

[BoardDocs® Pro](#)

CERTIFICATION VERIFICATION FORM

PDE-414

Complete the following information for all professional staff members.								
Last Name of employee (Listed alphabetical)	First name of employee	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Abel	Keri A	Yes	Instructional 2 Elementary K-6 (2810)	6	Science	5	100%	0%
Abul Ela	Christina C	Yes	Instructional 2 Mathematics 7-12 (6800); Instructional 2 Chemistry 7-12 (8420)	9th - 12th	Science	5	100%	0%
Acland	Kathrine Rita	Yes	Instructional 2 Bus-Computer-Info Tech PK-12 (1603); Instructional 2 English 7-12 (3230); Instructional 2 Mathematics 7-12 (6800); Instructional 2 Biology 7-12 (8405); Instructional 2 Social Studies 7-12 (8875); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Math	5	100%	0%
Adams	Rebecca Rose	Yes	Endorsement 1 Instructional Coach PK-12 (1182); Instructional 2 Mid-Level Mathematics 6-9 (2860)	9th - 12th	Math	5	100%	0%
Adams	Serena Renee	Yes	Instructional 1 Grades 4-8 (All subjects 4-6 ELA & Reading (3100); Instructional 1 Special Education PK-8 (9226); Instructional 1 Special Education Expansion 7-12 (9229)	9th - 12th	Special Education	5	100%	0%
Alcorn	Ashley Elizabeth-Nicol	Yes	Instructional 1 Grades PK-4 (2825)	3	Math	5	100%	0%
Alcott	Elyse M	Yes	Instructional 1 Elementary K-6 (2810)	2	ELA, math, science, social studies, writing	5	100%	0%
Alderson	Jordan M	Yes	Private School - Teacher English: Sec. Ed. 9-12 (13230); Instructional 1 Communications 7-12 (3200); Instructional 1 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Allcorn	Brynnne Nadine	Yes	Instructional 2 Spanish PK-12 (4490)	9th - 12th	World Language	5	100%	0%
Allen	Betty A	Yes	Administrative 2 Principal PK-12 (1115); Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Reading Specialist PK-12 (7650)	9th - 12th	Assistant Principal	8	100%	0%
Altman	Dorry Ann	Yes	Instructional 2 English 7-12 (3230)	7	ELA	5	100%	0%
Ambrose	Danielle	Yes	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	9th - 12th	School Counselor	8	100%	0%
Ambuka	Tracey	Yes	Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Family-Consumer Sci PK-12 (5600); Instructional HOUSSSE Designation Mathematics 7-12 (6800); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
Amodeo	Kattreena Julia	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Anderson	Aisha N	Yes	Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Andrews	Lori Ann	Yes	Administrative 1 Principal PK-12 (1115); Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Angelo	Shannon Lynn	Yes	Administrative 1 Principal PK-12 (1115); Instructional 2 Elementary K-6 (2810)	K - 5th	Reading Specialist	5	100%	0%
Arcuri	Camille Lynn	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	1	ELA, math, science, social studies, writing	5	100%	0%
Armstrong	Amanda K	Yes	Endorsement Online Instruction Program PK-12 (1184); Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Mathematics 7-12 (6800); Instructional 2 Biology 7-12 (8405); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Atwood	Marlee Anna	Yes	Instructional 1 Health & Physical Educ PK-12 (4805); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Baker	Christian	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Baranoski	Anna M	Yes	Instructional 2 Grades PK-4 (2825); Instructional 2 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Barber	Constance	Yes	Instructional 2 Grades PK-4 (2825); Instructional 2 Reading Specialist PK-12 (7650)	K - 5th	ELA	5	100%	0%
Barger	Tammy M	Yes	Instructional 2 General Science 7-12 (8450)	7	Science	5	100%	0%

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Bargerstock	Whitney E	Yes	Instructional 2 Art PK-12 (1405); Instructional 2 English 7-12 (3230); Supervisory Supvr Special Education PK-12 (9215); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Instructional Coach	8	100%	0%
Barkley	Cortney M	Yes	Instructional 2 Grades PK-4 (2825); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Barney	Christine J	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Barnhart	Jessica Maria	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Barrett	Amy L	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Science 6-9 (2880)	8	Math	5	100%	0%
Barrios	Jennifer A	Yes	Educational Specialist 1 Home and School Visitor PK-12 (1850)	K - 12th	Social Worker	8	100%	0%
Bartuska	Rebecca Sowa	Yes	Educational Specialist 1 Secondary School Counselor 7-12 (1837); Instructional 2 Mathematics 7-12 (6800); Instructional 2 Physics 7-12 (8470)	8	Science	5	100%	0%
Bash	Theresa Ann	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Basso	Maura J	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Baxter	Jenna Laken	Yes	Instructional 1 Grades PK-4 (2825)	3	Math	5	100%	0%
Bayly	Angela Michelle	Yes	Endorsement Instructional Coach PK-12 (1182); Instructional 2 Communications 7-12 (3200); Instructional 2 English 7-12 (3230)	6th - 8th	Instructional Coach	8	100%	0%
Bedor	Gabrielle Ann	Yes	Educational Specialist 1 Inst Technology Specialist PK-12 (1825); Instructional 2 English 7-12 (3230); Instructional 2 Environmental Educ PK-12 (4820); Instructional 2 Technology Education PK-12 (6075); Instructional 2 Biology 7-12 (8405); Instructional 2 General Science 7-12 (8450)	7	Science	5	100%	0%
Beeken	Jennifer A	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Berkey	Daniel W	Yes	Instructional 2 Technology Education PK-12 (6075); Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Berry	Sharon M	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Berstecher	Kelly Ann	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Ment and/or Phys Handicapped K-12 (9235)	K - 8th	Special Education	5	100%	0%
Bianconi	Heather Ann	Yes	Administrative 2 Principal PK-12 (1115); Instructional 2 Elementary K-6 (2810); Instructional 2 Reading Specialist PK-12 (7650)	6th - 8th	Assistant Principal	8	100%	0%
Bilby	Ron J	Yes	Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Music PK-12 (7205)	9th - 12th	Math	5	100%	0%
Binder	Tawny Norma	Yes	Instructional 1 Grades PK-4 (2825)	2	ELA, math, science, social studies, writing	5	100%	0%
Bird	Brandon M	Yes	Instructional 2 General Science 7-12 (8450)	7	Science	5	100%	0%
Boisvert	Jill	Yes	Instructional 2 Bus-Computer-Info Tech PK-12 (1603); Private School - Teacher Mathematics: Sec. Ed. 9-12 (16800); Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Bonniger	Samantha AnnMyers	Yes	Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Bowie	Nicole E	Yes	Instructional 2 Health & Physical Educ PK-12 (4805)	9th - 12th	Health and PE	5	100%	0%
Boyer	Cathy Marie	Yes	Instructional 2 Mathematics 7-12 (6800); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Math	5	100%	0%
Boyer	Jessica Leigh	Yes	Instructional 2 Elementary K-6 (2810)	K - 5th	Math	5	100%	0%
Boyle	Jarin Tomas	Yes	Instructional 1 Grades PK-4 (2825)	5	ELA	5	100%	0%
Brand	Catherine	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Mid-Level Mathematics 6-9 (2860)	7	Math	5	100%	0%
Brennan	Jean Marie	Yes	Instructional 2 Elementary K-6 (2810)	5	Math	5	100%	0%
Brestensky	Lisa	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
Breyak	Laurel	Yes	Instructional 1 Elementary K-6 (2810)	5	ELA	5	100%	0%

