You can save your login for this application to auto login on your next visit

Username

Password

Skip Save

HELP

Stride Customer Care and Tech Support (former K12)

- Student Laptops
- Student online courses and NewRow
  - K12 provided Software

Hours of Operation
Monday – Friday 8:00 AM – 11:59 PM EST
Saturday – Sunday 12:00 PM – 8:00 PM EST

Student Help Desk

844-507-8233 Press 1

https://fueled.force.com/servicestation

Master Agreements

- Do not auto-renew

- Until an agreement is duly-executed, previous agreement is status quo for rates

- Amendments are specific to an agreement
  - Amendments do not automatically roll over into a new agreement
  - Amendments can be reviewed on a case by case basis; however, they are not guaranteed as the contract was just negotiated.

How To: View Student Progress, Attendance, and Engagement in Online Courses
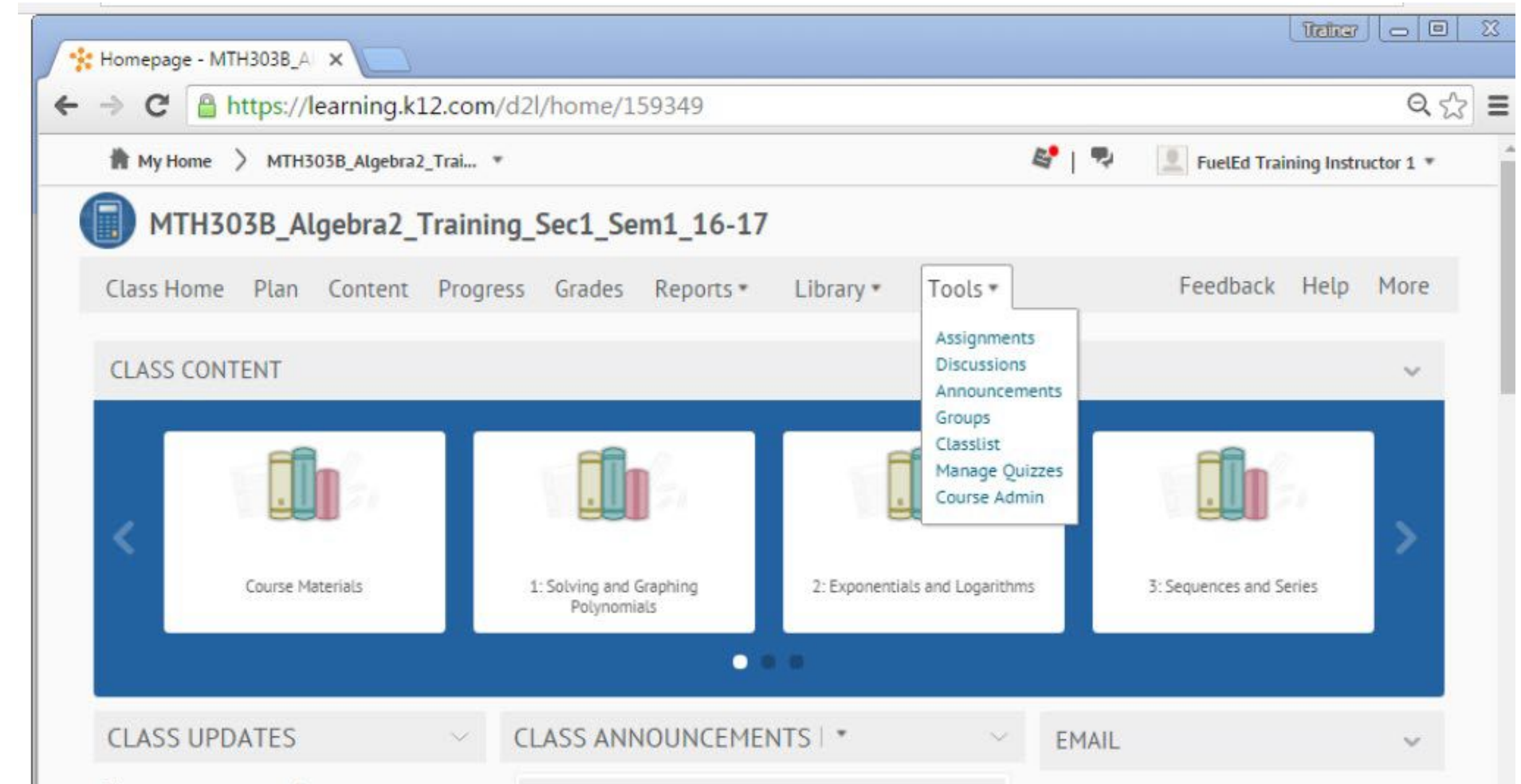
- View as User – Logs you in as the student to be able to view their progress. Any actions you complete will be recorded as if the student completed it. Only Search and View when using "View as user"
- Select Dropdown Arrow next to Student you wish to view; Select View as User

Middle & High School

How To: View Student Progress, Attendance, and Engagement in Online Courses
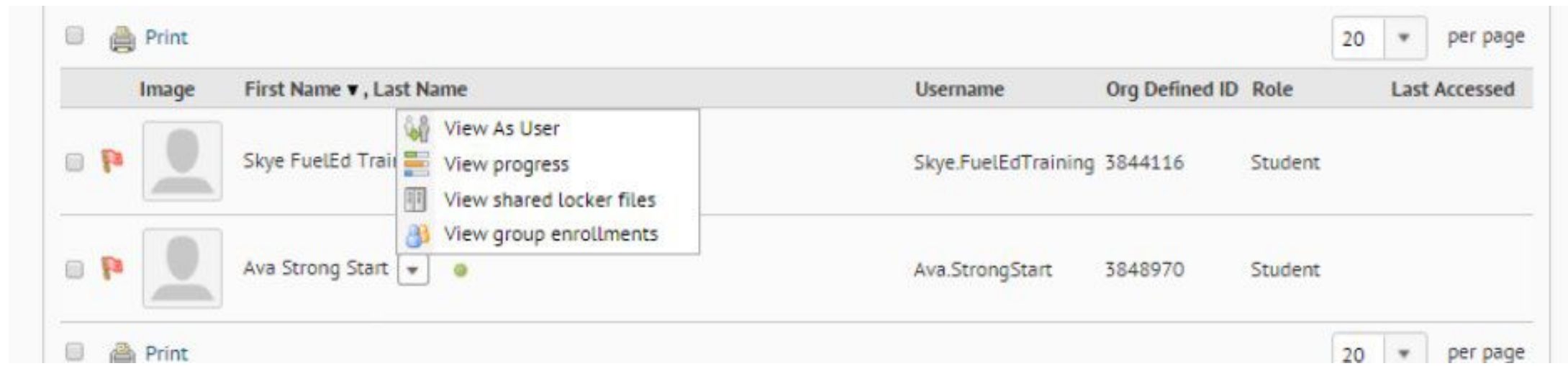
Student's name will be in Top Right Corner of Screen while using "View as User"
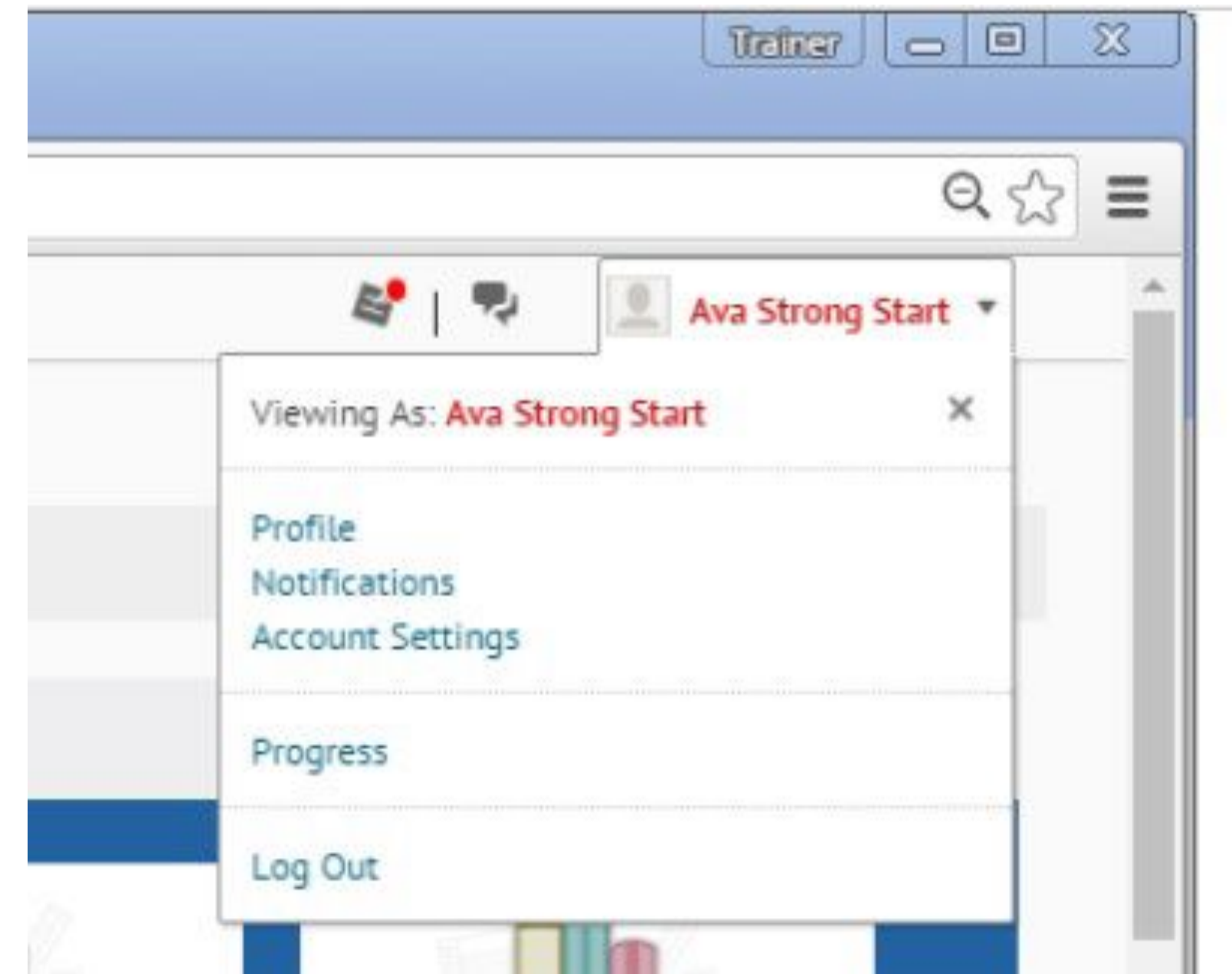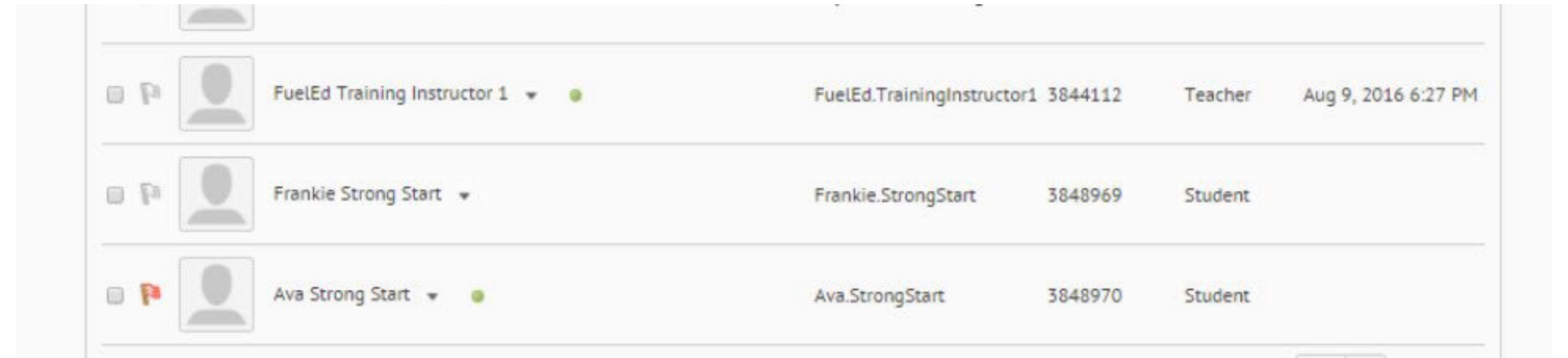
To Switch Roles – Select Student's Name;
Select "X" by student's name and return to Classroom page
Select Student

Middle & High School

How To: View Student Progress, Attendance, and Engagement in Online Courses

Select Student Dropdown; View Progress to see detail regarding progress

Greenlight indicator shows if student is currently active online. You can also see the last time the accessed course at right of Classlist page

Middle & High School

How To: View Student Progress, Attendance, and Engagement in Online Courses
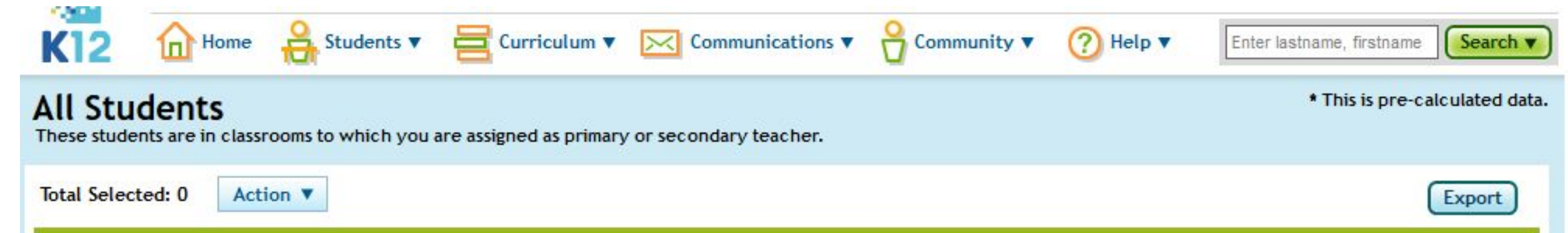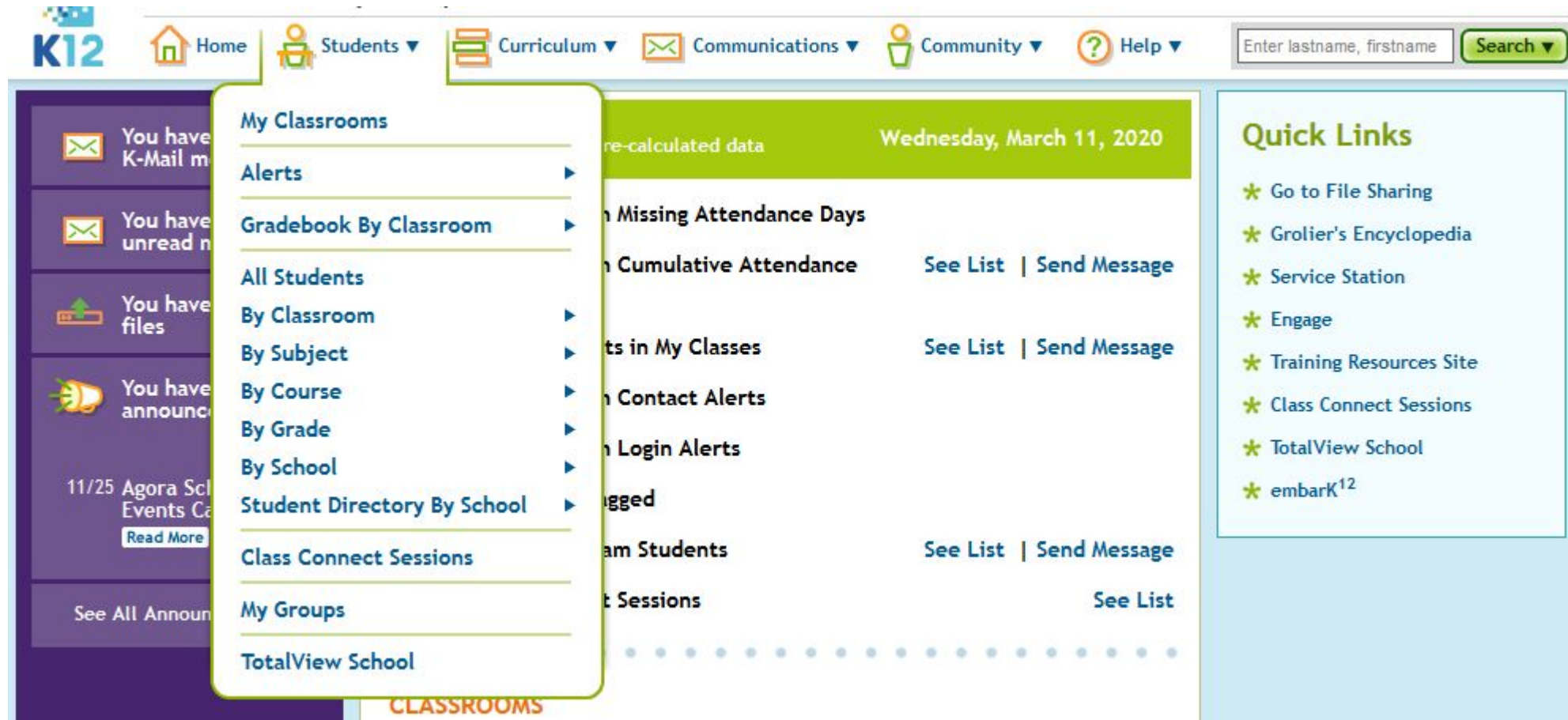
Select Students; All Students or Search by Name to find Student associated with your K12 classrooms

If selecting "All Students" – they will be listed here. Find Student and Select their name to be taken to their progress information

Elementary School

How To: View Student Progress, Attendance, and Engagement in Online Courses

Overview | Alerts | Snapshot | Snapshot Details | Attendance | Progress | Plan | Student Info

Core lessons only are included

Course	Teacher	Course Start Date	Attendance to Date	Cumulative % Progress	Actual Progress / Expected	% of Expected Progress
Summit Math+ Purple	Ashley Alcorn	10/14/19	2h	7%	11/96	11%
Summit ELA Purple - Cursive Handwriting	Ashley Alcorn	10/14/19	1h20m	9%	8/57	14%
Summit ELA Purple - Literature and	Carolyn					

Progress Tab will also show specific progress in each course

Overview | Alerts | Snapshot | Snapshot Details | Attendance | **Progress** | Plan | Student Info

Course Progress

Course: All Courses ▾

Core lessons only are included   KEY: ■ COMPLETED ■ NOT MASTERED ■ SKIPPED □ NOT COMPLETED

Math

⊘ Summit Math+ Purple   Projected End Date: --
7% | 93% | 100% Total Lessons
View Progress Details ▸

Language Arts

⊘ Summit ELA Purple - Literature and Comprehension   Projected End Date: --
100% | 100% Total Lessons
View Progress Details ▸

⊘ Summit ELA Purple - Writing Skills   Projected End Date: --
3% | 97% | 100% Total Lessons
View Progress Details ▸

⊘ Summit ELA Purple - Spelling   Projected End Date: --
36% | 1% | 63% | 100% Total Lessons

Overview will show Overall progress in Elementary Courses. High school and Middle School course progress is not accessible in this view.