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Briley	Christie Leighann	Yes	Instructional 1 Grades PK-4 (2825)	K	ELA, math, science, social studies, writing	5	100%	0%
Brisbane	Amber	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Brohi	Heba H	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Broniszewski	Diane	Yes	Instructional 2 French PK-12 (4410); Instructional 2 Spanish PK-12 (4490)	9th - 12th	World Language	5	100%	0%
Bronson	Angelica Lauren	Yes	Instructional 1 Grades PK-4 (2825)	K	ELA, math, science, social studies, writing	5	100%	0%
Brown	Kathleen A	Yes	Instructional 2 Accounting 7-12 (1610); Instructional 2 Marketing 7-12 (1640); Instructional 2 Office Technologies 7-12 (1658)	9th - 12th	Computer Science	5	100%	0%
Brown	Sarah C	Yes	Instructional 2 Biology 7-12 (8405); Instructional 2 Chemistry 7-12 (8420)	9th - 12th	Science	5	100%	0%
Brownlie	Victoria Eugenia	Yes	Instructional 2 Spanish PK-12 (4490)	9th - 12th	World Language	5	100%	0%
Bruenn	Matthew J	Yes	Instructional 1 Mathematics 7-12 (6800); Instructional 1 Earth and Space Science 7-12 (8440); Instructional 1 General Science 7-12 (8450)	9th - 12th	Science	5	100%	0%
Bryan	Carol L	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	4	ELA	5	100%	0%
Buck	Jill	Yes	Instructional 1 Elementary K-6 (2810)	3	Math	5	100%	0%
Buckwalter	Jodeen E	Yes	Instructional HOUSSE Designation English 7-12 (3230); Instructional HOUSSE Designation Mathematics 7-12 (6800); Instructional HOUSSE Designation General Science 7-12 (8450); Instructional HOUSSE Designation Social Studies 7-12 (8875); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
Buffington	Eric G	Yes	Administrative 1 Principal PK-12 (1115); Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 English 7-12 (3230)	6th - 8th	Assistant Principal	8	100%	0%
Burns	Ashley Elizabeth	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Reading Specialist PK-12 (7650)	7	ELA	5	100%	0%
Buss	Jennifer Ann	Yes	Instructional HOUSSE Designation Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225); Instructional 2 Speech & Language Impaired PK-12 (9265)	K - 8th	Special Education	5	100%	0%
Byers	Colien Joanne	Yes	Supervisory Supvr Special Education PK-12 (9215); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Cadieux	Jennifer	Yes	Instructional 1 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Cadwallader	Amy Beth	Yes	Instructional 2 Mathematics 7-12 (6800)	8	Math	5	100%	0%
Calton	April Lynne	Yes	Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Biology 7-12 (8405); Instructional 2 Chemistry 7-12 (8420); Instructional 2 General Science 7-12 (8450)	9th - 12th	Science	5	100%	0%
Camaioni	Nicole	Yes	Instructional 2 Bus-Computer-Info Tech PK-12 (1603); Instructional 2 English 7-12 (3230); Instructional 2 Library Science PK-12 (6420); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Camarda	Kate Virginia	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 English 7-12 (3230); Program Specialist English as a Second Language (ESL) PK-12 (4499)	K - 12th	ESL	5	100%	0%
Cantwell	Brittney Taylor	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Capitano	Jesse C	Yes	Instructional 2 Special Education PK-12 (9225)	9th - 12th	Instructional Coach	8	100%	0%
Carver	Jeremy M	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Science 6-9 (2880)	9th - 12th	Math	5	100%	0%
Chaffin	Casey	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Christmas	Stacy D	Yes	Instructional 2 Elementary K-6 (2810)	6th - 8th	Math	5	100%	0%