Elementary School

How To: View Student Progress, Attendance, and Engagement in Online Courses

Plan Tab will show Student's Class Connect Schedule

- Questions?

- To Schedule a check-in send an email to cfreyvogel@agora.org with 3 dates/times

RS Monthly Training

January 9, 2023

forward TOGETHER in 2024

AGORA
CYBER CHARTER SCHOOL

Winter Weather
What is your favorite winter activity?

B. The views

D. Hibernation

A. Playing in the snow

C. Cuddling by the fire

Agenda

- Important Dates

- Updates

- Progress Track

- Questions

Important Dates-January

- **Tuesday, January 9**: Last day of middle school benchmarks
- **Wednesday, January 10**: 1/2 day for students/HS Advisory session from 9:00-12:00 pm for Reading Plus benchmark and PBIS school climate survey/staff PD
- **Friday, January 12**: DEADLINE for Related Service Provider's Q2 PRs
- **Monday, January 15**: Martin Luther King, Jr Day—schools /offices closed
- **Wednesday, January 17**: 1/2 day for elementary students **ONLY**
- **Thursday, January 18**: End of quarter 2 / Semester 1; Winter Keystone window closes
- **Friday, January 19**: DEADLINE for Company Admin's review of Q2 PRs
- **Friday, January 19**: ASY day for students; Staff in-service / grading day; Teacher grades due by 4 PM
- **Wednesday, January 24**: Half-day class schedule in morning; asynchronous afternoon for students/staff PD
- **Thursday, January 25**: Report cards published in Sapphire
- **Monday, January 29**: 9th and 11th grade student assemblies
- **Tuesday, January 30**: 10th and 12th grade student assemblies
- **Wednesday, January 31**: 1/2 day for elementary students **ONLY**

Important Dates-February

- **Wednesday, February 7:** Half-day class schedule in morning; asynchronous afternoon for students/staff PD/(Evening) Parent-Teacher Conferences Grades K-12
- **Thursday, February 8:** ASYNCH Day for Parent-Teacher Conferences K-8 **ONLY**
- **Thursday, February 9:** ASYNCH Day for Parent-Teacher Conferences K-8 **ONLY**
- **Monday, February 19:** President's Day—schools /offices closed
- **Wednesday, February 21:** Half-day class schedule in morning; asynchronous afternoon for students/staff PD

Open Office Hours

January 10 (Progress Reporting Specific)
- 1:00-2:00 PM

January 11
- 8:30-9:30 AM

January 12 (Progress Reporting Specific)
- 3:00-4:00 PM

AGORA
CYBER CHARTER SCHOOL

Quarter 2 Progress Reports

Related Service Providers1/12/24
- PRs in EdPlan
- PRs out of EdPlan

Company Administrators 1/19/24
- Quarter 2 Report to be sent by COD 1/10/24 by RSS

ESY

Due on, or before**, January 24th**

Keep in mind: a. Should be the exception not the norm. ESY is only to MAINTAIN skill levels until the new school year, not to continue to advance progress on IEP goals. b. Therapists are to utilize the ESY Checklist for Related Service Providers (Located within EasyTrac) when making recommendations to the IEP team. c. Therapist's Responsibilities i. The therapist can note whether ESY for their discipline is suggested. The IEP makes a team decision. ii. Therapists must provide some detailed account (data) to support their recommendations. All determinations must be data centered. iii. Therapists should include progress monitoring data, charts, and/or graphs indicating the need for extended services

Special Ed Operations Workflows

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- [Change of Therapist Form](#)

- [Connection Response Form](#)

- [Clearence Update Form](#)

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2. CM informs the Special Education Operations team and services are placed on hold for 5-10 days.
    a. CM will also reach out to student's family coach.
3. Special Education Operations team requests updates on family/technical concerns and informs provider/company when services can be reinstated.

Who you gonna call?

Not these guys.

Or even these girls

LEARNER-CENTEREDNESS TRAITS:

Asking for help when needed
Knowing and using our supports
Contacting Tech support for help
Having a back-up plan for internet outages

The Agora Tech Support Desk
Internal System Support
- Students. Parents. Staff
- Classlink, Sapphire, email
- Student AT equipment

Hours of Operation
Monday – Friday 7:30 AM – 4:00 PM EST

Https: https://support.agora.org

support@agora.org

844-507-8233 Press 2

HELP

Who you gonna call?

Not these guys.

LEARNER-CENTEREDNESS TRAITS:

Asking for help when needed
Knowing and using our supports
Contacting Tech support for help
Having a back-up plan for internet outages

Or even these girls

Would you like to save your login?

Online School
You can save your login for this application to auto login on your next visit

Username
_____

Password
_____

Skip   Save

Stride Customer Care and Tech Support (former K12)

- Student Laptops
- Student online courses and NewRow
  - K12 provided Software

Hours of Operation
Monday – Friday 8:00 AM – 11:59 PM EST
Saturday – Sunday 12:00 PM – 8:00 PM EST

Student Help Desk

844-507-8233 Press 1

https://fueled.force.com/servicestation

- **Questions?**

- **To Schedule a check-in send an email to cfreyvogel@agora.org with 3 dates/times**

Attendee Name (Role)	Attendance Duration	Login Time	Logout Time	No. of Logins	No. of Clicks
Freyvogel Bruss, Colleen (AD)	41 mins	01/09/24 12:36	01/09/24 13:17	1	0
Nicole Stockton (Guest) (Unknown)	7 mins	01/09/24 12:38	01/09/24 12:46	1	0
Christi Sampson (Guest) (Unknown)	33 mins	01/09/24 12:37	01/09/24 13:11	1	0
Saqoya Weldon (Guest) (Unknown)	33 mins	01/09/24 12:37	01/09/24 13:11	1	0
US Healthcare (Guest) (Unknown)	33 mins	01/09/24 12:37	01/09/24 13:11	1	0
Olivia DiPasquale (Guest) (Unknown)	34 mins	01/09/24 12:37	01/09/24 13:11	1	0
Donna Bailey (Guest) (Unknown)	34 mins	01/09/24 12:37	01/09/24 13:11	1	0
Shelbie Nyman (Guest) (Unknown)	34 mins	01/09/24 12:37	01/09/24 13:11	1	0
Liz Willis (Guest) (Unknown)	34 mins	01/09/24 12:37	01/09/24 13:11	1	0
Kayla Rhein (Guest) (Unknown)	34 mins	01/09/24 12:37	01/09/24 13:11	1	0
Brooke Carhart (Guest) (Unknown)	34 mins	01/09/24 12:37	01/09/24 13:11	1	0
Cathi DiMaria (Guest) (Unknown)	34 mins	01/09/24 12:37	01/09/24 13:11	1	0
Jesse Petrecz (Guest) (Unknown)	34 mins	01/09/24 12:37	01/09/24 13:11	1	0
Lauren Kerns (Guest) (Unknown)	34 mins	01/09/24 12:37	01/09/24 13:12	1	0
Kathleen Medina (Guest) (Unknown)	35 mins	01/09/24 12:37	01/09/24 13:12	1	0
Laura Draghiciu (Guest) (Unknown)	39 mins	01/09/24 12:37	01/09/24 13:17	1	0
Lauren Holoka (Guest) (Unknown)	39 mins	01/09/24 12:37	01/09/24 13:17	1	0
Najah Brown_BCBA (Guest) (Unknown)	39 mins	01/09/24 12:37	01/09/24 13:17	1	0
Brianna Peterson (Guest) (Unknown)	40 mins	01/09/24 12:37	01/09/24 13:17	1	0
Cari Tomczyk (Guest) (Unknown)	40 mins	01/09/24 12:37	01/09/24 13:17	1	0
Eileen Council (Guest) (Unknown)	40 mins	01/09/24 12:37	01/09/24 13:17	1	0

RS Company Admin Training

February 13, 2024

Valentine's Day Trivia

What are the six flavors of Brach's conversation hearts?

What is the highest grossing romantic movie of all time?

As of the year 2020, which online dating site had the most members at almost 35 million?

The Valentine's Day Massacre occurred in which American city?

What aquatic animal has three hearts?

Valentine's Day Trivia

What are the six flavors of Brach's conversation hearts?

wintergreen, banana, orange, lemon, cherry and grape

What is the highest grossing romantic movie of all time?

Titanic

As of the year 2020, which online dating site had the most members at almost 35 million?

Match.com

The Valentine's Day Massacre occurred in which American city?

Chicago

What aquatic animal has three hearts?

Octopus

Today's Agenda

- Important Dates
- Friendly Reminders
- Evaluation Posting Center
- Question/Answer

Important Dates

- **Wednesday, February 14:** ELEMENTARY ONLY Half-day class schedule in morning; asynchronous afternoon for students
- **Wednesday, February 14:** Evaluation Posting Center Training
- **Monday, February 19:** President's Day—schools /offices closed
- **Wednesday, February 21:** Half-day class schedule in morning; asynchronous afternoon for students/staff PD
- **Thursday, February 22nd:** Progress Track Open Office Hours
- **Monday, February 26th :** Progress Track Open Office Hours
- **Wednesday, February 28:** ELEMENTARY ONLY Half-day class schedule in morning; asynchronous afternoon for students.
- **Friday, March 1st:** Progress Track Open Office Hours
- **Friday, March 25th-29th:** Spring Break—schools /offices closed

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SPAM

Delete a VM from me this AM

Erinn Slacktish
To **STF-HighSchool_SpecEd**;
    STF-Elementary_SpecEd; +1 other
Cc ● Erinn Slacktish

8:51 AM

Good morning,

If you rec'd a VM from me this morning please delete it. It's SPAM.

Thank you,

AGORA
CYBER CHARTER SCHOOL

Erinn Slacktish, M.S. | Direc
Agora Cyber Charter School
1018 W. 8th Avenue, King of Prus
✉ eslacktish@agora.org | 🌐 w
📞 (570) 234-2161

CONFIDENTIALITY STATEMENT: The documents and communication included in this email transmission may

Weather-related cancellations

- What is happening in the school district when the provider lives?

- What is happening in the school district when the Agora student lives?

- What are local authorities indicating about

Virtual Snow Days

o Follow the advanced cancel procedure

o If more than 2 hours before session, should not bill

o If less than 2 hours before session, should bill for full session or up to 1 hour (whichever is fewer)

- **Direct Time** = Provider working with student
- **Indirect Time**=Provider writing service logs, planning for sessions, writing input for IEP and/or evaluation, completing progress reports, consulting with parent and/or IEP team

Company administrators must complete the *Indirect Time Request* form.

Meeting Invitations

Please communicate with RS providers that they **mu**
if they will participate or will not be in attendance f
- √—Yes, I will attend
- **?**—I will try to be in attendance
- X—No, I will not be in attendance

It is our goal to have related service providers participate in IEP meetings as their schedule allows. While it is not required for an RS provider to attend, **it is required to communicate attendance**. As part of the IEP meeting preparation the CM sends an input form and a calendar invite to the meeting. In order for CMs to be properly prepared for a meeting they must complete an excusal form ==PRIOR TO THE MEETING== for the parent, which includes a list of RS providers who are unable to attend the meeting/review their IEP input.

Join Teams Meeting   ✓   ?   X   🕐   ✉   Tentative

Colleen Freyvogel Bruss (cfreyvogel@agora.org) is signed in

4464 IEP Meeting

Colebank

esday, January 10, 2024 12:00 PM-12:30 PM

soft Teams Meeting

Mileage Reimbursement

- Invoice submission indicates the company has reviewed and approved mileage.

- Invoice notes minutes rather than miles.
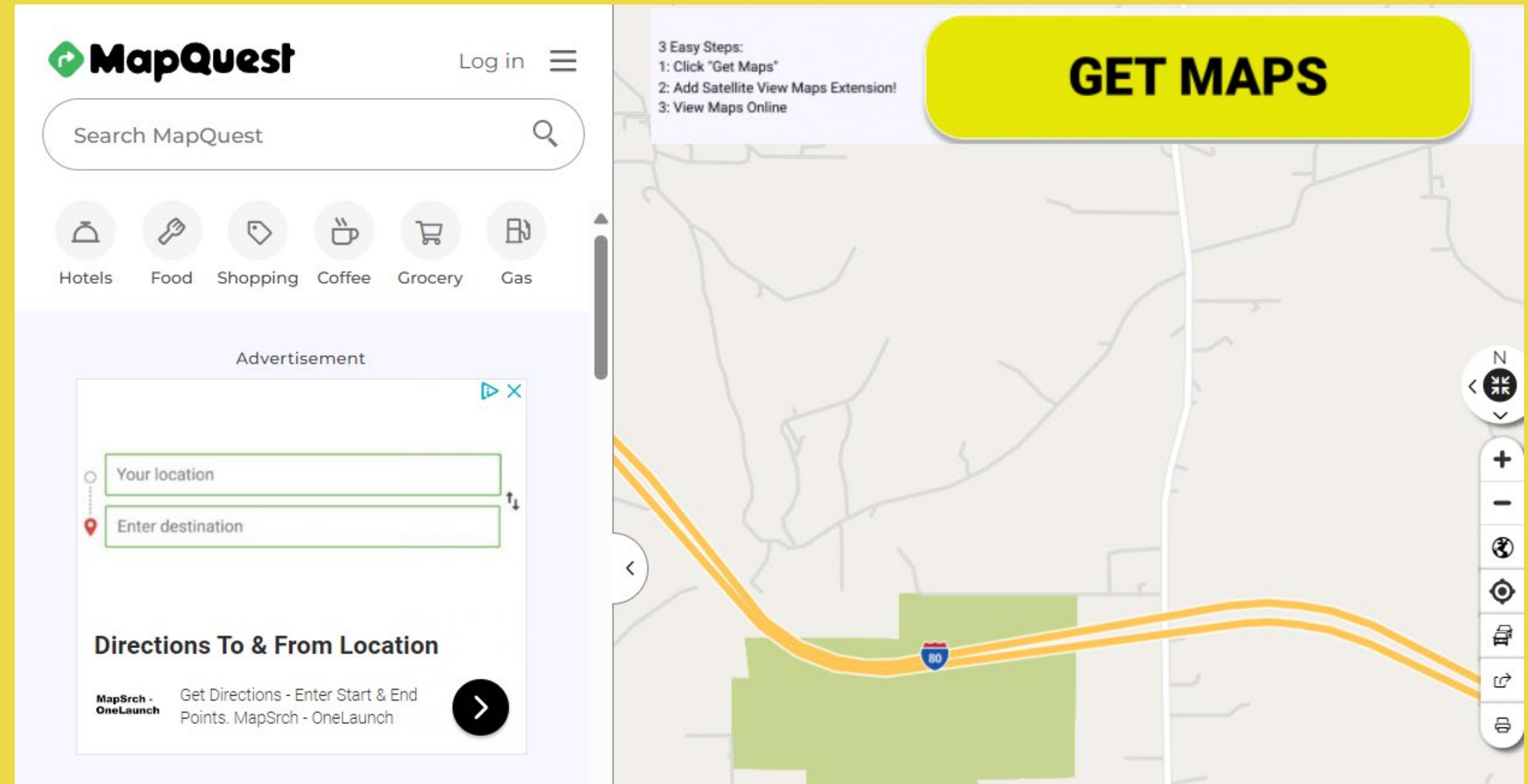
New Log Entry

Save 　 Clear Form

Service Date [_____] 📅 (Required)

Service Type [_____ ▾]

Service Times [Start] 🕐 [End] 🕐 (Required)

Group Size

Service Type dropdown options:
- Direct
- Direct: Virtual
- Direct: Make-Up Session
- Direct: Virtual Make-Up Session
- Student Absent/Not Available (Advanced Cancellatio
- Student Absent/Not Available (Late Cancellation)
- Provider Absent/Not Available
- Indirect
- **Mileage**

Progress Report [_____ ▾]

Areas Covered/Assessed (Required)

Mileage
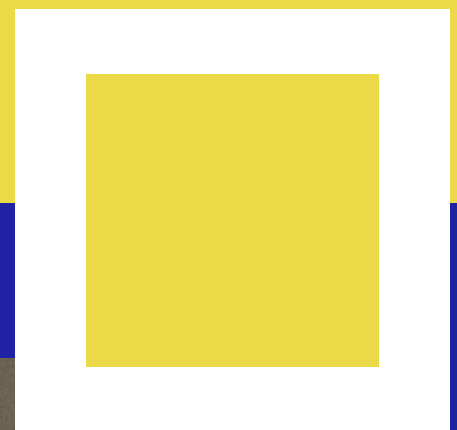
☐ Mileage

Daily Progress Note
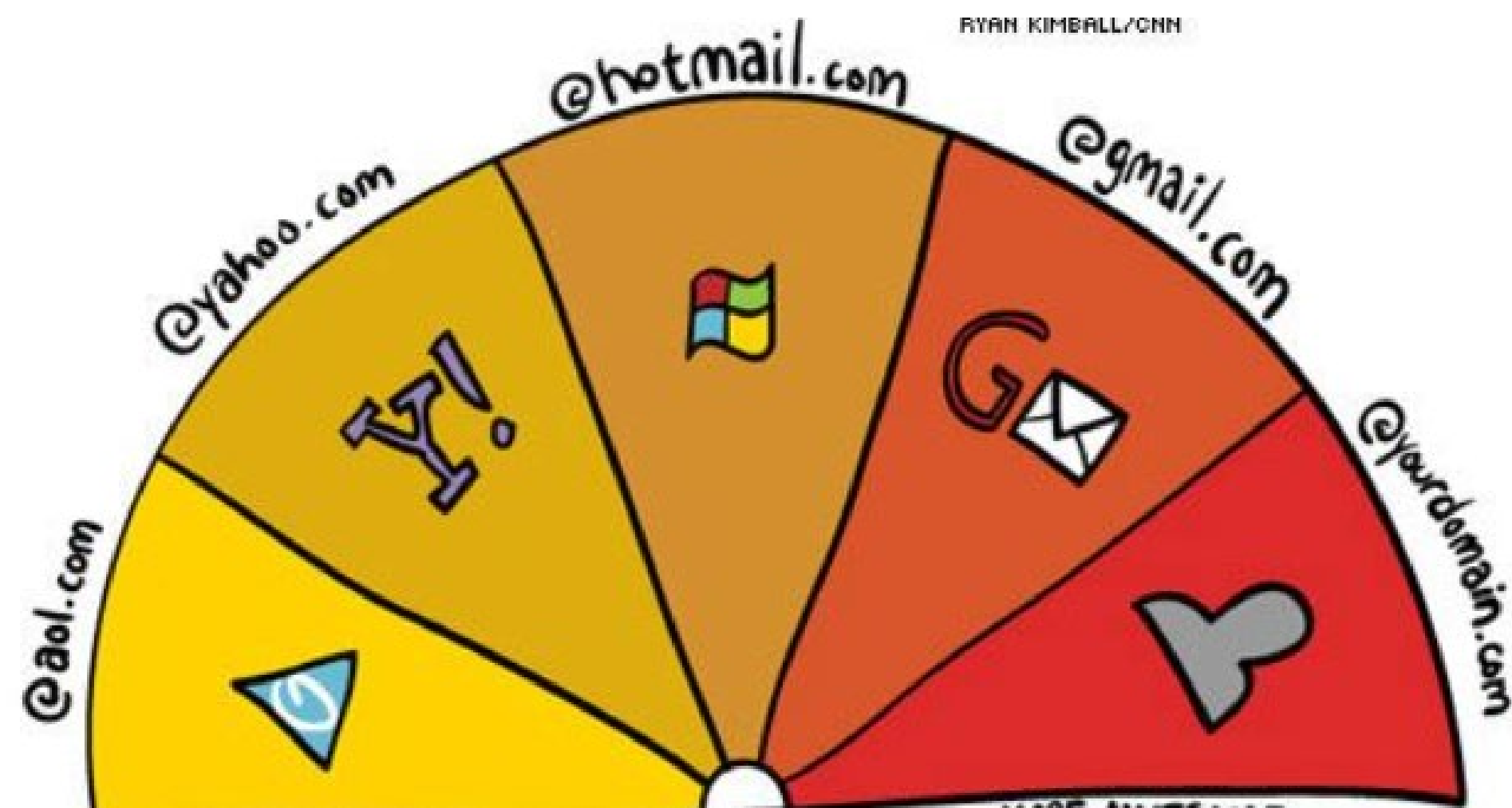
The provider needs to add the starting location (the provider's home/their office/student's home) and ending location (the student's home/the provider's home).

Save

Professional provider email addresses

Semester 2 Updates

FBI Clearances
% of change in RS by company
Unable to Schedule/Reinstatements

Evaluation Job Posting Center

February 14th
1:00-2:00 PM

RS Company Admin Training

MARCH 12, 2024

While we wait…

Happy St. Patrick's Day!!

1. 2024 marks the ___th anniversary of St. Patrick's Day celebrations.
2. What city dyes the river green each year in celebration?
3. What color used to be worn on this holiday?

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While we wait…

Happy St. Patrick's Day!!

1. 2024 marks the ___th anniversary of St. Patrick's Day celebrations.
   214th

2. What city dyes the river green each year in celebration?
   Chicago dyes the river "Kelly Green" each year.

3. What color used to be worn on this holiday?
   Blue

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Today's Agenda

- Important Dates
- Updates
    - -EasyTrac
    - -New Learning Platform
- Progress Reports
- High Needs Cases
- Next Steps
- Question/Answer

Important Dates

- **Wednesday, March 13th**: 1/2 day for K-8—AM LIVE instruction PM asynchronous
- **Wednesday, March 20th**: 1/2 day for all—AM LIVE instruction PM asynchronous
- **Friday, March 22nd**: Last day of Quarter 3
  - **March 22nd**: Provider updates
- **March 25th-29th**: Spring Break—schools /offices closed
- **Thursday, March 28th**: Related Service Provider progress reports are **DUE**
- **Monday, April 1st**: Provider email address updates due to RSS
- **Thursday, April 4th**: Company Administrator PR Audits are DUE by 5pm

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Important Dates

Spring Break
Offices will be closed:
March 25-March 29

Important Dates

Additional Office Hours

Friday, March 15th
- 10:00-11:00 AM
- 12:30-1:30 PM

Wednesday, March 20th
- 1:00-2:00 PM

Important Dates
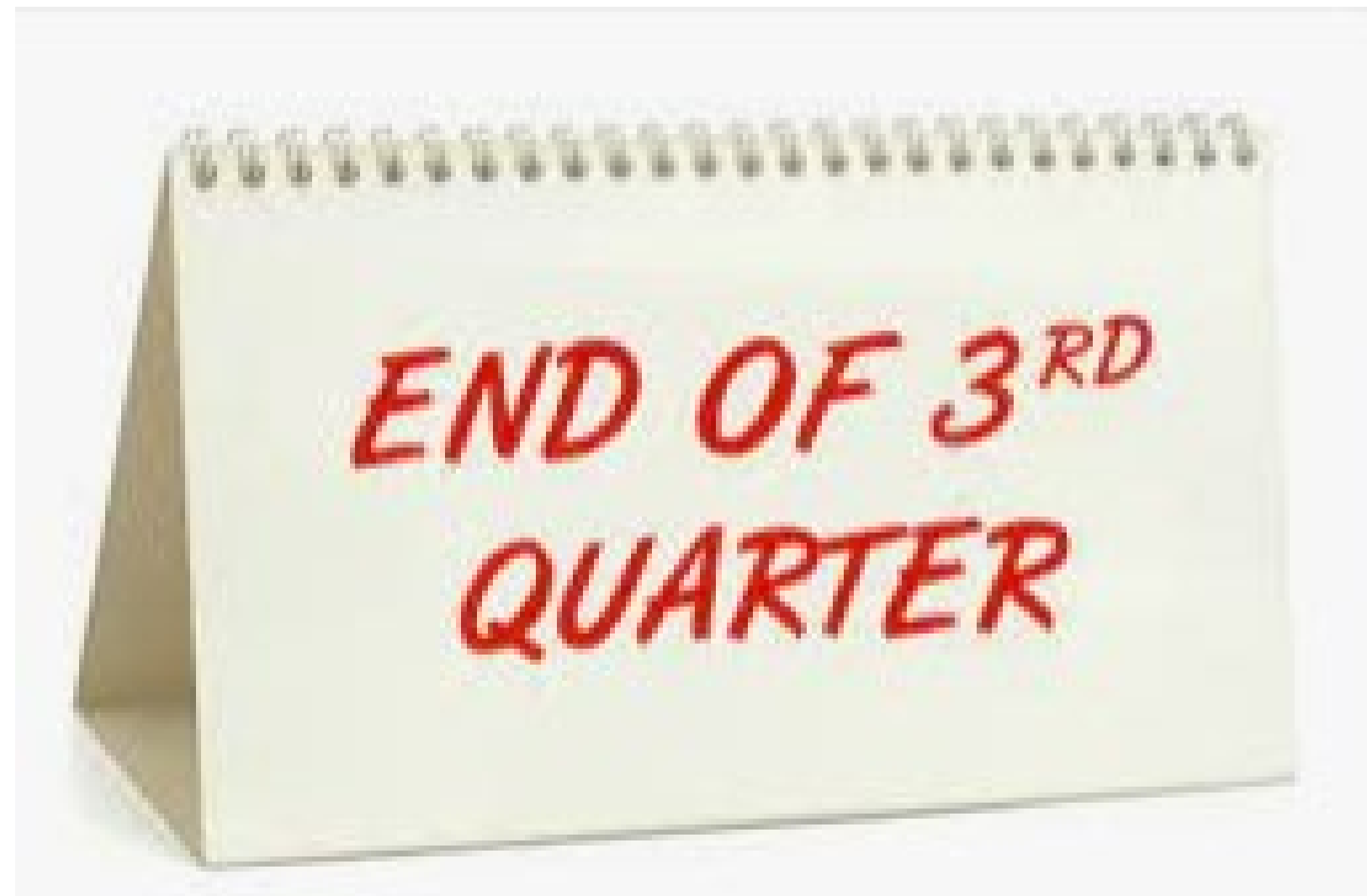
- **Friday, March 22nd:** Last day of Quarter 3

- **Thursday, March 28th:** Related Service Provider progress reports are **DUE**

- **Thursday, April 4th:** Company Administrator PR Audits are DUE by 5pm

EasyTrac

Service Info | Student/Plan Info

Begin Date	04/20/2023
End Date	04/18/2024
Service	Speech/Language/Hearing
Time Spent	1 sessions/week of 45 minutes
Frequency	1 times/week
Group Size	Indiv.

This Student has multiple plans that are applicable for logging.
Please select one to begin:

Current IEP

		Associated Services
Begin Date:	04/20/2023	Speech/Language/Hearing
End Date:	04/18/2024	

Previous IEP

		Associated Services
Begin Date:	04/20/2023	Speech/Language/Hearing
End	04/18/2024	

New Learning Platform

Coming 24/25

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Session Type: Classroom

K12 Manage Class Connect Session

Session Details ❯ Date and Time ❯ Participants ❯ Schedule Session

Enter session details. Click **Continue** to enter date and time.

Required Fields

* Session Platform: ◯ Engageli ◯ Newrow

Note: The platform cannot be modified after you create the session.

* Session Name:

* Instructional Level: ◉ General ◯ Targeted ◯ Enrichment

* Moderator: Regan Shebeck [Administrator]▾

* Subject: Select a subject▾

* Course: Select a Subject first

Unit / Lesson:

* Program: Select a program

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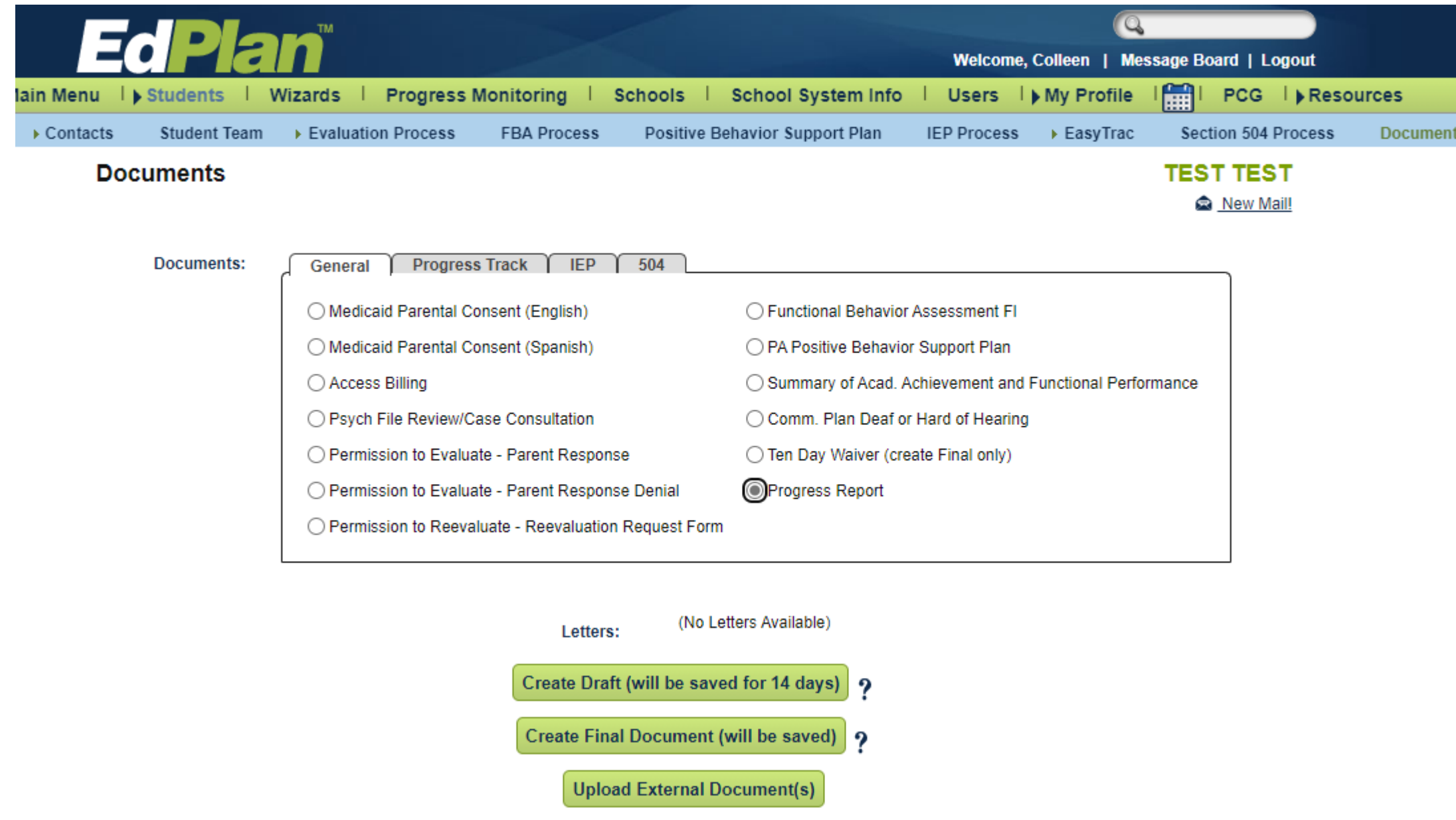
Progress Reports

Quarter 3 PRs due on **March 28th**

Admin Audits due on **April 4th**

High Needs Cases

--189 open referrals

In **URGENT** need of:

BSC Allegheny County
OT Allegheny &
Huntingdon Counties
O&M Allegheny County
SLP Montgomery,
Allegheny, * Huntingdon
Counties

Posting ID	Date Posting Created	Comments	Status	Status of Service
23-24-0811	02/28/24	F2F ONLY	Change of Therapis	Open Referral-U
23-24-0807	12/19/23	F2F ONLY	Return to Face to F	Open Referral-U
23-24-0808	12/19/23	F2F ONLY	Return to Face to F	Open Referral-U
23-24-0810	11/28/23	F2F ONLY	Newly Enrolled Stu	Open Referral-U
22-23-0170	06/12/23		Return to Face to F	Open Referral-U
22-23-0171	06/12/23	Needs Face to Face	Return to Face to F	Open Referral-U
20-21-0826	06/12/23	Parent Declined Temp	Parent Declined Tei	Open Referral-U
23-24-0315	09/05/23	Needs to be face to fa	Continuation of Ser	Open Referral-U

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Professional provider email addresses

RYAN KIMBALL/CNN

@yahoo.com @hotmail.com @gmail.com @aol.com @yourdomain.com

Action Steps

- Progress Reports
- Company Admin Audits
- Professional Emails

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Attendee Name (Role)	Attendance Duration	Login Time	Logout Time	No. of Logins	No. of Clicks
Freyvogel Bruss, Colleen (AD)	24 mins	03/12/24 12:33	03/12/24 12:58	1	0
Lauren Holoka (Guest) (Unknown)	0 mins	03/12/24 12:34	03/12/24 12:34	1	0
Brianna Peterson (Guest) (Unknown)	0 mins	03/12/24 12:34	03/12/24 12:35	1	0
Katy Wickerham (Guest) (Unknown)	21 mins	03/12/24 12:34	03/12/24 12:56	1	0
Kayla Rhein (Guest) (Unknown)	21 mins	03/12/24 12:34	03/12/24 12:56	1	0
Blake Deuel (Guest) (Unknown)	21 mins	03/12/24 12:34	03/12/24 12:56	1	0
Brooke Carhart (Guest) (Unknown)	22 mins	03/12/24 12:34	03/12/24 12:57	1	0
Shelbie Nyman (Guest) (Unknown)	22 mins	03/12/24 12:34	03/12/24 12:57	1	0
Jessica Corrocher (Guest) (Unknown)	23 mins	03/12/24 12:35	03/12/24 12:58	1	0
Jesse Petrecz (Guest) (Unknown)	23 mins	03/12/24 12:34	03/12/24 12:58	1	0
Cari Tomczyk (Guest) (Unknown)	23 mins	03/12/24 12:34	03/12/24 12:58	1	0
Saqoya Weldon (Guest) (Unknown)	23 mins	03/12/24 12:34	03/12/24 12:58	1	0
Jessica Vitlar (Guest) (Unknown)	23 mins	03/12/24 12:34	03/12/24 12:58	1	0
Christi Sampson (Guest) (Unknown)	23 mins	03/12/24 12:34	03/12/24 12:58	1	0
Lauren Holoka (Guest) (Unknown)	24 mins	03/12/24 12:34	03/12/24 12:58	1	0
Alice Navarro Forsythe (Guest) (Unknown)	24 mins	03/12/24 12:34	03/12/24 12:58	1	0
Eileen Council (Guest) (Unknown)	24 mins	03/12/24 12:34	03/12/24 12:58	1	0
Olivia Dipasquale (Guest) (Unknown)	24 mins	03/12/24 12:34	03/12/24 12:58	1	0
Brianna Peterson (Guest) (Unknown)	24 mins	03/12/24 12:34	03/12/24 12:58	1	0
Laura Draghiciu (Guest) (Unknown)	24 mins	03/12/24 12:34	03/12/24 12:58	1	0
Deanna Davis US Healthcare (Guest) (Unknown)	24 mins	03/12/24 12:34	03/12/24 12:58	1	0

RS Company Admin Training

April 9, 2024

While we wait...