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Ciarlone	Shannon	Yes	Instructional 2 Early Childhood N-3 (2840)	1	ELA, math, science, social studies, writing	5	100%	0%
Clagett	David C	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Clark	Susan S	Yes	Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Cobert	Heather Leann	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 English 7-12 (3230); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Congdon	Rebekah Lynne	Yes	Instructional HOUSSE Designation Elementary K-6 (2810); Instructional 2 Elementary K-6 (2810); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
Connelly	Jennifer Marie	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Special Education PK-12 (9225)	K - 5th	Reading Specialist	5	100%	0%
Connor	Erin Rose	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Conway	Meredith Dance	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Special Education PK-12 (9225)	K	ELA, math, science, social studies, writing	5	100%	0%
Cooper	Barbara J	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Cooper	Laura J	Yes	Instructional 1 Elementary K-6 (2810)	3	Science	5	100%	0%
Costanzo	Kristal	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Cox	Brianne	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Mid-Level Mathematics 6-9 (2860)	9th - 12th	Math	5	100%	0%
Coyne	Heather Marie	Yes	Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Environmental Educ PK-12 (4820); Instructional 2 Biology 7-12 (8405); Instructional 2 General Science 7-12 (8450)	9th - 12th	Science	5	100%	0%
Cramer	Shila Ellyn	Yes	Instructional 2 General Science 7-12 (8450)	9th - 12th	Science	5	100%	0%
Creaven	Melissa	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840)	3	Science	5	100%	0%
Cross	Amber Faith	Yes	Instructional 2 Elementary K-6 (2810)	K - 5th	Math Specialist	5	100%	0%
Cukauskas	Michelle Elizabeth	Yes	Private School - Asst or Teacher Nursery/Kindergarten N-K (12833); Instructional 2 Elementary K-6 (2810); Supervisory Supvr Special Education PK-12 (9215); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	K - 8th	Assistant Director - Special Education	8	100%	0%
Curry	Denise Michele	Yes	Endorsement Endorcement Instructional Coach PK-12 (1182); Private School - Asst or Teacher Nursery/Kindergarten N-K (12833); Instructional 1 Elementary K-6 (2810); Instructional 1 Early Childhood N-3 (2840)	K - 5th	Instructional Coach	8	100%	0%
Cuviello	Grace	Yes	Instructional 1 Grades PK-4 (2825)	1	ELA, math, science, social studies, writing	5	100%	0%
Dannaker	Doris	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Mid-Level Mathematics 6-9 (2860)	6th - 8th	Math Specialist	5	100%	0%
Davish	Noreen R	Yes	Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Music PK-12 (7205)	6th - 8th	Fine Arts / Career Education	5	40%	60%
Deemer	Judith	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
DeFelice	Amanda Elaine	Yes	Instructional 1 English 7-12 (3230)	6	ELA	5	100%	0%
Deloe	Anita J	Yes	Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Safety Ed/Driver Ed 7-12 (5215); Instructional 2 Citizenship 7-12 (8825); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Denham	Angela M	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%

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DePietro	Jennifer	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Early Childhood N-3 (2840); Instructional 1 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Devine Owen	Erin L	Yes	Educational Specialist 2 School Nurse PK-12 (1890)	K - 12th	School Nurse	8	100%	0%
Dietrich	Jenna Lee	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Dillon	Anne	Yes	Instructional 2 English 7-12 (3230)	8	ELA	5	100%	0%
DiStefano	Katherine Carole	Yes	Instructional 2 Art PK-12 (1405)	9th - 12th	Professional Learning Coordinator	8	100%	0%
Dodge	Heidi Marie	Yes	Private School - Teacher Elementary Education K-8 (12810); Private School - Asst or Teacher Nursery/Kindergarten N-K (12833); Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Doebereiner	Julie Elizabeth	Yes	Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Donahue	Lindsey Marie	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Grades 4-8 (All subjects 4-6 ELA & Reading (3100); Instructional 1 Reading Specialist PK-12 (7650)	3	Science	5	100%	0%
Donley	Jason M	Yes	Instructional 2 Health & Physical Educ PK-12 (4805)	9th - 12th	Health and PE	5	100%	0%
Donnelly	Maureen J	Yes	Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Earth and Space Science 7-12 (8440); Instructional 2 General Science 7-12 (8450)	9th - 12th	Math	5	100%	0%
DoVidio	Domenica Rose	Yes	Instructional 1 Elementary K-6 (2810)	1	ELA, math, science, social studies, writing	5	100%	0%
Draeger	Theresa M	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Dumas	Jennifer A	Yes	Instructional 2 Accounting 7-12 (1610); Instructional 2 Data Processing 7-12 (1625); Instructional 2 Marketing 7-12 (1640); Instructional 2 Office Technologies 7-12 (1658)	9th - 12th	Computer Science	5	100%	0%
Dupes	Linda D	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 English 7-12 (3230)	6	ELA	5	100%	0%
Eberly	Jessica Nicole	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840)	K - 5th	Math Specialist	5	100%	0%
Eckels	Olivia Claire	Yes	Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Edmundson	Megan Amanda	Yes	Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Ellis	Bridget Marie	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Emrick	Carissa Robyn	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Erdmann	Melissa	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Reading Specialist PK-12 (7650)	K - 5th	Reading Specialist	5	100%	0%
Evangelista	Gina A	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Reading Specialist PK-12 (7650)	9th - 12th	Reading Specialist	5	100%	0%
Farster	Ashley Lynne	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Feeney Hoffmaster	Shannon Margaret	Yes	Instructional 2 Social Studies 7-12 (8875); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Ferrier	Cassandra L	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 English 7-12 (3230)	8	ELA	5	100%	0%
Fine	Brianna Lynn	Yes	Instructional 1 Grades 4-8 (All subjects 4-6 Math 7-8) (3100)	5	Math	5	100%	0%
Finlayson	Rosalyn	Yes	Endorsement Online Instruction Program PK-12 (1184); Instructional 2 Communications 7-12 (3200); Instructional 2 English 7-12 (3230); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional 2 Reading Specialist PK-12 (7650)	9th - 12th	English	5	100%	0%
Fiscus	Grace A	Yes	Instructional 2 Grades PK-4 (2825); Instructional 2 Special Education PK-8 (9226)	K	ELA, math, science, social studies, writing	5	100%	0%
Fiscus	Kimberly Ann	Yes	Endorsement Endorsement Instructional Coach PK-12 (1182); Instructional 2 Special Education 7-12 (9227)	9th - 12th	Instructional Coach	8	100%	0%

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Fisher Clark	Jennifer Jo	Yes	Supervisory Supvr Special Education PK-12 (9215); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	K - 8th	Director - Special Education	8	100%	0%
Flatley	Jennifer Marie	Yes	Instructional 2 Grades PK-4 (2825); Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Special Education PK-8 (9226); Instructional 1 Special Education Expansion 7-12 (9229)	9th - 12th	Special Education	5	100%	0%
Floyd	Michael S	Yes	Administrative 1 Secondary Principal 7-12 (1105); Instructional 2 Mid-Level Mathematics 6-9 (2860); Supervisory 1 Supvr Science 7-12 (8415); Instructional 2 General Science 7-12 (8450)	K - 12th	Education Technology Specialist	8	100%	0%
Folmar	Paul R	Yes	Instructional 1 Mathematics 7-12 (6800); Instructional 1 General Science 7-12 (8450); Instructional 1 Physics 7-12 (8470)	9th - 12th	Math	5	100%	0%
Force	Alison Marie	Yes	Supervisory Supvr Curriculum & Inst PK-12 (2915); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Franklin	Melissa Lynn	Yes	Instructional 2 Early Childhood N-3 (2840); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Frederick	Holly Anne	Yes	Letter of Equivalency 1 Master's Equivalency - (1185); Instructional 2 Grades PK-4 (2825); Instructional 2 Grades 4-8 (All subjects 4-6 ELA & Reading (3100); Instructional 2 Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6	Computer Science	5	100%	0%
Freyvogel Bruss	Colleen L	Yes	Administrative 1 Principal PK-12 (1115); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Communications 7-12 (3200); Instructional 2 English 7-12 (3230); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Assistant Director - Special Education	8	100%	0%
Froehlich	Brittany P	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Furka	David J	Yes	Endorsement Autism PK-12 (1180); Instructional 2 Elementary K-6 (2810); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional 2 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Gallagher	Heather Ann	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Gallis	Kimberly Ann	Yes	Instructional 2 Elementary K-6 (2810)	4	Math	5	100%	0%
Galloway	Kayla Anne	Yes	Instructional 1 Elementary K-6 (2810)	2	ELA, math, science, social studies, writing	5	100%	0%
Galonski	Morgan M	Yes	Endorsement Instructional Coach PK-12 (1182); Instructional 2 Elementary K-6 (2810); Instructional 2 English 7-12 (3230); Instructional 2 Reading Specialist PK-12 (7650)	9th - 12th	Reading Specialist	5	100%	0%
Galonski	Robert B	Yes	Private School - Teacher Biology: Sec. Ed. 9-12 (18405); Instructional 2 Biology 7-12 (8405); Instructional 2 General Science 7-12 (8450)	9th - 12th	Science	5	100%	0%
Ganter	Crysta M	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Grades 5-6 (2826); Instructional 1 Special Education PK-8 (9226)	K	ELA, math, science, social studies, writing	5	100%	0%
Garczynski	Molly E	Yes	Private School - Asst or Teacher Nursery/Kindergarten N-K (12833); Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Gasco	Melissa	Yes	Private School - Teacher Soc and Emotionally Dist K-12 (19260); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Gaylord	Callie A	Yes	Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Geiman	Amanda Mae	Yes	Instructional 2 Elementary K-6 (2810)	2	ELA, math, science, social studies, writing	5	100%	0%
Gibbons	Ahrin Yvette	Yes	Instructional 1 General Science 7-12 (8450)	8	Science	5	100%	0%
Giordano	Kathryn	Yes	Educational Specialist 2 School Psychologist PK-12 (1875); Instructional 1 Elementary K-6 (2810)	K - 8th	School Psychologist	8		
Giovanisci	Katy Veronica	Yes	Administrative 1 Principal PK-12 (1115); Supervisory 1 Supvr Curriculum & Inst PK-12 (2915); Instructional 2 Communications 7-12 (3200); Instructional 2 English 7-12 (3230)	K - 8th	Director - Curriculum, Instruction & Assessment	8	100%	0%
Girard	Karen Danielle	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	K - 5th	Science	5	100%	0%
Goff	Jaelynn Beeler	Yes	Instructional 1 English 7-12 (3230); Instructional 1 Social Studies 7-12 (8875)	7	Social Studies	5	100%	0%
Goughnour	Lauren Marie	Yes	Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%