1. In the Southern Hemisphere, April is the seasonal equivalent of what month?

2. April has two birth flowers. One signifies joy and the other purity. Can you name both?

3. What is the April full moon called?

While we wait…

1. In the Southern Hemisphere, April is the seasonal equivalent of what month? **October**
2. April has two birth flowers. One signifies joy and the other purity. Can you name both? **Sweat Pea-joy Daisy-purity**
3. What is the April full moon called? **Daisy-purity The pink moon.**

Today's Agenda

- Important Dates

- Updates
  - -Testing Schedule
  - -Engageli Preview

- High Needs Cases

- Upcoming Tasks

- Question/Answer

Important Dates

April
- **Wednesday, April 10th:** District Offices Closed- Eid-al-Fitr
- **April 22nd-May 10th: PSSA Testing Window**

May
- **May 6th:** Agora School Board Meeting
- May 13th-24th: Keystone Testing Window
- **May 27th:** District Offices Closed-Memorial Day
- **May 29th: Agora Day Out**

June
- **June 4th:** Last Day of School for Students
- **June 24th:** ESY Begins

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State Testing

- **April 22nd-May 10th:** PSSA Testing Window
- Students in Grades 3-7 take ELA & Math PSSA
- Students in Grade 8 take ELA, Math, & Science PSSA

- **May 13th-24th**: Keystone Testing Window
- Students in 10th-12th may take Keystones for Literature, Algebra, and/or Biology
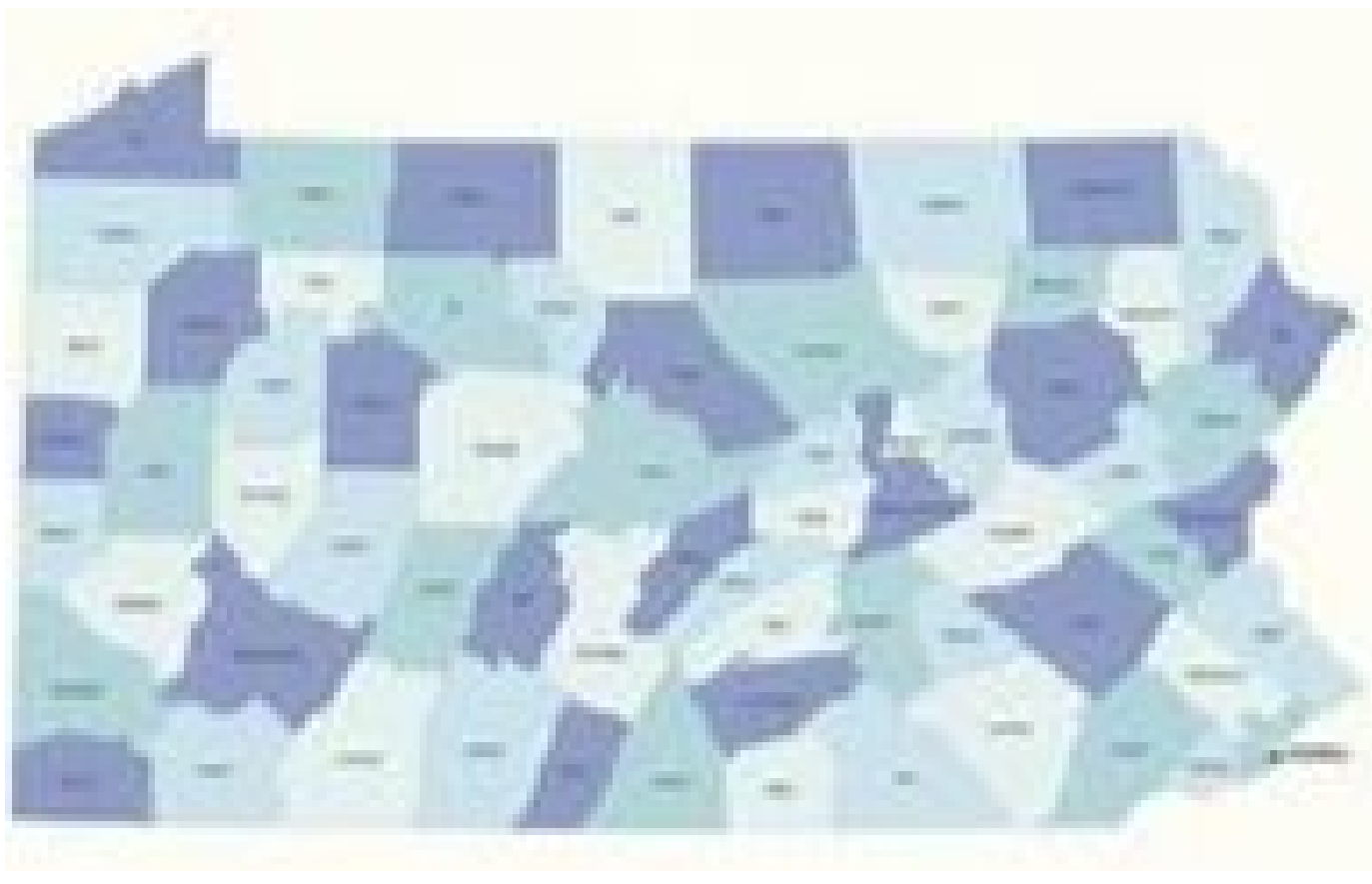
- Face to Face PCAs/IAs/RBTs can only attend state testing if noted in IEP as an SDI & Testing Accommodation.
- Testing Days are typically 8:00 AM – 4:00 PM
    - -RS sessions should not occur
- Students who are absent from testing are counted as absent for the school day
    - -RS sessions should not occur
- Flexible scheduling is encouraged for RS

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- Guest links are shared the same way
  -Sign in with their name
  -If guest link is needed email the teacher
- Platform is different
- Tables vs. BO rooms
  -TA access is not Moderator access
  -Providers can directly message students in private chat

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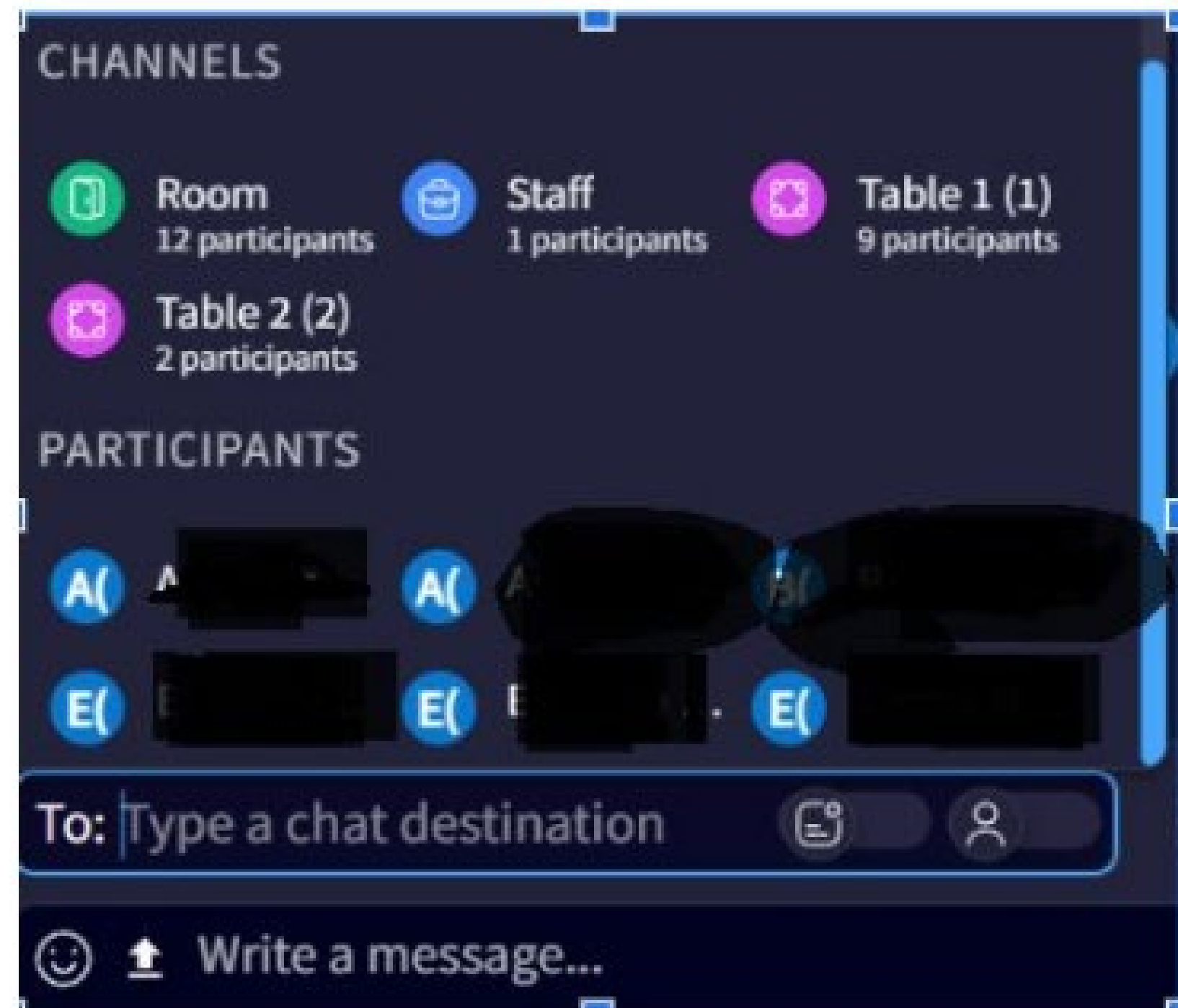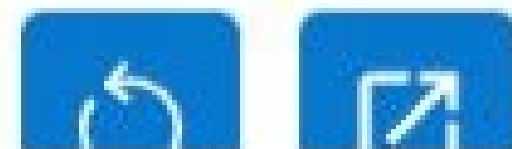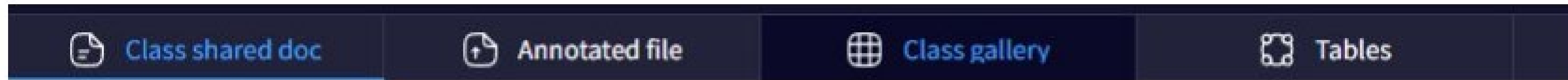
Click "to: room" above your chat message

Purple circles are tables - It says "my Table"- this sends a message to everyone assigned to a table. (Students can also access this function the same way to message you back).

Blue circles are individual students

Messages sent are color coded - you can delete messages if you make a mistake

Tables: Screen Sharing

When a student shares their screen at a table, this is what they will see:
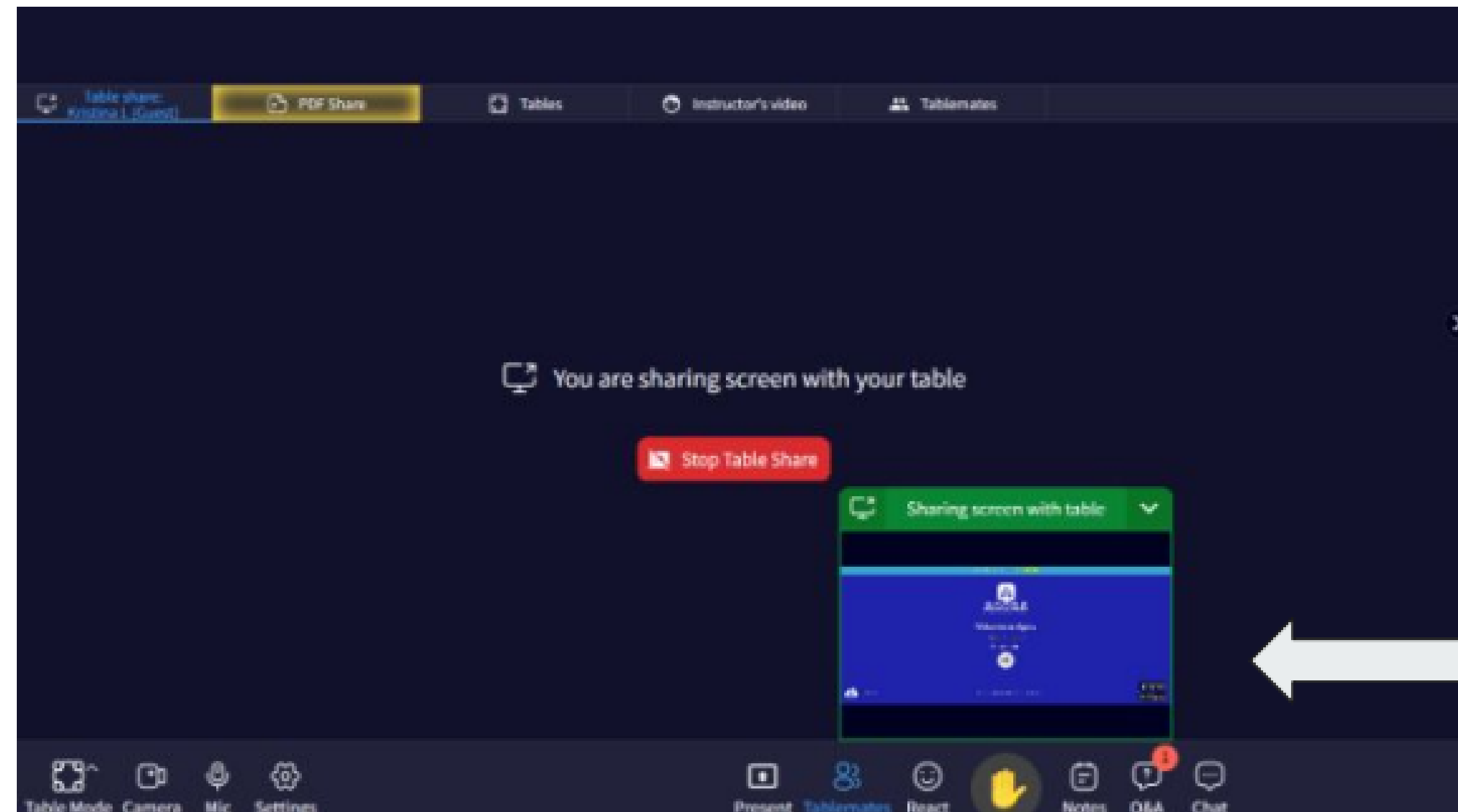
Students will not be able to view a "larger" image of the screen they are sharing in class. In order to navigate the screen they are sharing, they need to be on that specific tab within their internet browser.

They will be able to see a smaller version of the screen they are sharing when they are on the Engageli tab.

To stop sharing a screen, click "Stop Table Share."
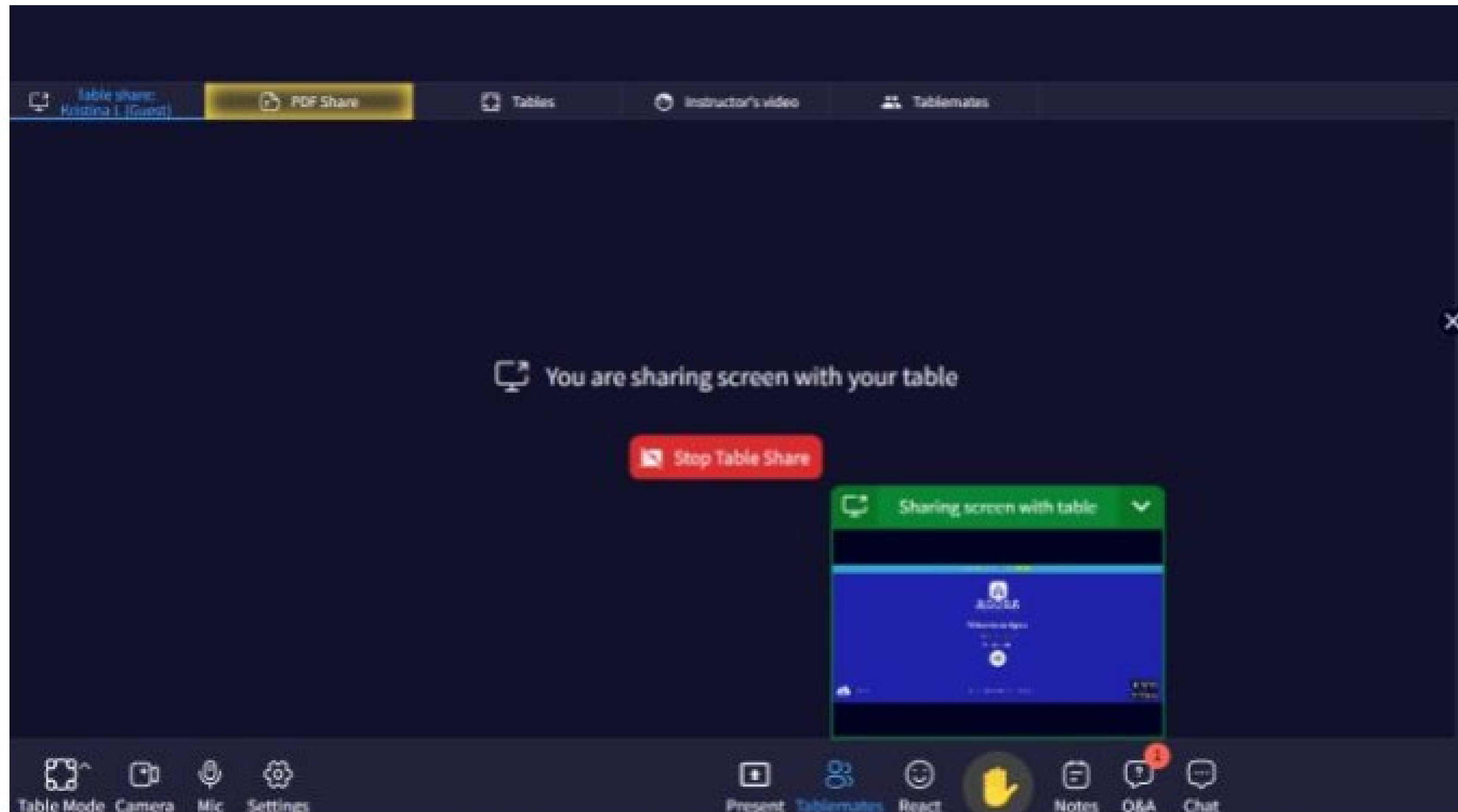
To screen share at a table:
1. Click Present
2. Click Tale Screen Share
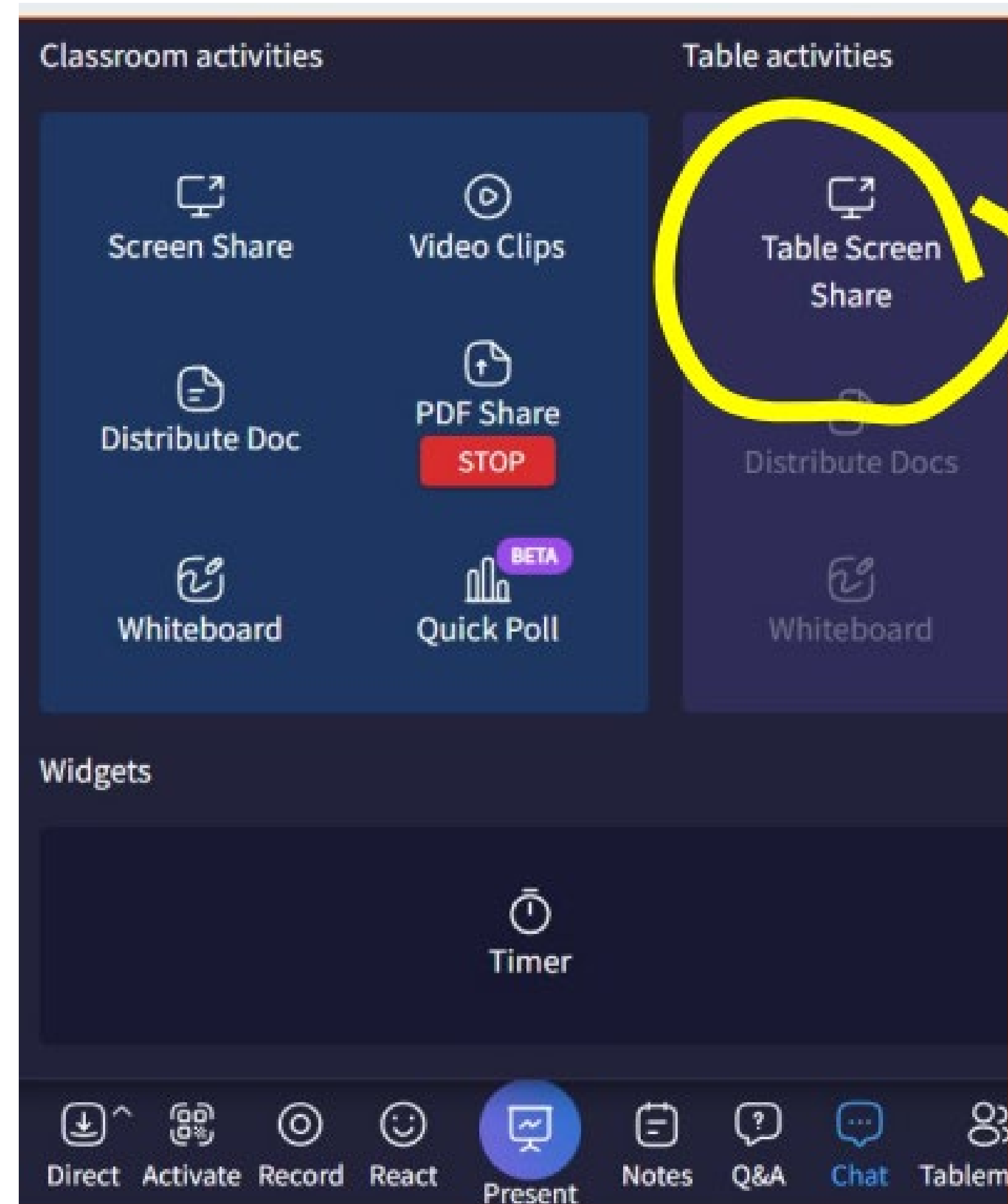
When in table mode:

Table shared doc when a google slide or other document is shared with only your table

Class shared doc is anything the classroom teacher shared to the whole class

Annotated file is also a whole class shared document

Class gallery is the whole class – you cannot see this tab in table mode

Tables show your table and you can see your student at your table

Tablemates shows you and your student cameras to only your table

**You and students can click on any of the tables during class

Resource Available!