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Grant	Jamie Marie	Yes	Endorsement Endorsement Instructional Coach PK-12 (1182); Instructional 2 Elementary K-6 (2810)	K - 5th	Instructional Coach	8	100%	0%
Griffith	Dean A	Yes	Instructional 2 General Science 7-12 (8450); Instructional 2 Social Studies 7-12 (8875)	8	Social Studies	5	100%	0%
Gruber	Jenna Bertele	Yes	Instructional 1 Art PK-12 (1405)	6th - 8th	Fine Arts / Career Education	5	40%	60%
Gussow	Steven M	Yes	Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Hagelgans	Matthew J	Yes	Instructional 1 Social Studies 7-12 (8875)	7	Social Studies	5	100%	0%
Hale-Patterson	Melissa P	Yes	Endorsement Endorsement Instructional Coach PK-12 (1182); Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	K - 8th	Instructional Coach	8	100%	0%
Hamburger	Karen Marie	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860)	7	Math	5	100%	0%
Haney-Filippone	Heather Jo	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Grades PK-4 (2825); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Harbaugh	Amanda Blair	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850)	K - 12th	Curriculum Coordinator	8	100%	0%
Harlan	Maria	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Harris	Tracy E	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Reading Specialist PK-12 (7650)	6th - 8th	Reading Specialist	5	100%	0%
Hartlep	Tara R	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Mathematics 6-9 (2860); Program Specialist English as a Second Language (ESL) PK-12 (4499)	6	ELA	5	100%	0%
Hartman	Cathrine S	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Hartman	Robin E	Yes	Instructional 2 Elementary K-6 (2810)	K - 5th	Professional Learning Coordinator	8	100%	0%
Harvey	Barbara N	Yes	Private School - Teacher Elementary Education K-8 (12810); Private School - Teacher Mathematics: Sec. Ed. 9-12 (16800); Private School - Teacher Mentally Retarded K-12 (19220); Private School - Teacher Physically Handicapped K-12 (19240); Private School - Teacher Learning Disabled K-12 (19245); Private School - Teacher Soc and Emotionally Dist K-12 (19260); Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Citiz. Ed 6-9 (2870); Supervisory Supvr Special Education PK-12 (9215); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	7	Math	5	100%	0%
Hathaway	Melanie Lynn	Yes	Educational Specialist 1 Inst Technology Specialist PK-12 (1825); Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 Family-Consumer Sci PK-12 (5600); Instructional 2 Special Education PK-8 (9226)	6	ELA	5	100%	0%
Hawk	Kristie	Yes	Administrative Principal PK-12 (1115); Instructional 2 Art PK-12 (1405)	K - 5th	Assistant Principal	8	100%	0%
Heard	Pamela Ann	Yes	Letter of Equivalency Master's Equivalency - (1185); Instructional 2 Health & Physical Educ PK-12 (4805); Instructional 2 Safety Ed/Driver Ed 7-12 (5215)	9th - 12th	Driver Safety	5	100%	0%
Hetrick	Angela Mae	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Hill	Jessica Ann	Yes	Instructional 2 Elementary K-6 (2810)	6	Science	5	100%	0%
Hill	Lisa M	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 Reading Specialist PK-12 (7650)	K - 5th	Reading Specialist	5	100%	0%
Hill	Ocie	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Social Studies 7-12 (8875); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Social Studies	5	100%	0%
Hilson	Erin R	Yes	Administrative 1 Principal PK-12 (1115); Instructional 1 Reading Specialist PK-12 (7650); Instructional 1 Special Education PK-12 (9225)	9th - 12th	Assistant Principal	8	100%	0%
Hoffman Long	Melissa R	Yes	Instructional 2 Environmental Educ PK-12 (4820); Instructional 2 Biology 7-12 (8405)	9th - 12th	Science	5	100%	0%

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Hoffman	Kaelyn McKenzie	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Grades 4-8 (All subjects 4-6 ELA & Reading (3100); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Hollenbach	Nicolette Marie	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Hopkins	Ellen P	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Reading Specialist PK-12 (7650)	4	Science	5	100%	0%
Hornbake	Jansen L	Yes	Administrative 2 Principal PK-12 (1115); Instructional 2 Elementary K-6 (2810); Supervisory Supvr Curriculum & Inst PK-12 (2915)	K - 5th	Principal	8	100%	0%
Horton	Danielle R	Yes	Instructional 2 Bus-Computer-Info Tech PK-12 (1603); Program Specialist English as a Second Language (ESL) PK-12 (4499)	9th - 12th	Computer Science	5	100%	0%
Houseknecht	Dayna S	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Citiz. Ed 6-9 (2870)	8	ELA	5	100%	0%
Howe	Erin M	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Mathematics 6-9 (2860)	7	Math Specialist	5	100%	0%
Huff	Ashley N	Yes	Instructional 2 Elementary K-6 (2810)	K	ELA, math, science, social studies, writing	5	100%	0%
Huffman	Jena Mae	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Humanick	Kymerly Diana	Yes	Instructional 2 Elementary K-6 (2810); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Hunkele	Terri Lee	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Iampietro	Jared A	Yes	Instructional 2 Biology 7-12 (8405)	7	Science	5	100%	0%
Jackson	Erin L	Yes	Administrative Principal PK-12 (1115); Instructional 2 French PK-12 (4410)	9th - 12th	World Language	5	100%	0%
Jackson	Veronica A	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
Jacob	Linda Michelle	Yes	Instructional 1 Elementary K-6 (2810)	2	ELA, math, science, social studies, writing	5	100%	0%
Jafarian	Mia N	Yes	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	9th - 12th	School Counselor	8	100%	0%
Jimenez Brodie	Elinore	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Spanish PK-12 (4490)	9th - 12th	World Language	5	100%	0%
Johnson	Maryann	Yes	Administrative 1 Principal PK-12 (1115); Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	K - 8th	Assistant Director - Special Education	8	100%	0%
Johnson-Nied	Caitlin	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Mathematics 6-9 (2860)	4	Science	5	100%	0%
Johnston	Jennifer A	Yes	Instructional 1 Elementary K-6 (2810)	3	Science	5	100%	0%
Jusko	Melissa Maria	Yes	Instructional 1 Art PK-12 (1405)	9th - 12th	Instructional Coach	8	100%	0%
Kammermeier	Amanda	Yes	Instructional 1 Early Childhood N-3 (2840); Instructional 1 Special Education PK-8 (9226); Instructional 1 Special Education Expansion 7-12 (9229)	9th - 12th	Special Education	5	100%	0%
Kara	Rebecca J	Yes	Instructional 2 Elementary K-6 (2810)	3	ELA	5	100%	0%
Karosas	Lisa Marie	Yes	Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Chemistry 7-12 (8420)	9th - 12th	Science	5	100%	0%
Karp	Barbara Myers	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Kaufman	Gillian Spencer	Yes	Instructional 2 Grades PK-4 (2825); Instructional 2 Special Education PK-8 (9226); Instructional 1 Special Education 7-12 (9227)	K - 8th	Special Education	5	100%	0%
Keck	Marianne Christine	Yes	Instructional 2 Biology 7-12 (8405); Instructional 2 Chemistry 7-12 (8420); Instructional 2 Physics 7-12 (8470)	9th - 12th	Science	5	100%	0%
Keefe	Allison A	Yes	Instructional 1 English 7-12 (3230)	7	ELA	5	100%	0%
Kelso	Sharon A	Yes	Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Kennedy	Sabrina C	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Kenzakowski	Rebecca A	Yes	Instructional 2 Biology 7-12 (8405); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Science	5	100%	0%