- Survey for Providers who are working with students in pilot sent last week in May

- Summer use of Engageli

- Beginning of year trainings

Open Referrals: High Needs Cases

In **URGENT** need of:

County	Zip Code	Date of Last Service	Service	Locati...	Min...	Freque...	Group/Indi...
Allegheny County	15090		Behavior Specialist Consultant (BS	Face to F	300	Weekly	Individual
Allegheny County	15090		Occupational Therapy	Face to F	120	Weekly	Individual
Allegheny County	15090		Orientation and Mobility	Face to F	45	Monthly	Individual
Huntingdon County	17264	08/29/22	Occupational Therapy	Face to F	60	Weekly	Individual
Huntingdon County	17264	08/30/21	Speech/Language/Hearing	Face to F	60	Weekly	Individual
Montgomery County	19046	08/29/22	Physical Therapy	Face to F	120	Weekly	Individual
Montgomery County	19046	04/06/22	Speech/Language/Hearing	Face to F	120	Weekly	Individual

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Upcoming Tasks

- 5/3/24 (Friday) Company staff audit sent
- 5/13/24 Staff audit due to RSS
- Mid-May ESY job postings
- 5/17/24 Make up time updates report due
- 6/3/24 Q4 PRs due
- 6/6/24 Q4 Admin Audits due

	A	B	C	D	E	F	G	H	I	J	K	L
1										17-May-24		
2	Company	Student ID	Student Last Name	Student First Name	Provider Name	Service	Hours Prescribed	Hours completed	Complete	Incomplete	Notes: If not complete provide a plan	
3	Agora	123456789	Freyvogel	Colleen	Dominic	Counseling	12	8	No	Yes	Student was assigned on April 9th with 12 hours of make up time. Due to state testing we will not hae all hours made up prior to the end of the school year. Parent and provider have agreed to provide services in June until completed.	
4												

Make up time report

Company	Student ID	Student Last Name	Student First Name	Provider Name	Service	
Agora	123456789	Freyvogel	Colleen	Dominic	Counseling	

			17-May-24	
Hours Prescribed	Hours completed	Complete	Incomplete	
12	8	No	Yes	

Notes: If not complete provide a plan

Student was assigned on April 9th with 12 hours of make up time. Due to state testing we will not hae all hours made up prior to the end of the school year. Parent and provider have agreed to provide services in June until completed.

Action Steps

- Company Admin Audits
- State Testing Schedule

Attendee Name (Role)	Attendance Duration	Login Time	Logout Time	No. of Logins	No. of Clicks	Display Name
Freyvogel Bruss, Colleen (AD)	35 mins	04/09/24 12:24	04/09/24 12:59	2	0	Colleen Freyvogel Bruss (AD)
Syreeta Warren_Green (Guest) (Unknown)	4 mins	04/09/24 12:29	04/09/24 12:34	1	0	Syreeta Warren_Green (Guest)
Amber Wunder (Guest) (Unknown)	21 mins	04/09/24 12:34	04/09/24 12:55	1	0	Amber Wunder (Guest)
Christi Sampson (Guest) (Unknown)	23 mins	04/09/24 12:31	04/09/24 12:54	1	0	Christi Sampson (Guest)
US Healthcare (Guest) (Unknown)	23 mins	04/09/24 12:31	04/09/24 12:55	1	0	US Healthcare (Guest)
Katy Wickerham (Guest) (Unknown)	23 mins	04/09/24 12:30	04/09/24 12:53	1	0	Katy Wickerham (Guest)
Olivia Dipasquale (Guest) (Unknown)	23 mins	04/09/24 12:30	04/09/24 12:53	1	0	Olivia Dipasquale (Guest)
Blake Deuel (Guest) (Unknown)	23 mins	04/09/24 12:30	04/09/24 12:54	1	0	Blake Deuel (Guest)
Julie Taylor (Guest) (Unknown)	24 mins	04/09/24 12:29	04/09/24 12:53	1	0	Julie Taylor (Guest)
Jessica Vitlar (Guest) (Unknown)	26 mins	04/09/24 12:32	04/09/24 12:59	1	0	Jessica Vitlar (Guest)
Brianna Peterson (Guest) (Unknown)	26 mins	04/09/24 12:29	04/09/24 12:55	1	0	Brianna Peterson (Guest)
Cari Tomczyk (Guest) (Unknown)	26 mins	04/09/24 12:28	04/09/24 12:55	1	0	Cari Tomczyk (Guest)
Jesse Petrecz (Guest) (Unknown)	27 mins	04/09/24 12:31	04/09/24 12:59	1	0	Jesse Petrecz (Guest)
Lauren Holoka (Guest) (Unknown)	28 mins	04/09/24 12:30	04/09/24 12:59	1	0	Lauren Holoka (Guest)
Amanda Perelli (Guest) (Unknown)	28 mins	04/09/24 12:25	04/09/24 12:53	1	0	Amanda Perelli (Guest)
Laura Draghiciu (Guest) (Unknown)	30 mins	04/09/24 12:29	04/09/24 12:59	1	0	Laura Draghiciu (Guest)
Ashley Johnson (Guest) (Unknown)	32 mins	04/09/24 12:26	04/09/24 12:59	1	0	Ashley Johnson (Guest)
US Healthcare Services (Guest) (Unknown)	33 mins	04/09/24 12:25	04/09/24 12:59	1	0	US Healthcare Services (Guest)

Agenda

1. Norms
2. Survey Level Assessments
3. Survey Level Assessments in AimsWeb Plus
4. Goal Setting in AimsWeb Plus
5. Administering in Your Class
6. Scoring Tips
7. Progress Monitoring
8. What's in the Drive?

Event	Event Start	Educator First Name	Educator Last Name	Educator Job	Status	Signup Date	Professional Hours	Signed In	Approval	Credits Released
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Serena	Adams	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/13/2023 4:35 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Marlee	Atwood	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/09/2023 9:18 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Andrea	Bable	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 7:26 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Christian	Baker	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 2:28 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Whitney	Bargerstock	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/16/2023 3:44 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jessica	Barnhart	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 7:41 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Theresa	Bash	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/03/2023 3:59 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Samantha	Bonniger	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 8:15 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Torri	Bramble	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 12:07 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Lisa	Brestensky	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/10/2023 11:33 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Brittany	Brown	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/18/2023 1:39 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jodeen	Buckwalter	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/10/2023 4:08 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jennifer	Buss	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/10/2023 10:49 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Maryann	Butera	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 1:03 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Brittney	Cantwell	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/01/2023 11:56 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jesse	Capitano	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/03/2023 10:49 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Rachel	Carmichael	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/06/2023 12:04 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Casey	Chaffin	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/21/2023 11:44 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Nicole	Chiado	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/02/2023 2:19 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Emily	Colebank	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 6:35 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Rebekah	Congdon	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/17/2023 8:28 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Barbara	Cooper	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 3:40 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kristal	Costanzo	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/22/2023 11:55 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Mia	Dearwester	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 8:44 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Judith	Deemer	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/13/2023 3:59 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Angela	Denham	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/12/2023 3:51 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jenna	Dietrich	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 10:16 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Danielle	DiMartini	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 9:06 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Heidi	Dodge	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/28/2023 7:32 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Julie	Doebereiner	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 12:52 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Theresa	Draeger	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/04/2023 9:31 PM	Credits
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Olivia	Eckels	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/30/2023 4:16 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Bridget	Ellis	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/19/2023 7:43 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Dana	Elmquist	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/18/2023 1:07 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Lauren	Emminger	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/03/2023 10:37 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Carissa	Emrick	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/08/2023 9:21 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Ashley	Farster	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/10/2023 10:28 AM	Yes

Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Shannon	Feeney-Hoffmaster	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/13/2023 5:55 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kimberly	Fiscus	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/01/2023 9:18 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Emily	Forrest	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/21/2023 1:30 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Melissa	Franklin	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 9:05 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Brittany	Froehlich	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/04/2023 10:27 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	David	Furka	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/02/2023 2:33 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Heather	Gallagher	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/08/2023 11:35 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kristen	Gamber	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 8:23 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Devin	Gannon	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	09/15/2023 10:52 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Molly	Garczynski	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/23/2023 11:31 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Melissa	Gaso	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/11/2023 12:15 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Michele	Giordano	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/23/2023 8:04 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Dante	Greco	Special Education	Approved	07/31/2023 11:56 AM	0.5	No	08/18/2023 8:12 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Justin	Groshon	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/04/2023 12:34 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Melissa	Hale-Patterson	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 3:09 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Maria	Harlan	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 3:11 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Cathrine	Hartman	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/08/2023 10:57 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Amber	Heppenstall	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 2:31 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Denna	Hewitt	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/18/2023 1:12 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Heather	Hoffert	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/11/2023 12:31 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kaelyn	Hoffman	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 1:55 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jena	Huffman	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 2:39 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kymberly	Humanick	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 3:58 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Terri	Hunkele	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 9:50 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Veronica	Jackson	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/23/2023 12:02 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kaitlin	Johnson	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/10/2023 1:36 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Margret	Joseph	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 11:28 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Amanda	Kammermeier	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/03/2023 3:03 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Rebecca	Kenzakowski	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/31/2023 8:40 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Lauren	Kerns	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/09/2023 10:38 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Brittany	Kieffer	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/28/2023 3:59 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Allison	Kitchel	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/16/2023 4:23 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Tamara	Kozak	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/03/2023 12:13 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Nicole	Krol	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/03/2023 9:15 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kristina	Krusey	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 12:37 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Dana	Kwiecinski	Special Education	Approved	07/31/2023 11:56 AM	0.5	No	08/15/2023 10:54 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kristina	Lapsker	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/03/2023 2:24 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Allison	Large	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 4:53 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Susan	Lelko	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/30/2023 7:16 PM	Yes

Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Anna	Lepsch	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/08/2023 10:52 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jessica	Linderman	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/22/2023 8:40 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Susan	Lipiec	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/10/2023 8:18 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kristine	Craynon	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 8:51 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Melissa	Love	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 3:46 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Cathryn	Mack	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/03/2023 3:34 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Stephanie	Mannarino	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/01/2023 6:29 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Stefanie	Marcello	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/16/2023 12:13 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jennifer	Markle	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 2:00 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Melissa	McCracken	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 2:22 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Deidre	McDowell	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/18/2023 2:44 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jade	McGregor	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 11:37 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Alexandra	McKenney-Hall	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/17/2023 3:18 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kimberly	McLaughlin	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/21/2023 12:46 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Hope	Huffman	Special Education	Approved	07/31/2023 11:56 AM	0.5	No	08/18/2023 2:29 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Lynnette	Meinig	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/09/2023 10:37 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Rebecca	Mitzel	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/17/2023 9:22 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Allyson	Morris	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/19/2023 2:10 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Amanda	Moyer	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/13/2023 12:17 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jill	Moyer	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/01/2023 1:12 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jessica	Nayowith	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/17/2023 10:54 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Dana	Scarince	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 4:12 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Katie	O'Donnell	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	11/08/2023 8:42 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Michelle	Olsavsky	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 11:51 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Dana	Pacolay	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/08/2023 4:30 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Lynn	Pagliei	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/04/2023 12:24 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kimberly	Paolino	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/06/2023 10:25 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Michelle	Pelissier	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/17/2023 6:50 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Sarah	Pittman	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 12:14 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Brianna	Pontious	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 10:22 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kristen	Popp	Special Education	Approved	07/31/2023 11:56 AM	0.5	No	08/08/2023 2:47 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jessica	Purser	Special Education	Approved	07/31/2023 11:56 AM	0.5	No	08/10/2023 3:58 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Cathryn	Ramsey	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/16/2023 10:18 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Amy	Bednez	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/08/2023 9:41 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jessica	Reese	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 1:50 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Nancy	Reimers	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/10/2023 9:04 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Carmen	Riggle-Myers	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 11:18 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Tara	Rodzwic	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/18/2023 5:33 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Ashley	Salimbene	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/11/2023 11:48 AM	Yes

Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Lisa	Savitz	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/23/2023 2:55 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Breanne	Scears	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/08/2023 9:06 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Erin	Scrip	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/09/2023 7:22 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Janelle	Shaffer	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/09/2023 11:39 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Heather	Silberman	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/10/2023 2:23 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Cortney	Skelly	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/11/2023 7:15 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Kailey	Smith	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/23/2023 9:11 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Leslie	Spratt	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/03/2023 10:56 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Amber	Staley	Special Education	Approved	07/31/2023 11:56 AM	0.5	No	08/09/2023 2:53 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Melanie	Stanforth	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/09/2023 9:40 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Laura	Stapf	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/03/2023 2:40 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Corinne	Stepnowski	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/08/2023 12:47 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Melissa	Stump	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 9:24 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Lauren	Svonavec	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/06/2023 7:26 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Amber	Thomas	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/23/2023 3:34 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Christine	Thomas	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/17/2023 3:25 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Lorna	Titus	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 3:56 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Alyssa	Trott	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/08/2023 9:40 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Janet	Ulewicz	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/16/2023 10:22 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Stacy	Vietmeier	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 12:38 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Brittney	Walczak	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/14/2023 8:01 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Tara	Walker	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/10/2023 10:59 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Mindy	Wesley	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/31/2023 9:01 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Shari	Widlund	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/07/2023 10:34 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Sasha	Young	Special Education	Approved	07/31/2023 11:56 AM	0.5	Yes	08/15/2023 12:04 PM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Katie	Talley	Special Education	Approved	08/07/2023 1:33 PM	0.5	Yes	08/18/2023 10:22 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Nicole	Ervin	Special Education	Approved	08/11/2023 10:27 AM	0.5	Yes	08/17/2023 10:46 AM	Yes
Pre-service: Aimsweb Plus for SE	08/01/2023 12:00AM	Jaclyn	Cromedy	Special Education	Approved	08/17/2023 7:38 AM	0.5	No	08/21/2023 8:15 AM	Yes

Agenda

- Learning Intentions
- Success Criteria
- Case Manager Approach
  - Present Levels
  - Goals
  - Transition
  - SDIs

Event	Event Start
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM

8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
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8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM
8/22/23 - 9:00-9:45 - 208 - SE Case Manager Success Criteria	08/22/2023 9:00AM

Educator First Name	Educator Last Name	Educator Job	Status	Signup Date
Jennifer	Buss	Special Education	Enrolled	08/17/2023 12:11 PM
Casey	Chaffin	Special Education	Enrolled	08/17/2023 12:11 PM
Danielle	DiMartini	Special Education	Approved	08/17/2023 12:11 PM
Ashley	Farster	Special Education	Approved	08/17/2023 12:11 PM
Melissa	Franklin	Special Education	Approved	08/17/2023 12:11 PM
Kristine	Craynon	Special Education	Approved	08/17/2023 12:11 PM
Stefanie	Marcello	Special Education	Approved	08/17/2023 12:11 PM
Christian	Baker	Special Education	Approved	08/17/2023 12:14 PM
Jessica	Barnhart	Special Education	Enrolled	08/17/2023 12:14 PM
Mia	Dearwester	Special Education	Approved	08/17/2023 12:14 PM
Julie	Doebereiner	Special Education	Approved	08/17/2023 12:14 PM
Kimberly	Fiscus	Special Education	Approved	08/17/2023 12:14 PM
Brittany	Froehlich	Special Education	Enrolled	08/17/2023 12:14 PM
Kaelyn	Hoffman	Special Education	Enrolled	08/17/2023 12:14 PM
Kristina	Lapsker	Special Education	Approved	08/17/2023 12:14 PM
Jessica	Linderman	Special Education	Enrolled	08/17/2023 12:14 PM
Kaylee	Matijevich	Special Education	Enrolled	08/17/2023 12:14 PM
Jade	McGregor	Special Education	Approved	08/17/2023 12:14 PM
Lynnette	Meinig	Special Education	Approved	08/17/2023 12:14 PM
Kimberly	Paolino	Special Education	Approved	08/17/2023 12:14 PM
Sarah	Pittman	Special Education	Approved	08/17/2023 12:14 PM
Brianna	Pontious	Special Education	Approved	08/17/2023 12:14 PM
Cathryn	Ramsey	Special Education	Enrolled	08/17/2023 12:14 PM
Ashley	Salimbene	Special Education	Approved	08/17/2023 12:14 PM
Rebekah	Congdon	Special Education	Approved	08/17/2023 12:17 PM
Barbara	Cooper	Special Education	Approved	08/17/2023 12:17 PM
Theresa	Draeger	Special Education	Enrolled	08/17/2023 12:17 PM
Terri	Hunkele	Special Education	Approved	08/17/2023 12:17 PM
Dana	Kwiecinski	Special Education	Approved	08/17/2023 12:17 PM
Susan	Lelko	Special Education	Approved	08/17/2023 12:17 PM
Melissa	Love	Special Education	Approved	08/17/2023 12:17 PM
Melissa	McCracken	Special Education	Approved	08/17/2023 12:17 PM
Alexandra	McKenney-Hall	Special Education	Approved	08/17/2023 12:17 PM
Allyson	Morris	Special Education	Approved	08/17/2023 12:17 PM
Jessica	Nayowith	Special Education	Approved	08/17/2023 12:17 PM
Lynn	Pagliei	Special Education	Enrolled	08/17/2023 12:17 PM
Jessica	Purser	Special Education	Approved	08/17/2023 12:17 PM
Heather	Silberman	Special Education	Approved	08/17/2023 12:17 PM
Amber	Staley	Special Education	Enrolled	08/17/2023 12:17 PM

Alyssa	Trott	Special Education	Approved	08/17/2023 12:17 PM
Sasha	Young	Special Education	Approved	08/17/2023 12:17 PM
Samantha	Bonniger	Special Education	Approved	08/17/2023 12:19 PM
Lauren	Emminger	Special Education	Approved	08/17/2023 12:19 PM
Melissa	Gaso	Special Education	Approved	08/17/2023 12:19 PM
Jena	Huffman	Special Education	Approved	08/17/2023 12:19 PM
Kaitlin	Johnson	Special Education	Approved	08/17/2023 12:19 PM
Lauren	Kerns	Special Education	Approved	08/17/2023 12:19 PM
Breanne	Scears	Special Education	Approved	08/17/2023 12:19 PM
Erin	Scrip	Special Education	Approved	08/17/2023 12:19 PM
Melissa	Stump	Special Education	Approved	08/17/2023 12:19 PM
Lorna	Titus	Special Education	Enrolled	08/17/2023 12:19 PM
Shari	Widlund	Special Education	Enrolled	08/17/2023 12:19 PM
Emily	Colebank	Special Education	Approved	08/17/2023 12:20 PM

Professional Hours	Signed In	Approval	Credits Released
0.0	No		No
0.0	No		No
0.75	Yes	08/22/2023 9:52 AM	Yes
0.75	Yes	08/23/2023 9:08 AM	Yes
0.75	No	08/23/2023 9:24 AM	Yes
0.75	Yes	08/24/2023 12:27 PM	Yes
0.75	Yes	08/23/2023 8:31 AM	Yes
0.75	No	08/22/2023 10:29 AM	Yes
0.0	No		No
0.75	Yes	08/24/2023 7:39 AM	Yes
0.75	No	08/22/2023 3:08 PM	Yes
0.75	Yes	08/22/2023 3:59 PM	Yes
0.0	No		No
0.0	No		No
0.75	Yes	08/22/2023 10:46 AM	Yes
0.0	No		No
0.0	No		No
0.75	Yes	08/22/2023 9:57 AM	Yes
0.75	Yes	08/22/2023 10:38 AM	Yes
0.75	Yes	08/22/2023 9:51 AM	Yes
0.75	Yes	08/22/2023 10:38 AM	Yes
0.75	Yes	08/23/2023 7:25 AM	Yes
0.0	No		No
0.75	No	08/22/2023 6:30 PM	Yes
0.75	Yes	08/22/2023 6:07 PM	Yes
0.75	Yes	08/23/2023 3:36 PM	Yes
0.0	No		No
0.75	Yes	08/22/2023 9:57 AM	Yes
0.75	No	08/23/2023 9:21 AM	Yes
0.75	Yes	08/22/2023 1:42 PM	Yes
0.75	Yes	08/22/2023 7:38 PM	Yes
0.75	No	08/23/2023 8:54 AM	Yes
0.75	Yes	08/23/2023 10:10 AM	Yes
0.75	Yes	08/23/2023 1:02 PM	Yes
0.75	Yes	08/23/2023 8:04 AM	Yes
0.0	No		No
0.75	No	08/23/2023 8:07 AM	Yes
0.75	Yes	08/22/2023 5:15 PM	Yes
0.0	No		No

0.75	Yes	08/22/2023 11:23 AM	Yes
0.75	Yes	08/23/2023 10:30 AM	Yes
0.75	Yes	08/23/2023 8:00 AM	Yes
0.75	Yes	08/22/2023 3:56 PM	Yes
0.75	Yes	08/23/2023 9:09 AM	Yes
0.75	Yes	08/23/2023 8:45 AM	Yes
0.75	Yes	08/22/2023 9:56 AM	Yes
0.75	Yes	08/22/2023 11:03 AM	Yes
0.75	No	11/07/2023 11:48 AM	Yes
0.75	No	11/07/2023 3:57 PM	Yes
0.75	No	11/07/2023 11:35 AM	Yes
0.0	No		No
0.0	No		No
0.75	Yes	08/22/2023 9:58 AM	Yes

HS Course Selection Training for MS

Learning Intentions

Case managers and school counselors will learn about HS course scheduling for SY24-25.
Why? So students are placed in all required special education courses and appropriate content courses.

Success Criteria

- Case managers can explain how to correctly complete the scheduling sheet to recommend courses for roster students.

- School counselors can explain how to use the scheduling sheet to select student courses.

2425 MS-HS Course Selection Training Participants - 2/14/2024
Danielle Schall <dschall@agora.org>
Val Natale <vnatale@agora.org>
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Maryann Johnson <majohnson@agora.org>
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Jennier Fisher Clark <jclark@agora.org>
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Shelley Stump <sstump@agora.org>
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Jessica Linderman <jlinderman@agora.org>
Mia Dearwester <mdearwester@agora.org>
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Melanie Stanforth <mstanforth@agora.org>
Amy Shehan <ashehan@agora.org>
Fallon Nicholas <fnicholas@agora.org>
Lauren Stenson <lstenson@agora.org>

HS Course Selection Training

Learning Intentions

Case managers and school counselors will learn about HS course scheduling for SY24-25.
Why? So students are placed in all required special education courses and appropriate content courses.

Success Criteria

- Case managers can explain how to correctly complete the scheduling sheet to recommend courses for roster students.

- School counselors can explain how to use the scheduling sheet to select student courses.

2024 Summer IEP Team Training Participants -6/6/2024

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Leslie Spratt <lspratt@agora.org>

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Ashley Smith <asmith3@agora.org>
Ellen Hopkins <ehopkins@agora.org>

Table of contents

2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Shari Widlund	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/07/2024 3:26 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Alexandra McKenney-Hall	Special Education	Approved	02/09/2024 8:44 AM	1.0	Yes	03/07/2024 3:30 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Lauren Emminger	Special Education	Approved	02/09/2024 8:44 AM	1.0	Yes	03/07/2024 3:30 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Barbara Cooper	Special Education	Approved	02/09/2024 8:44 AM	1.0	Yes	03/07/2024 3:30 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Breanne Scears	Special Education	Approved	02/09/2024 8:44 AM	1.0	Yes	03/07/2024 3:30 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Kaitlin Johnson	Special Education	Approved	02/09/2024 8:44 AM	1.0	Yes	03/07/2024 3:30 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Shelley Stump	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/07/2024 3:30 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Maryann Johnson	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/07/2024 3:30 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Melissa Hale-Patterson	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/07/2024 3:30 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Brittany Brown	Special Education	Approved	03/06/2024 9:55 AM	1.0	Yes	03/07/2024 3:30 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Jessica Nayowith	Special Education	Approved	02/09/2024 8:44 AM	1.0	Yes	03/07/2024 3:31 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Kimberly Fiscus	Special Education	Approved	02/09/2024 8:44 AM	1.0	Yes	03/07/2024 3:31 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Amber Staley	Special Education	Approved	02/09/2024 8:44 AM	1.0	Yes	03/07/2024 3:31 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Anna Lepsch	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/07/2024 3:31 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Melissa Gaso	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/07/2024 3:31 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Melissa McCracken	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/07/2024 3:31 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Jessica Purser	Special Education	Approved	02/09/2024 8:44 AM	1.0	No	03/07/2024 3:32 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Michelle Cukauskas	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/07/2024 3:32 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Samantha Bonniger	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/07/2024 3:32 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Lorna Titus	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/07/2024 3:32 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Lynn Pagliei	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/07/2024 5:37 PM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Erin Scrip	Special Education	Approved	02/09/2024 8:44 AM	1.0	No	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Heather Silberman	Special Education	Approved	02/09/2024 8:44 AM	1.0	Yes	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Erinn Slacktish	Special Education	Approved	02/09/2024 8:44 AM	1.0	Yes	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Alyssa Trott	Special Education	Approved	02/09/2024 8:44 AM	1.0	No	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Melissa Stump	Special Education	Approved	02/09/2024 8:48 AM	1.0	No	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Whitney Bargerstock	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Theresa Draeger	Special Education	Approved	02/09/2024 8:48 AM	1.0	No	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Jade McGregor	Special Education	Approved	03/08/2024 9:08 AM	1.0	No	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Jessica Barnhart	Special Education	Approved	03/08/2024 9:08 AM	1.0	No	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Ashley Salimbene	Special Education	Approved	03/08/2024 9:08 AM	1.0	No	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Kaelyn Hoffman	Special Education	Approved	03/08/2024 9:08 AM	1.0	No	03/08/2024 9:08 AM	Yes

2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Brianna Pontious	Special Education	Approved	03/08/2024 9:08 AM	1.0	No	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Lynnette Meinig	Special Education	Approved	03/08/2024 9:08 AM	1.0	No	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Kristine Craynon	Special Education	Approved	03/08/2024 9:08 AM	1.0	No	03/08/2024 9:08 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Melanie Stanforth	Special Education	Approved	02/09/2024 8:44 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Jena Huffman	Special Education	Approved	02/09/2024 8:44 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Dana Kwiecinski	Special Education	Approved	02/09/2024 8:44 AM	1.0	Yes	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Allyson Morris	Special Education	Approved	02/09/2024 8:44 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Rebekah Congdon	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Colleen Freyvogel-Bruss	Special Education	Approved	02/09/2024 8:48 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Jennifer Lucia	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Melissa Love	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Rebecca Mitzel	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Morgan Witman	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Sasha Young	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Jesse Capitano	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Valerie Natale	Special Education	Approved	02/09/2024 8:48 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Terri Hunkele	Special Education	Approved	02/09/2024 8:48 AM	1.0	Yes	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Danielle Schall	Special Education	Approved	02/09/2024 8:48 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Danielle DiMartini	Special Education	Approved	03/08/2024 9:14 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Brittany Froehlich	Special Education	Approved	03/08/2024 9:14 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Jennifer Buss	Special Education	Approved	03/08/2024 9:14 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Christian Baker	Special Education	Approved	03/08/2024 9:14 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Julie Doebereiner	Special Education	Approved	03/08/2024 9:14 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Sarah Pittman	Special Education	Approved	03/08/2024 9:14 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Mia Dearwester	Special Education	Approved	03/08/2024 9:14 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Kaylee Matijevich	Special Education	Approved	03/08/2024 9:14 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Melissa Franklin	Special Education	Approved	03/08/2024 9:14 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Jessica Linderman	Special Education	Approved	03/08/2024 9:14 AM	1.0	No	03/08/2024 9:14 AM	Yes
2024 Present Levels Training for Case Managers	03/07/2024 3:00PM	Jennifer Fisher-Clark	Special Education	Approved	02/09/2024 8:48 AM	1.0	No	03/13/2024 4:11 PM	Yes

NOREP

December 13, 2023

Objective: The purpose of this notice is to summarize for the parents, the recommendations of the Local Education Agency (LEA) for the child's educational program and other actions taken by the LEA.

WHAT

When to Send

NOREP as a result of an IEP meeting or revision

Decline NOREP

1. Summary		
Meeting title	NOREP Training	
Attended participants	62	
Start time	12/13/23	3:19:43 PM
End time	12/13/23	4:03:44 PM
Meeting duration	44m	
Average attendance time	33m 39s	
2. Participants		

Name	First Join	Last Leave	In-Meeting Duration	Email	Participant ID (UPN)	Role
Kim Fiscus	12/13/23 3:25:09 PM	12/13/23 4:03:01 PM	37m 52s	kfiscus@agora.org	kfiscus@agora.org	Organizer
Lynnette Meinig	12/13/23 3:19:45 PM	12/13/23 4:02:50 PM	43m 4s	lmeinig@agora.org	lmeinig@agora.org	Presenter
Chris Baker	12/13/23 3:20:00 PM	12/13/23 4:02:58 PM	34m 30s	cbaker@agora.org	cbaker@agora.org	Presenter
Samantha Bonniger	12/13/23 3:20:21 PM	12/13/23 4:02:35 PM	42m 14s	sbonniger@agora.org	sbonniger@agora.org	Presenter
Whitney Bargerstock	12/13/23 3:21:54 PM	12/13/23 4:01:56 PM	40m 1s	wbargerstock@agora.org	wbargerstock@agora.org	Presenter
Kaylee Matijevich	12/13/23 3:22:08 PM	12/13/23 4:01:50 PM	39m 41s	kmatijevich@agora.org	kmatijevich@agora.org	Presenter
Alexandra Hall	12/13/23 3:22:33 PM	12/13/23 4:01:55 PM	39m 21s	ahall@agora.org	ahall@agora.org	Presenter
Casey Chaffin	12/13/23 3:22:41 PM	12/13/23 4:01:54 PM	39m 13s	cchaffin@agora.org	cchaffin@agora.org	Presenter
Erin Scrip	12/13/23 3:22:43 PM	12/13/23 4:01:52 PM	39m 9s	escrip@agora.org	escrip@agora.org	Presenter
Melissa Gaso	12/13/23 3:24:04 PM	12/13/23 3:54:53 PM	30m 48s	mgaso@agora.org	mgaso@agora.org	Presenter
Kaelyn Hoffman	12/13/23 3:24:40 PM	12/13/23 4:01:59 PM	37m 18s	khoffman@agora.org	khoffman@agora.org	Presenter
Maryann Johnson	12/13/23 3:24:42 PM	12/13/23 4:01:50 PM	35m 9s	majohnson@agora.org	majohnson@agora.org	Presenter
Jade McGregor	12/13/23 3:25:00 PM	12/13/23 4:01:52 PM	36m 51s	jmcgregor@agora.org	jmcgregor@agora.org	Presenter
Terri Hunkele	12/13/23 3:25:09 PM	12/13/23 4:02:19 PM	37m 9s	thunkele@agora.org	thunkele@agora.org	Presenter
Alyssa Trott	12/13/23 3:25:17 PM	12/13/23 4:01:50 PM	36m 33s	atrott@agora.org	atrott@agora.org	Presenter
Sue Lelko	12/13/23 3:25:19 PM	12/13/23 4:01:44 PM	36m 25s	slelko@agora.org	slelko@agora.org	Presenter
Ashley Salimbene	12/13/23 3:25:19 PM	12/13/23 4:01:05 PM	35m 46s	asalimbene@agora.org	asalimbene@agora.org	Presenter
Jennifer Buss	12/13/23 3:25:36 PM	12/13/23 4:01:55 PM	36m 18s	jbuss@agora.org	jbuss@agora.org	Presenter
Kate Johnson	12/13/23 3:26:32 PM	12/13/23 4:01:50 PM	35m 18s	kjohnson@agora.org	kjohnson@agora.org	Presenter
Rebekah Congdon	12/13/23 3:26:41 PM	12/13/23 4:01:54 PM	35m 12s	rcongdon@agora.org	rcongdon@agora.org	Presenter
Cathryn Ramsey	12/13/23 3:26:43 PM	12/13/23 4:01:55 PM	35m 11s	cramsey@agora.org	cramsey@agora.org	Presenter
Brianna Pontious	12/13/23 3:26:49 PM	12/13/23 4:01:53 PM	35m 4s	bpontious@agora.org	bpontious@agora.org	Presenter
Lorna Titus	12/13/23 3:26:54 PM	12/13/23 4:01:48 PM	34m 54s	ltitus@agora.org	ltitus@agora.org	Presenter
Molly Garczynski	12/13/23 3:27:13 PM	12/13/23 4:01:57 PM	34m 43s	mgarczynski@agora.org	mgarczynski@agora.org	Presenter
Heather Silberman	12/13/23 3:28:23 PM	12/13/23 4:02:00 PM	33m 37s	hsilberman@agora.org	hsilberman@agora.org	Presenter
Jena Huffman	12/13/23 3:28:31 PM	12/13/23 4:01:54 PM	33m 23s	jhuffman@agora.org	jhuffman@agora.org	Presenter
Lynn Pagliei	12/13/23 3:28:39 PM	12/13/23 4:01:57 PM	33m 18s	lpagliei@agora.org	lpagliei@agora.org	Presenter
Ally Morris	12/13/23 3:28:41 PM	12/13/23 4:01:46 PM	33m 4s	amorris@agora.org	amorris@agora.org	Presenter
Mia Dearwester	12/13/23 3:28:43 PM	12/13/23 4:01:52 PM	33m 9s	mdearwester@agora.org	mdearwester@agora.org	Presenter
Melissa Stump	12/13/23 3:28:45 PM	12/13/23 4:01:47 PM	33m 1s	mstump@agora.org	mstump@agora.org	Presenter
Emily Colebank	12/13/23 3:28:46 PM	12/13/23 4:01:56 PM	33m 9s	ecolebank@agora.org	ecolebank@agora.org	Presenter
Rebecca Mitzel	12/13/23 3:28:57 PM	12/13/23 4:01:52 PM	32m 54s	rmitzel@agora.org	rmitzel@agora.org	Presenter
Kristina Lapsker	12/13/23 3:28:59 PM	12/13/23 4:02:20 PM	33m 21s	klapsker@agora.org	klapsker@agora.org	Presenter
Danielle DiMartini	12/13/23 3:29:02 PM	12/13/23 4:01:54 PM	32m 51s	ddimartini@agora.org	ddimartini@agora.org	Presenter
Jessica Linderman	12/13/23 3:29:05 PM	12/13/23 4:01:51 PM	32m 46s	jlinderman@agora.org	jlinderman@agora.org	Presenter
Stefanie Marcello	12/13/23 3:29:06 PM	12/13/23 4:01:53 PM	32m 46s	smarcello@agora.org	smarcello@agora.org	Presenter
Morgan Witman	12/13/23 3:29:19 PM	12/13/23 4:01:56 PM	32m 36s	mwitman@agora.org	mwitman@agora.org	Presenter
Melissa Franklin	12/13/23 3:29:30 PM	12/13/23 4:01:53 PM	32m 23s	mfranklin@agora.org	mfranklin@agora.org	Presenter
Sasha Young	12/13/23 3:29:32 PM	12/13/23 4:00:38 PM	31m 6s	syoung@agora.org	syoung@agora.org	Presenter
Melissa Love	12/13/23 3:29:38 PM	12/13/23 4:01:55 PM	32m 16s	mlove@agora.org	mlove@agora.org	Presenter
Jess Purser	12/13/23 3:29:45 PM	12/13/23 4:02:00 PM	32m 14s	jpurser@agora.org	jpurser@agora.org	Presenter
Michelle Olsavsky	12/13/23 3:29:47 PM	12/13/23 4:03:44 PM	33m 57s	molsavsky@agora.org	molsavsky@agora.org	Presenter
Erinn Slacktish	12/13/23 3:29:53 PM	12/13/23 4:03:00 PM	33m 6s	eslacktish@agora.org	eslacktish@agora.org	Presenter
Amber Staley	12/13/23 3:30:03 PM	12/13/23 4:01:23 PM	31m 20s	astaley2@agora.org	astaley2@agora.org	Presenter
Kimberly Paolino	12/13/23 3:30:10 PM	12/13/23 4:01:47 PM	31m 37s	kpaolino@agora.org	kpaolino@agora.org	Presenter
Kristine Craynon	12/13/23 3:30:11 PM	12/13/23 4:01:52 PM	29m 46s	kcraynon@agora.org	kcraynon@agora.org	Presenter
Barbara Cooper	12/13/23 3:30:14 PM	12/13/23 4:01:48 PM	31m 34s	bcooper@agora.org	bcooper@agora.org	Presenter
Lauren Emminger	12/13/23 3:30:16 PM	12/13/23 4:01:46 PM	31m 29s	lemminger@agora.org	lemminger@agora.org	Presenter
Jess Nayowith	12/13/23 3:30:20 PM	12/13/23 4:01:54 PM	31m 33s	jnayowith@agora.org	jnayowith@agora.org	Presenter
Jen Fisher Clark	12/13/23 3:30:32 PM	12/13/23 4:01:48 PM	31m 15s	jclark@agora.org	jclark@agora.org	Presenter
Sarah Pittman	12/13/23 3:30:36 PM	12/13/23 3:56:53 PM	26m 16s	spittman@agora.org	spittman@agora.org	Presenter
Jessica Barnhart	12/13/23 3:30:45 PM	12/13/23 4:01:55 PM	31m 10s	jbarnhart@agora.org	jbarnhart@agora.org	Presenter
Brittany Kieffer	12/13/23 3:30:47 PM	12/13/23 4:01:54 PM	31m 6s	bkieffer@agora.org	bkieffer@agora.org	Presenter
Valerie Natale	12/13/23 3:30:47 PM	12/13/23 4:01:58 PM	31m 11s	vnatale@agora.org	vnatale@agora.org	Presenter
Jennifer Lucia	12/13/23 3:30:50 PM	12/13/23 4:01:16 PM	30m 26s	jlucia@agora.org	jlucia@agora.org	Presenter
Theresa Draeger	12/13/23 3:30:58 PM	12/13/23 4:02:32 PM	31m 34s	tdraeger@agora.org	tdraeger@agora.org	Presenter
Melissa McCracken	12/13/23 3:31:00 PM	12/13/23 4:01:53 PM	30m 53s	mmccracken@agora.org	mmccracken@agora.org	Pre
Shari Widlund	12/13/23 3:31:24 PM	12/13/23 4:01:53 PM	30m 29s	swidlund@agora.org	swidlund@agora.org	Presenter
Ashley Farster	12/13/23 3:31:25 PM	12/13/23 4:01:53 PM	30m 28s	afarster@agora.org	afarster@agora.org	Presenter
Danielle Schall	12/13/23 3:32:05 PM	12/13/23 4:01:57 PM	29m 52s	dschall@agora.org	dschall@agora.org	Presenter