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Kerner	Danielle L	Yes	Administrative 1 Principal PK-12 (1115); Private School - Teacher French K-12 (14410); Supervisory Supvr Curriculum & Inst PK-12 (2915); Instructional 2 English 7-12 (3230); Instructional 2 French PK-12 (4410)	9th - 12th	English	5	100%	0%
Kerns	Lauren Diehl	Yes	Educational Specialist 1 Secondary School Counselor 7-12 (1837); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Kiger	Darian N	Yes	Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Killam	Caroline Maria	Yes	Instructional 1 English 7-12 (3230)	7	ELA	5	100%	0%
Klara	Michelle A	Yes	Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Environmental Educ PK-12 (4820); Instructional 2 Biology 7-12 (8405); Instructional 2 General Science 7-12 (8450); Instructional 2 Physics 7-12 (8470)	6	ELA	5	100%	0%
Klein	Suzanne Elizabeth	Yes	Educational Specialist 2 Elementary School Counselor K-6 (1836); Educational Specialist 2 Secondary School Counselor 7-12 (1837)	K - 5th	School Counselor	8	100%	0%
Kowalok	Krista Marie	Yes	Instructional 2 Elementary K-6 (2810)	4	Science	5	100%	0%
Kozak	Tamara Ann	Yes	Letter of Equivalency Master's Equivalency - (1185); Instructional 2 Elementary K-6 (2810); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
Kozar	Bridget M	Yes	Administrative Principal PK-12 (1115); Instructional 2 Elementary K-6 (2810)	6th - 8th	Principal	8	100%	0%
Kramer	Marc A	Yes	Instructional 2 Health & Physical Educ PK-12 (4805); Instructional 2 Safety Ed/Driver Ed 7-12 (5215)	9th - 12th	Health and PE	5	100%	0%
Kreseski	Kimberly Ann	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Reading Specialist PK-12 (7650)	6th - 8th	Reading Specialist	5	100%	0%
Kreutzer	Candace	Yes	Administrative 1 Principal PK-12 (1115); Instructional 2 Grades PK-4 (2825)	K - 5th	MTSS Coordinator	8	100%	0%
Krol	Nicole S	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Kroner	Lewis F	Yes	Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Music PK-12 (7205)	9th - 12th	Fine Arts	5	100%	0%
Kubica	Regina Anne	Yes	Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
Kunitsky	Diane Marie	Yes	Instructional 2 Chemistry 7-12 (8420)	9th - 12th	Science	5	100%	0%
Lamison	Lauren L	Yes	Instructional 1 Social Studies 7-12 (8875); Instructional 1 Special Education 7-12 (9227)	9th - 12th	Special Education	5	100%	0%
Langer	Shannon E	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-8 (9226)	4	ELA	5	100%	0%
Lanzilotta	Kristen Fay	Yes	Instructional 2 Elementary K-6 (2810)	5	ELA	5	100%	0%
Lapsker	Kristina	Yes	Instructional 2 Grades PK-4 (2825); Instructional 2 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Large	Allison Lee	Yes	Instructional 2 Social Studies 7-12 (8875); Instructional 2 Special Education 7-12 (9227)	9th - 12th	Special Education	5	100%	0%
Largent	Beth A	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Reading Specialist PK-12 (7650)	6th - 8th	Reading Specialist	5	100%	0%
Laubach	Elena	Yes	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	9th - 12th	School Counselor	8	100%	0%
Laudenslager	Leslie J	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 English 7-12 (3230)	8	ELA	5	100%	0%
Lavacca	Deborah Ann	Yes	Instructional 2 Elementary K-6 (2810)	2	ELA, math, science, social studies, writing	5	100%	0%
Learn	Ryan P	Yes	Educational Specialist 2 Secondary School Counselor 7-12 (1837); Educational Specialist 2 Elem. & Secondary School Counselor PK-12 (1839)	9th - 12th	School Counselor	8	100%	0%
Lee	Erica Marie	Yes	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	9th - 12th	School Counselor	8	100%	0%
Lelko	Susan R	Yes	Instructional 2 Bus-Computer-Info Tech PK-12 (1603); Instructional 2 Marketing (Distributive) Ed PK-12 (1666); Instructional 2 Mathematics 7-12 (6800); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Leonard	Katie	Yes	Instructional 1 English 7-12 (3230); Instructional 1 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%