Name	Join Time		Leave Time	Duration	Email	Email	Role
Brittany Froehlich	12/13/23	3:33:46 PM	12/13/23 4:01:58 PM	28m 11s	BFroehlich@agora.org	BFroehlich@agora.org	Presenter
Breanne Scears	12/13/23	3:38:11 PM	12/13/23 4:01:44 PM	23m 32s	bscears@agora.org	bscears@agora.org	Presenter

3. In-Meeting Activities

Name	Join Time	Leave Time	Duration	Email	Role

Name	Join Time		Leave Time	Duration	Email	Role
Kim Fiscus	12/13/23	3:25:09 PM	12/13/23 4:03:01 PM	37m 52s	kfiscus@agora.org	Organizer
Lynnette Meinig	12/13/23	3:19:45 PM	12/13/23 4:02:50 PM	43m 4s	lmeinig@agora.org	Presenter
Chris Baker	12/13/23	3:20:00 PM	12/13/23 3:21:29 PM	1m 29s	cbaker@agora.org	Presenter
Chris Baker	12/13/23	3:29:56 PM	12/13/23 4:02:58 PM	33m 1s	cbaker@agora.org	Presenter
Samantha Bonniger	12/13/23	3:20:21 PM	12/13/23 4:02:35 PM	42m 14s	sbonniger@agora.org	Presenter
Whitney Bargerstock	12/13/23	3:21:54 PM	12/13/23 4:01:56 PM	40m 1s	wbargerstock@agora.org	Presenter
Kaylee Matijevich	12/13/23	3:22:08 PM	12/13/23 4:01:50 PM	39m 41s	kmatijevich@agora.org	Presenter
Alexandra Hall	12/13/23	3:22:33 PM	12/13/23 4:01:55 PM	39m 21s	ahall@agora.org	Presenter
Casey Chaffin	12/13/23	3:22:41 PM	12/13/23 4:01:54 PM	39m 13s	cchaffin@agora.org	Presenter
Erin Scrip	12/13/23	3:22:43 PM	12/13/23 4:01:52 PM	39m 9s	escrip@agora.org	Presenter
Melissa Gaso	12/13/23	3:24:04 PM	12/13/23 3:54:53 PM	30m 48s	mgaso@agora.org	Presenter
Kaelyn Hoffman	12/13/23	3:24:40 PM	12/13/23 4:01:59 PM	37m 18s	khoffman@agora.org	Presenter
Maryann Johnson	12/13/23	3:24:42 PM	12/13/23 3:46:07 PM	21m 25s	majohnson@agora.org	Presenter
Maryann Johnson	12/13/23	3:48:06 PM	12/13/23 4:01:50 PM	13m 44s	majohnson@agora.org	Presenter
Jade McGregor	12/13/23	3:25:00 PM	12/13/23 4:01:52 PM	36m 51s	jmcgregor@agora.org	Presenter
Terri Hunkele	12/13/23	3:25:09 PM	12/13/23 4:02:19 PM	37m 9s	thunkele@agora.org	Presenter
Alyssa Trott	12/13/23	3:25:17 PM	12/13/23 4:01:50 PM	36m 33s	atrott@agora.org	Presenter
Sue Lelko	12/13/23	3:25:19 PM	12/13/23 4:01:44 PM	36m 25s	slelko@agora.org	Presenter
Ashley Salimbene	12/13/23	3:25:19 PM	12/13/23 4:01:05 PM	35m 46s	asalimbene@agora.org	Presenter
Jennifer Buss	12/13/23	3:25:36 PM	12/13/23 4:01:55 PM	36m 18s	jbuss@agora.org	Presenter
Kate Johnson	12/13/23	3:26:32 PM	12/13/23 4:01:50 PM	35m 18s	kjohnson@agora.org	Presenter
Rebekah Congdon	12/13/23	3:26:41 PM	12/13/23 4:01:54 PM	35m 12s	rcongdon@agora.org	Presenter
Cathryn Ramsey	12/13/23	3:26:43 PM	12/13/23 4:01:55 PM	35m 11s	cramsey@agora.org	Presenter
Brianna Pontious	12/13/23	3:26:49 PM	12/13/23 4:01:53 PM	35m 4s	bpontious@agora.org	Presenter
Lorna Titus	12/13/23	3:26:54 PM	12/13/23 4:01:48 PM	34m 54s	ltitus@agora.org	Presenter
Molly Garczynski	12/13/23	3:27:13 PM	12/13/23 4:01:57 PM	34m 43s	mgarczynski@agora.org	Presenter
Heather Silberman	12/13/23	3:28:23 PM	12/13/23 4:02:00 PM	33m 37s	hsilberman@agora.org	Presenter
Jena Huffman	12/13/23	3:28:31 PM	12/13/23 4:01:54 PM	33m 23s	jhuffman@agora.org	Presenter
Lynn Pagliei	12/13/23	3:28:39 PM	12/13/23 4:01:57 PM	33m 18s	lpagliei@agora.org	Presenter
Ally Morris	12/13/23	3:28:41 PM	12/13/23 4:01:46 PM	33m 4s	amorris@agora.org	Presenter
Mia Dearwester	12/13/23	3:28:43 PM	12/13/23 4:01:52 PM	33m 9s	mdearwester@agora.org	Presenter
Melissa Stump	12/13/23	3:28:45 PM	12/13/23 4:01:47 PM	33m 1s	mstump@agora.org	Presenter
Emily Colebank	12/13/23	3:28:46 PM	12/13/23 4:01:56 PM	33m 9s	ecolebank@agora.org	Presenter
Rebecca Mitzel	12/13/23	3:28:57 PM	12/13/23 4:01:52 PM	32m 54s	rmitzel@agora.org	Presenter
Kristina Lapsker	12/13/23	3:28:59 PM	12/13/23 4:02:20 PM	33m 21s	klapsker@agora.org	Presenter
Danielle DiMartini	12/13/23	3:29:02 PM	12/13/23 4:01:54 PM	32m 51s	ddimartini@agora.org	Presenter
Jessica Linderman	12/13/23	3:29:05 PM	12/13/23 4:01:51 PM	32m 46s	jlinderman@agora.org	Presenter
Stefanie Marcello	12/13/23	3:29:06 PM	12/13/23 4:01:53 PM	32m 46s	smarcello@agora.org	Presenter
Morgan Witman	12/13/23	3:29:19 PM	12/13/23 4:01:56 PM	32m 36s	mwitman@agora.org	Presenter
Melissa Franklin	12/13/23	3:29:30 PM	12/13/23 4:01:53 PM	32m 23s	mfranklin@agora.org	Presenter
Sasha Young	12/13/23	3:29:32 PM	12/13/23 4:00:38 PM	31m 6s	syoung@agora.org	Presenter
Melissa Love	12/13/23	3:29:38 PM	12/13/23 4:01:55 PM	32m 16s	mlove@agora.org	Presenter
Jess Purser	12/13/23	3:29:45 PM	12/13/23 4:02:00 PM	32m 14s	jpurser@agora.org	Presenter
Michelle Olsavsky	12/13/23	3:29:47 PM	12/13/23 4:03:44 PM	33m 57s	molsavsky@agora.org	Presenter
Erinn Slacktish	12/13/23	3:29:53 PM	12/13/23 4:03:00 PM	33m 6s	eslacktish@agora.org	Presenter
Amber Staley	12/13/23	3:30:03 PM	12/13/23 4:01:23 PM	31m 20s	astaley2@agora.org	Presenter
Kimberly Paolino	12/13/23	3:30:10 PM	12/13/23 4:01:47 PM	31m 37s	kpaolino@agora.org	Presenter
Kristine Craynon	12/13/23	3:30:11 PM	12/13/23 3:59:43 PM	29m 32s	kcraynon@agora.org	Presenter
Kristine Craynon	12/13/23	4:01:37 PM	12/13/23 4:01:52 PM	14s	kcraynon@agora.org	Presenter
Barbara Cooper	12/13/23	3:30:14 PM	12/13/23 4:01:48 PM	31m 34s	bcooper@agora.org	Presenter
Lauren Emminger	12/13/23	3:30:16 PM	12/13/23 4:01:46 PM	31m 29s	lemminger@agora.org	Presenter
Jess Nayowith	12/13/23	3:30:20 PM	12/13/23 4:01:54 PM	31m 33s	jnayowith@agora.org	Presenter
Jen Fisher Clark	12/13/23	3:30:32 PM	12/13/23 4:01:48 PM	31m 15s	jclark@agora.org	Presenter
Sarah Pittman	12/13/23	3:30:36 PM	12/13/23 3:56:53 PM	26m 16s	spittman@agora.org	Presenter
Jessica Barnhart	12/13/23	3:30:45 PM	12/13/23 4:01:55 PM	31m 10s	jbarnhart@agora.org	Presenter
Brittany Kieffer	12/13/23	3:30:47 PM	12/13/23 4:01:54 PM	31m 6s	bkieffer@agora.org	Presenter
Valerie Natale	12/13/23	3:30:47 PM	12/13/23 4:01:58 PM	31m 11s	vnatale@agora.org	Presenter
Jennifer Lucia	12/13/23	3:30:50 PM	12/13/23 4:01:16 PM	30m 26s	jlucia@agora.org	Presenter
Theresa Draeger	12/13/23	3:30:58 PM	12/13/23 4:02:32 PM	31m 34s	tdraeger@agora.org	Presenter
Melissa McCracken	12/13/23	3:31:00 PM	12/13/23 4:01:53 PM	30m 53s	mmccracken@agora.org	Presenter
Shari Widlund	12/13/23	3:31:24 PM	12/13/23 4:01:53 PM	30m 29s	swidlund@agora.org	Presenter
Ashley Farster	12/13/23	3:31:25 PM	12/13/23 4:01:53 PM	30m 28s	afarster@agora.org	Presenter
Danielle Schall	12/13/23	3:32:05 PM	12/13/23 4:01:57 PM	29m 52s	dschall@agora.org	Presenter
Brittany Froehlich	12/13/23	3:33:46 PM	12/13/23 4:01:58 PM	28m 11s	BFroehlich@agora.org	Presenter
Breanne Scears	12/13/23	3:38:11 PM	12/13/23 4:01:44 PM	23m 32s	bscears@agora.org	Presenter

OBJECTIVES:

1. Off Cycle Requests

2. Limited Purpose Requests

3. Instructions to Find Forms

4. Questions

Educator First Name	Educator Last Name
Marlee	Atwood
Andrea	Bable
Christian	Baker
Jessica	Barnhart
Theresa	Bash
Samantha	Bonniger
Torri	Bramble
Lisa	Brestensky
Brittany	Brown
Jodeen	Buckwalter
Jennifer	Buss
Maryann	Butera
Brittney	Cantwell
Jesse	Capitano
Rachel	Carmichael
Casey	Chaffin
Nicole	Chiado
Emily	Colebank
Rebekah	Congdon
Barbara	Cooper
Kristal	Costanzo
Mia	Dearwester
Judith	Deemer
Angela	Denham
Jenna	Dietrich
Danielle	DiMartini
Heidi	Dodge
Julie	Doebereiner
Theresa	Draeger
Olivia	Eckels
Bridget	Ellis
Dana	Elmquist
Lauren	Emminger
Carissa	Emrick
Ashley	Farster
Shannon	Feeney-Hoffmaster
Kimberly	Fiscus
Emily	Forrest
Melissa	Franklin
Brittany	Froehlich
David	Furka
Heather	Gallagher
Kristen	Gamber

Devin	Gannon
Molly	Garczynski
Melissa	Gaso
Michele	Giordano
Dante	Greco
Justin	Groshon
Melissa	Hale-Patterson
Maria	Harlan
Cathrine	Hartman
Amber	Heppenstall
Denna	Hewitt
Heather	Hoffert
Kaelyn	Hoffman
Jena	Huffman
Kymberly	Humanick
Terri	Hunkele
Veronica	Jackson
Kaitlin	Johnson
Margret	Joseph
Amanda	Kammermeier
Rebecca	Kenzakowski
Lauren	Kerns
Brittany	Kieffer
Allison	Kitchel
Tamara	Kozak
Nicole	Krol
Dana	Kwiecinski
Kristina	Lapsker
Allison	Large
Susan	Lelko
Anna	Lepsch
Jessica	Linderman
Susan	Lipiec
Kristine	Craynon
Melissa	Love
Cathryn	Mack
Stefanie	Marcello
Jennifer	Markle
Melissa	McCracken
Deidre	McDowell
Jade	McGregor
Alexandra	McKenney-Hall
Kimberly	McLaughlin
Hope	Huffman

Lynnette	Meinig
Rebecca	Mitzel
Allyson	Morris
Amanda	Moyer
Jill	Moyer
Jessica	Nayowith
Dana	Scarince
Katie	O'Donnell
Michelle	Olsavsky
Dana	Pacolay
Lynn	Pagliei
Kimberly	Paolino
Michelle	Pelissier
Sarah	Pittman
Brianna	Pontious
Kristen	Popp
Jessica	Purser
Cathryn	Ramsey
Amy	Bednez
Jessica	Reese
Nancy	Reimers
Carmen	Riggle-Myers
Tara	Rodzwic
Ashley	Salimbene
Lisa	Savitz
Breanne	Scears
Erin	Scrip
Janelle	Shaffer
Heather	Silberman
Cortney	Skelly
Kailey	Smith
Leslie	Spratt
Amber	Staley
Melanie	Stanforth
Laura	Stapf
Corinne	Stepnowski
Melissa	Stump
Lauren	Svonavec
Amber	Thomas
Christine	Thomas
Lorna	Titus
Alyssa	Trott
Janet	Ulewicz
Kaitlin	Vacca

Stacy	Vietmeier
Brittney	Walczak
Tara	Walker
Mindy	Wesley
Shari	Widlund
Sasha	Young
Katie	Talley
Maegan	Johnson

Summer 2024

IEP Team Training

6/6/2024

10:00 AM

Presented by Michelle

Cukauskas, & Danielle Schall

Agenda

- Summer IEP Teams
- Procedure
- Responsibilities
- Timesheet Information
- Crisis Information

Summer IEP Teams

SPECIAL
EDUCATION

K5 Learning Support

K5 Learning Support	
Level	K5 LS
Special Ed. CM	**Jennifer Buss**
General Ed. Teacher	Krista Kowalok
Level	K5 LS
Special Ed. CM	**Autumn Whitebread**
General Ed. Teacher	Anastacia Matusz
Level	K5 LS
Special Ed. CM	**Kristina Lapsker**
General Ed. Teacher	Jill Mahon

Level	K5 ES/LS
Special Ed. CM	**Sarah Pittman**
General Ed. Teacher	Amanda Geiman
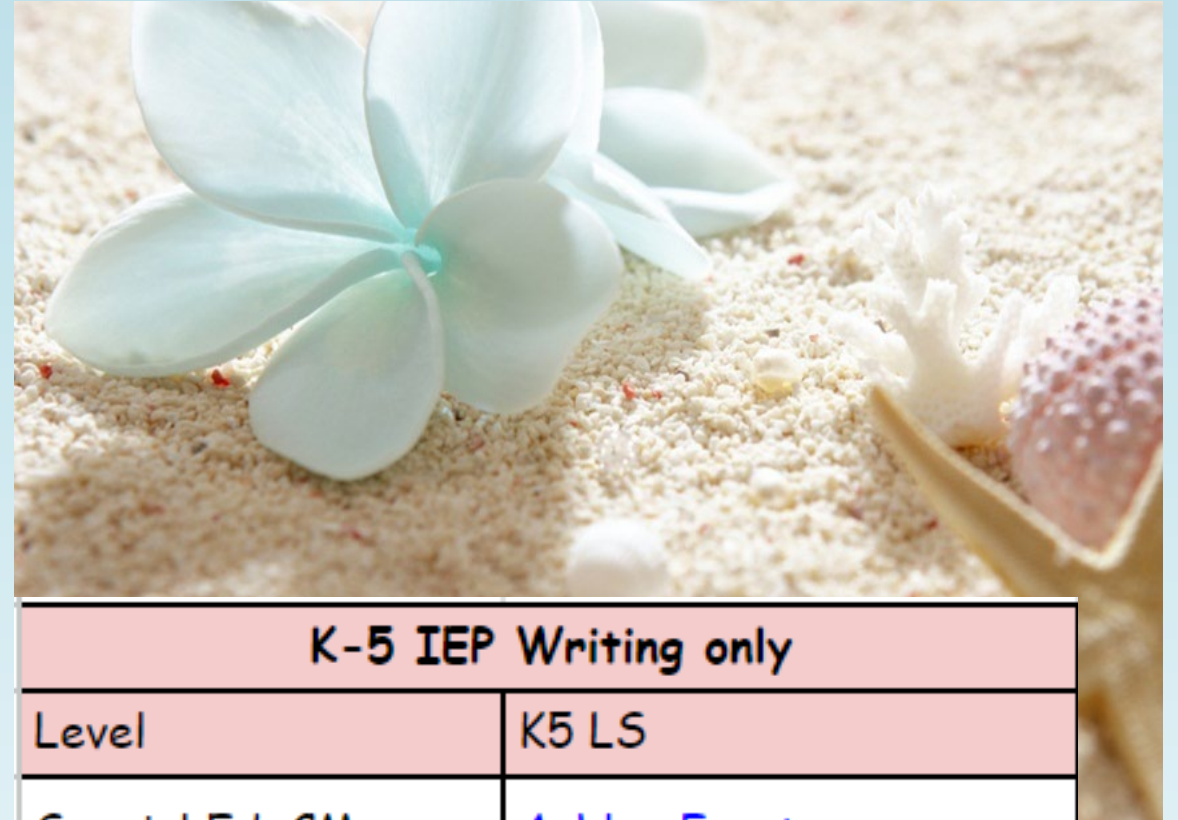
K-5 IEP Writing only	
Level	K5 LS
Special Ed. CM	Ashley Farster
Special Ed. CM	Kristine Craynon

K5 Emotional Support & Special Services

K5 Learning Support/Special Services	
Level	K5 LS/K8 SS
Special Ed. CM	Molly Garczynski
General Ed. Teacher	Amanda Geiman

K-5 Emotional Support	
Level	K5 ES
Special Ed. CM	Anissa Kahn
General Ed. Teacher	Melissa Creavan
Level	K5 ES
Special Ed. CM	Leslie Spratt
General Ed. Teacher	Melody Boisvert

K-5 Special Services	
Level	K8 SS
Special Ed. CM	Brittany Brown
General Ed. Teacher	Shannon Ciarlone

MS Learning Support

MS Learning Support	
Level	MS LS
Special Ed. CM	**Lynnette Meinig**
General Ed. Teacher	Gabrielle Bedor
Level	MS LS
Special Ed. CM	**Chris Baker**
General Ed. Teacher	Heidi Lucier
Level	MS LS
Special Ed. CM	**Brittany Kieffer**
General Ed. Teacher	Val McCarthy
Level	MS LS
Special Ed. CM	**Michelle Olsavsky**
General Ed. Teacher	Ashley Smith
Level	MS LS
Special Ed. CM	**Ashley Salimbene**
General Ed. Teacher	Arlene Sheffo

MS Emotional Support & Special Services

MS Emotional Support	
Level	MS ES
Special Ed. CM	**Leslie Spratt**
General Ed. Teacher	Alexandra Webb

MS Special Services	
Level	K8 SS
Special Ed. CM	**Justine Fecik**
General Ed. Teacher	Linda Dupes
Level	MS LS
Special Ed. CM	**Kim McLaughlin**
General Ed. Teacher	Ellen Hopkins

HS Learning Support

HS Learning Support	
Level	HS LS
Special Ed. CM	Melissa Love
General Ed. Teacher	Jaclyn Scherrbaum
Level	HS LS
Special Ed. CM	Alex Hall
General Ed. Teacher	Jaclyn Scherrbaum
Level	HS LS
Special Ed. CM	Theresa Draeger
General Ed. Teacher	Heather Coyne

Level	HS LS
Special Ed. CM	Sam Bonniger
General Ed. Teacher	Heather Coyne
Level	HS LS
Special Ed. CM	Jess Purser
General Ed. Teacher	Angela Hetrick & Ilyse Marcinkiewicz
Level	HS LS
Special Ed. CM	Lynn Pagliei
General Ed. Teacher	Angela Hetrick & Ilyse Marcinkiewicz

HS Autistic & Emotional Support

HS AS & ES	
Special Ed. CM	Sasha Young
General Ed. Teacher	Chantel Spess & Jennifer Porter
Level	HS AS & ES
Special Ed. CM	Melissa Stump
General Ed. Teacher	Chantel Spess & Jennifer Porter
Level	HS AS & ES
Special Ed. CM	Lauren Emminger
General Ed. Teacher	Chantel Spess & Jennifer Porter

HS Special Services

HS PASA	
Level	HS PASA
Special Ed. CM	**Jess Nayowith**
General Ed. Teacher	Emilee Englang & Janelle Mckeon
Level	HS PASA
Special Ed. CM	**Dana Kwiecinski**
General Ed. Teacher	Emilee Englang & Janelle Mckeon
Level	HS PASA
Special Ed. CM	**Amber Staley**
General Ed. Teacher	Emilee Englang & Janelle Mckeon

K-12 Speech and Language Support

K-12 Speech	
Level	Speech
Special Ed. CM	**Melanie Stanforth**
General Ed. K5	Jill Mahon
General Ed. MS	Suzanne Postler
General Ed. HS	Megan Edmundson

Summer LEA's

Elementary Schoool	Middle School	High School	
Lauren Shaffer	Amanda Harbaugh	Crystal Long	Paul Harkins
Katy Giovanisci	Susan Detwiler	Caleb Cragle	Erinn Slacktish
Mike Floyd	Alina Kitchell	Gina Sczepkowski	Julie Mcrea
Michelle Cukauskas	Jen Lucia	Laura Goldman	Melissa Jusko
James Montgomery	Bernard Bochella	Pam Keth	Mike Schierer
Kristie Hawk	Heather Bianconi	Tara Quisito	Rebecca Adams
Denise Curry	Allison Keefe	Danielle Schall	Tonya Smith
Jamie Grant	Liz McEwen	Morgan Witman	Jaclyn O'Reilly
Katie Wright	Lori Andrews	Valerie Natale	Marie Williams
Candace Kreutzer	Melissa Patterson	Eric Buffington	Katie DiStefano
Robin Hartman	Colleen Richardson	Erin Hilson	Steve Nugent
Jansen Hornbake	Jeremy Smith	Heather McCormick	Jeff Miller
Lauren Wilson	John Thomas	Holly Allen	Kim Fiscus
Maryann Johnson	Bridget Kozar		
Jen Fisher	Anna Lepsch		

Procedure

○Michelle Cukauskas will assign the IEP's to the K-8 Team;
○Danielle Schall will assign IEPs to the HS team.

○Special Education teacher /IEP Writer will receive an email with assignment from Michelle or Danielle.

○Initial Assignments (transfer IEP's) may be a result of ER/RR's that were sent in the last few weeks of school – These IEP's may have a draft started, completed and/or have an attempt completed.

○Remaining summer assignments may be resulting from an ER/RR. You must adhere to usual timelines & follow IEP procedures.

○Summer IEP Teams should establish days/times that work best for their meetings.

- This includes special education & general education teachers.
- There will be a sign-up sheet for LEA's)

Special Education Responsibilities

- Create a goal for **N E W** needs in the reports.

  - Unless new need area – Use old goal (*no new baseline needed)

  - Newly Identified (ER) or new need (RR)

    - Baseline for IXL goals

    - Aimsweb goals

      - We are losing access to Aimsweb

      - Create a goal based on data in ER/RR for Aims/FastBridge

      - These goals will be update in September once new baselines are completed per the BOY timeline.

Special Education Responsibilities

- Reach out to your general ed. teacher to schedule the meeting

- Sign up for an LEA (sign-up sheet on following slides)

- Send an outlook calendar invite to the IEP team.

- Create the Invite, IEP, and NOREP for the meeting.

- Send out the Invite (new invite for each attempt), IEP, and Procedural Safeguards prior to the meeting to the LG to his/her personal email.

- Refer to IEP writing guide, analysis and procedures

- Write and Hold the meeting (Following IEP meeting procedure for scheduling 3 attempts).

Special Education Responsibilities cont.

- Update and revise the draft after the meeting, per LEA recommendations on the IEP analysis and team discussion.

- Send the documents via docs to file and finalized IEP.

- Ensure all required team members and related service providers attend the meeting if applicable.

- Complete the smartsheet indicating that the meeting has been held and NOREP has been signed
  - Anne Dieter will share the smartsheet with you.

❖ The IEP meeting procedure can be found in the Special Education Shared Folder All School, under "Policies & Procedures".

❖ The Doc 2 File Links for K-6; 7-9; 10-12 can be found on the Kitchen Sink sheet.

High School Scheduling for 24-25 SY

N ewly ID'd and N ewly Enrolled (cells will <u>not</u> be locked under the blue line)

- Shelley will be adding newly enrolled and newly ID'd students to the bottom of the HS scheduling sheet. As you hold IEP meetings, please update the HS course scheduling sheet and e-mail the School Counselor with the student's special education course recommendations.

- Students that are newly ID'd cannot have courses added to their schedules until we have a signed, approved NOREP that the office has reviewed <u>but you can still note your recommendations.</u> Once the office notifies you that the signed, approved NOREP has been received, the counselor will then schedule the SE courses.

- **Changes for Current Students** (cells will be locked)

- If you have any SE course changes to make for 24/25 SY due to an IEP team decision this summer for current students, please add to the changes tab on the sheet and follow up via email with the school counselor, so they know what courses the student needs (CC: your AD).

Important Dates

Summer staff may N OT claim hours on summer timesheets during days when Agora is closed. Summer School and ESY will not be provided on days when Agora is closed. Summer staff must take these days off and hours cannot be claimed for any work. IEP meetings can not be scheduled on weekends or days when there are no LEA's available.

Do N OT scheduled IEP Meetings on the following dates:

- W ednesday, June 12
- Monday, June 17
- W ednesday, June 19
- W ednesday, July 3
- Thursday, July 4
- Friday, July 5
- W ednesday, July 10
- Tuesday, August 6
- W ednesday, August 7

General Education Teacher Responsibilities

- Collaborate with your special education teacher on scheduling.

- Provide thoughtful input and help to answer questions during the IEP meeting.

- Share your knowledge of the general education curriculum as questions arise.

- Share your knowledge of what SDI CAN be implemented. If you notice something written that truly will not work in the general education classroom/curriculum, please share this. Alternatively, provide suggestions/solutions to things that would work.

LEA Responsibilities

- Sign up for at least 2 time slots per week on the LEA sign-up sheet. This should be done **at least** 3 weeks in advance for each week.

  - By 6/7, Please sign up for 2 time slots each week for (at least) the next 3 weeks.

  - *Some LEA's are June & August only.*

- Provide thoughtful input and help to answer questions during the IEP meeting.

- Help to support the special education teacher based upon the analysis form during the meeting.

- Complete the IEP analysis and upload the analysis to the google drive. Upload a new version if there are additional changes from the meeting. Please do not email IEP analysis.

  - The IEP Analysis Folder will be shared with you following this training

LEA Sign-Up Sheet

IEP Meetings can be held between 6/10/2024-8/16/2024.

Do NOT schedule IEP Meetings on weekends, days when Agora is closed or on the following dates:
6/12; 6/17; 6/19; 7/3; 7/4; 7/5; 7/10; 8/6; 8/7

School Week		Monday Date		Tuesday Date		Wednesday Date		Thursday Date		Friday Date	
8:00 LEA	LEA Name										
SE Teacher	Teacher Name										
9:00 LEA											
SE Teacher											
10:00 LEA											
SE Teacher											
11:00 LEA											
SE Teacher											
12:00 LEA											
SE Teacher											
1:00 LEA											
SE Teacher											
2:00 LEA											
SE Teacher											

https://docs.google.com/spreadsheets/d/1zhUEEryWTX_0NwXLWzYhGV96_wY2LavDpPHMYXzK2gI/edit?usp=sharing

Tracking Time Worked – IEP Teams

- IEP writer will receive up to 5 hours of prep to prepare the IEP and hold the IEP meeting

- <u>If you need more time than 5 hours please request approval from Michelle (K8) or Danielle (HS) in advance with justification.</u>

- IEP team should log on their timesheet the time spent in the IEP meeting.

- If the parent doesn't show the team can log 15 minutes for the attempt.

- The team must attempt to the contact the parent at the scheduled time to count as an attempt.

Timesheets

- A timesheet and timesheet schedule will be provided to you.

- Timesheets should be submitted via email by COS, last day of the pay period.

- Timesheets should be in EXCEL.

- We are not able to follow up with you if you did not submit your timesheet on time. You will be paid the next pay period if that occurs.

- Timesheets are paid in arrears @ $30 per hour.

- Most of the cells now have drop down selections available for dates, type of work etc.

- E-mail your completed timesheet to Erinn Slacktish.
  - If you also teach ESY, send ONE timesheet to the Director of the position you have the most hours *(Jen Fisher – ESY; Erinn Slacktish – IEP)*
  - Do NOT send links to timesheets in emails.   Must be an excel attachment

Are you taking summer vacation?
Special Education Teachers only:

Please add your vacation information to this sheet so we can avoid assigning IEPs to you during your time off.

https://docs.google.com/spreadsheets/d/1NWt508YiLTifD6rwvs4oXXqBr6EC8AKcGvSQv9Ofgww/edit?usp=sharing

What do I do over the summer when a student is possibly in Crisis? (1)

Keep the student in class with you and/or on the phone to ensure her/his safety while contact a summer administrator. Administrator should follow ALGEE protocols to determine the level of crisis response needed.

1. **A**ssess for risk of suicide or self-harm
2. **L**isten non-judgmentally
3. **G**ive supports and information
4. **E**ncourage appropriate professional help
5. **E**ncourage other supports

While the administrator is engaging the student, the teacher should be attempting to get an adult attached to the child and ensure the child is physically safe, seen, and not in need of medical care. See if student has a mental health provider or direct line to a therapist or crisis facility to contact. Make contact as needed.

What do I do over the summer when a student is possibly in Crisis? (2)

If you are unable to reach an adult or unable to verify safety, call 911 and request a well check.

Make sure to let 911 know of the county the student is in because they may need to connect you to the correct county dispatcher.

- If 911 is unable to connect you, you may have to google the local police phone number.
- If the local police number is not available (not all communities have 24-hour police), call the closest state trooper barracks.
- The police will need the address and phone number of the current location of the student – it may not be the one in EdPlan or TV. The kid could be at a relative's house or something. Information on the current status of the situation. A call back number for the administrator. Sometimes they ask if we are aware of any weapons on premise or danger.
- Ask for office/dispatcher name and request for a phone number and a call back after they go to the home.
- Inform the child – not until you know help is coming- that help is coming. She/he may be upset or afraid. Please reassure that no one is in trouble. It is only to help them. Stay on the phone until the police arrive. Sometimes the officers will talk with you on scene, sometimes they call back, sometimes they don't.
- Follow up the next day with the parents.
- Note all interactions made in EdPlan.

School Counselor Summer Coverage

**Week of
July 1**
Laura Manko

**Week of
July 8**
Erica Lee
Barron Whited

**Week of
July 15**
Tara Quisito

**Week of
July 22**
Laura Manko

Questions?

Thank you for supporting our Summer IEP Teams this year!

HAVE A GREAT SUMMER!

2024 Summer IEP Team Training Participants - 6/6/2024
Danielle Schall <dschall@agora.org>
Michelle Cukauskas <mcukauskas@agora.org>
Jennier Fisher Clark <jclark@agora.org>
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Kim Fiscus <kfiscus@agora.org>
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pennsylvania
DEPARTMENT OF EDUCATION

Memorandum of Understanding
Between

Upper Merion Township Police Department

(Law Enforcement Authority)

and

Agora Cyber Charter School

(School Entity)

August 2, 2022

(Date)

I. **Introduction**

   A. Parties

   The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

   Upper Merion Township Police Department
   175 W. Valley Forge Road
   King of Prussia, PA 19406

   The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

   Agora Cyber Charter School
   1018 W. 8th Avenue
   King of Prussia, PA 19406

   B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

   a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

      i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*

      ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.

   b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

      i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

      ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.

      iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

   c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office[1] – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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[1] Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A.   Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

   a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

   i. Section 908 (relating to prohibited offensive weapons).

      a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

      b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

   ii. Section 912 (relating to possession of weapon on school property).

      a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

      b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B.   Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

    a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

       i. Section 2701 (relating to simple assault)

       ii. Section 2705 (relating to recklessly endangering another person).

       iii. Section 2706 (relating to terroristic threats).

       iv. Section 2709 (relating to harassment).

       v. Section 3127 (relating to indecent exposure)

       vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

       vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

       viii. Chapter 39 (relating to theft and related offenses).

       ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

       x. Section 5503 (relating to disorderly conduct).

       xi. Section 6305 (relating to sale of tobacco).

       xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

       xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

    b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits and incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district-initiated evaluation and provision of services), 15.6 (relating to parent-initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

   a. Meet with contact person and locate scene of incident.

   b. Stabilize incident.

   c. Provide/arrange for emergency medical treatment, if necessary.

   d. Control the scene of the incident.

      i. Secure any physical evidence at the scene.

      ii. Identify involved persons and witnesses.

   e. Conduct investigation.

   f. Exchange information.

   g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
   a. Meet with contact person.
   b. Recover any physical evidence.
   c. Conduct investigation.
   d. Exchange information.
   e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

   If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

   a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

   b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest
   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

   b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

   c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the CEO of Agora and the chief of police will work to reconcile.
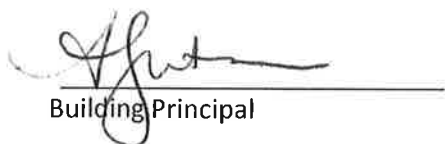
V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Chief School Administrator

Agora Cyber Charter School

School Entity

Chief Law Enforcement Authority

Upper Merion Township
Police Department

Law Enforcement Authority

Building Principal

Agora Cyber Charter School

School Building

Updated, February 1, 2019

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Board Affirmation Statement

LEA Name

Address 123 Street, City Town, PA 12345

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

Steps to Complete this Section:
Note: Individual signatures required for each section.
1. Signature of President of the governing board and date signed for each section.

2. Upload Board Affirmation document which includes the Board President's signature and date signed.

Charter Annual Report Affirmation

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

Affirmed on this _____ 25th _____ day of ____ July _____, 20 __24__

By: __Karen Delguercio_____ (Signature of Board President)

_Karen Delguercio_____ (Print Name)

____Agora Cyber Charter School_____ Board of Trustees

1

2.16.2022

Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.
The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

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

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

Affirmed on this ___25th___ day of ___July___, 20__24__

By: ___Karen DelGuercio_____(Signature of Board President)

_Karen Delguercio_____ (Print Name)

___Agora Cyber Charter School_____ Board of Trustees

Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.
The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

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

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

Affirmed on this ___25th___ day of ___July_____, 20__24___

By: ___Karen DelGuercio_____(Signature of Board President)

__Karen Delguercio_____ (Print Name)
    Agora Cyber Charter School
_____ Board of Trustees

Charter Annual Background Check Affirmation

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

Affirmed on this ____25th____ day of ___July_____, 20__24____

By: ___Karen DelGuercio_____(Signature of Board President)

__Karen Delguercio_____ (Print Name)
    Agora Cyber Charter School
_____ Board of Trustees

2.16.2022

Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this ___25th___ day of ___July___, 20__24__

By: ___Karen DelGuercio_____(Signature of Board President)

_Karen Delguercio_____ (Print Name)

_Agora Cyber Charter School_____ Board of Trustees

Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this ___25th___ day of ___July___, 20__24__

By: ___Karen Delguercio___ (Signature of Board President)

_Karen Delguercio_____ (Print Name)

_Agora Cyber Charter School_____ Board of Trustees

2.16.2022

Note: Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.