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Lepsch	Anna E	Yes	Endorsement 1 Instructional Coach PK-12 (1182); Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Citiz. Ed 6-9 (2870); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Social Studies 7-12 (8875); Instructional 2 Special Education PK-12 (9225)	K - 8th	Instructional Coach	8	100%	0%
Lesczynski	Trisa Ann	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Family-Consumer Sci PK-12 (5600)	9th - 12th	Consumer Science	5	100%	0%
Linderman	Jessica L	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Lipiec	Susan E	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Logan	Laura Jean	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 English 7-12 (3230); Instructional 2 Social Studies 7-12 (8875)	2	ELA, math, science, social studies, writing	5	100%	0%
Lombardo	Jaime L	Yes	Instructional 1 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Long	Crystal Renee	Yes	Instructional 2 Mathematics 7-12 (6800)	K - 12th	Curriculum Coordinator	8	100%	0%
Love	Melissa Anne	Yes	Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Love	Roberta M	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850)	6	Social Studies	5	100%	0%
Lubich	Luke A	Yes	Instructional 2 Health & Physical Educ PK-12 (4805)	6th - 8th	Health and PE	5	100%	0%
Lucia	Jennifer A	Yes	Instructional 1 English 7-12 (3230); Supervisory Supvr Special Education PK-12 (9215); Instructional 1 Special Education PK-12 (9225)	K - 8th	Assistant Director - Special Education	8	100%	0%
Lucier	Heidi A	Yes	Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Biology 7-12 (8405)	8	Science	5	100%	0%
Lynn	Meghan C	Yes	Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	9th - 12th	Computer Science	5	100%	0%
Lynn	Sharon	Yes	Instructional 2 Bus-Computer-Info Tech PK-12 (1603); Instructional 2 Safety Ed/Driver Ed 7-12 (5215); Instructional 2 Mathematics 7-12 (6800); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Driver Safety	5	100%	0%
Mack	Cathryn L	Yes	Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	K - 8th	Special Education	5	100%	0%
MacLacklin	Tovah I	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Early Childhood N-3 (2840); Instructional 1 Mid-Level English 6-9 (2850)	9th - 12th	English	5	100%	0%
Macuga	Erica Lynn	Yes	Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Mahon	Jill	Yes	Instructional 2 Elementary K-6 (2810)	4	ELA	5	100%	0%
Maines	Beth Ann	Yes	Instructional 2 Elementary K-6 (2810)	5	Science	5	100%	0%
Maio	Pamela	Yes	Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Majzlik	Angela	Yes	Instructional 1 Elementary K-6 (2810)	2	ELA, math, science, social studies, writing	5	100%	0%
Mallon	Regina Marie	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Citiz. Ed 6-9 (2870); Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Manko	Laura C	Yes	Educational Specialist 2 Secondary School Counselor 7-12 (1837); Supervisory Supvr Pupil Personnel Serv PK-12 (2930)	9th - 12th	School Counselor	8	100%	0%
Marcinkiewicz	Ilyse Beth	Yes	Instructional 1 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Marquis	Weston J	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Marshall	Casey Marie	Yes	Instructional 2 Elementary K-6 (2810)	4	Math	5	100%	0%
Marsiliano	Judy	Yes	Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Martin	Jennifer B	Yes	Instructional 1 Spanish PK-12 (4490)	9th - 12th	World Language	5	100%	0%
Martinez	Barbara Ann	Yes	Instructional 1 Reading Specialist PK-12 (7650); Instructional 1 Social Studies 7-12 (8875); Instructional 1 Special Education PK-12 (9225)	6	Social Studies	5	100%	0%
Mastropietro	Melissa	Yes	Instructional 1 Elementary K-6 (2810)	1	ELA, math, science, social studies, writing	5	100%	0%
McAndrew	Kate Louise	Yes	Instructional 2 Earth and Space Science 7-12 (8440); Instructional 2 General Science 7-12 (8450)	9th - 12th	Science	5	100%	0%
McCarthy	James V	Yes	Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Health & Physical Educ PK-12 (4805)	9th - 12th	Health and PE	5	100%	0%

Last Name of employee (Listed alphabetical)	First name of employee	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
McCarthy	Valerie Lynn	Yes	Instructional 2 Elementary K-6 (2810)	6	Social Studies	5	100%	0%
McCauley	Tamara J	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Early Childhood N-3 (2840)	5	Science	5	100%	0%
McCormick	Heather M	Yes	Administrative 2 Principal PK-12 (1115); Instructional 2 Mid-Level English 6-9 (2850); Supervisory Supvr Curriculum & Inst PK-12 (2915); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Assistant Principal	8	100%	0%
McCracken	Kevin S	Yes	Instructional 2 Music PK-12 (7205)	9th - 12th	Fine Arts	5	100%	0%
McCracken	Melissa Kathryn	Yes	Instructional 2 Early Childhood N-3 (2840); Instructional 2 Hearing Impaired PK-12 (9205); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
McCrea	Julie Ann	Yes	Instructional 1 Biology 7-12 (8405); Instructional 1 Earth and Space Science 7-12 (8440)	9th - 12th	Instructional Coach	8	100%	0%
McCready	Melissa Sue	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Grades 5-6 (2826)	5	Science	5	100%	0%
McCreary	Adrienne	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 Reading Specialist PK-12 (7650)	K - 5th	Reading Specialist	5	100%	0%
McCullough	Kelly S	Yes	Instructional 1 Earth and Space Science 7-12 (8440); Instructional 1 Social Studies 7-12 (8875)	7	Social Studies	5	100%	0%
McEwen	Elizabeth Mary	Yes	Endorsement Endorsement Instructional Coach PK-12 (1182); Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 English 7-12 (3230); Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Special Education PK-12 (9225)	6th - 8th	Instructional Coach	8	100%	0%
McGlothlin	Shelly L	Yes	Administrative 1 Principal PK-12 (1115); Supervisory Supvr Curriculum & Inst PK-12 (2915); Instructional 2 Communications 7-12 (3200); Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
McGlynn	James G	Yes	Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
McHugh	Kristin Lee	Yes	Instructional 2 Art PK-12 (1405)	9th - 12th	Fine Arts	5	100%	0%
McIvor	Ashley N	Yes	Educational Specialist 1 School Nurse PK-12 (1890)	K - 12th	School Nurse	8	100%	0%
McKeown	Janelle Lee	Yes	Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
McMullen	Daniel Christopher	Yes	Instructional 1 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
McNulty	Corey Thomas	Yes	Instructional 2 Social Studies 7-12 (8875)	7	Social Studies	5	100%	0%
McNulty	Michael S	Yes	Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
McQuillan	Michael T	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Menzler	Sarah Elizabeth	Yes	Instructional 1 English 7-12 (3230); Instructional 1 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Mikkelsen	Melissa Marie	Yes	Instructional 1 Grades PK-4 (2825)	K	ELA, math, science, social studies, writing	5	100%	0%
Miller	Jeffrey Paul	Yes	Administrative 2 Principal PK-12 (1115); Instructional 2 Environmental Educ PK-12 (4820); Instructional 2 Biology 7-12 (8405); Instructional 2 Earth and Space Science 7-12 (8440)	9th - 12th	Principal	8	100%	0%
Miller	Samantha	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	English	5	100%	0%
Mirth	Richard Michael	Yes	Educational Specialist 2 Secondary School Counselor 7-12 (1837); Instructional 2 Mathematics 7-12 (6800)	9th - 12th	School Counselor	8	100%	0%
Monterroso	Jacqueline Jay	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Citiz. Ed 6-9 (2870)	7	Social Studies	5	100%	0%
Montgomery	James W	Yes	Administrative 2 Principal PK-12 (1115); Instructional 2 Social Studies 7-12 (8875)	K - 5th	Assistant Principal	8	100%	0%
Morantz	Christina Marie	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Mid-Level Mathematics 6-9 (2860); Instructional 1 Grades 4-8 (All subjects 4-6 ELA & Reading (3100); Instructional 1 Grades 4-8 (All subjects 4-6 Science 7-8) (3100); Instructional 1 Grades 4-8 (All subjects 4-6, S Stud 7-8) (3100SS)	8	Science	5	100%	0%
Moreno	Catherine	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Citiz. Ed 6-9 (2870)	5	Science	5	100%	0%
Morgan	Taryn D	Yes	Instructional 2 Agriculture PK-12 (1200)	9th - 12th	Science	5	100%	0%
Moritz	Kristel D	Yes	Educational Specialist 1 School Nurse PK-12 (1890)	K - 12th	School Nurse	8	100%	0%
Moyer	Amanda J	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 English 7-12 (3230); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%

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Moyer	Jill A	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
Mueller	Antoinette L	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Reading Specialist PK-12 (7650)	9th - 12th	Reading Specialist	5	100%	0%
Mulhollan	Beth Ann	Yes	Instructional 2 Elementary K-6 (2810)	K	ELA, math, science, social studies, writing	5	100%	0%
Mulvey	Joanne C	Yes	Instructional 2 Mathematics 7-12 (6800); Instructional 2 Physics 7-12 (8470)	9th - 12th	Math	5	100%	0%
Natale	Valerie L	Yes	Instructional 2 Elementary K-6 (2810); Supervisory Supvr Special Education PK-12 (9215); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Assistant Director - Special Education	8	100%	0%
Nelson	Eileen C	Yes	Educational Specialist 2 Elementary School Counselor K-6 (1836)	K - 5th	School Counselor	8	100%	0%
Nicholas	Fallon Nicole	Yes	Educational Specialist Elementary School Counselor K-6 (1836); Educational Specialist 2 Secondary School Counselor 7-12 (1837)	6th - 8th	School Counselor	8	100%	0%
Nicholas	Jesse	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Citizenship 7-12 (8825); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Nichols	Christina Marie	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Earth and Space Science 7-12 (8440)	9th - 12th	Science	5	100%	0%
Nickerson Little	Christy Elizabeth	Yes	Instructional 2 Grades PK-4 (2825); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Reading Specialist PK-12 (7650)	3	Reading Specialist	5	100%	0%
Nicol	Ericka Samuels	Yes	Instructional 2 Biology 7-12 (8405); Instructional 2 General Science 7-12 (8450)	9th - 12th	Science	5	100%	0%
Noss	Kelly Anne	Yes	Educational Specialist 2 Elementary School Counselor K-6 (1836); Educational Specialist 2 Secondary School Counselor 7-12 (1837)	9th - 12th	School Counselor	8	100%	0%
Nugent	Emily Elizabeth	Yes	Instructional 2 Earth and Space Science 7-12 (8440); Instructional 2 General Science 7-12 (8450)	9th - 12th	Science	5	100%	0%
Nugent	Stephen R	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Professional Learning Coordinator	8	100%	0%
O Donnell	Dana	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
O Donnell	Katie E	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
O Neill	Carolyn J	Yes	Instructional 2 Elementary K-6 (2810); Instructional 1 Reading Specialist PK-12 (7650); Instructional 2 Special Education PK-12 (9225)	3	ELA	5	100%	0%
O Reilly	Jaclyn E	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Reading Specialist PK-12 (7650)	9th - 12th	MTSS Coordinator	8	100%	0%
Oakes	Casey Louise	Yes	Instructional 1 Elementary K-6 (2810)	6	Math	5	100%	0%
Oberholtzer	Stephanie L	Yes	Instructional 2 Elementary K-6 (2810)	6	Math	5	100%	0%
Olsavsky	Michelle Lenore	Yes	Endorsement 1 Instructional Coach PK-12 (1182); Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 English 7-12 (3230); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Instructional Coach	8	100%	0%
Orangis	Christina L	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Pacolay	Dana R	Yes	Instructional 2 Health PK-12 (4810); Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Biology 7-12 (8405); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Pagliei	Lynn Marie	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Panchura	Chelsey	Yes	Instructional 1 English 7-12 (3230); Instructional 1 Special Education 7-12 (9227)	9th - 12th	Special Education	5	100%	0%
Paolino	Kimberly A	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Parkes-Mattox	Gemma M	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Pascucci	Jeanne Marie	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 English 7-12 (3230)	8	ELA	5	100%	0%

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Pastin	Laurie Lynn	Yes	Letter of Equivalency Master's Equivalency - (1185); Instructional 2 Elementary K-6 (2810); Instructional 2 Grades 4-8 (All subjects 4-6 Math 7-8) (3100)	7	Math	5	100%	0%
Patrick	Agatha A	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 English 7-12 (3230); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional 2 Family-Consumer Sci PK-12 (5600); Instructional 2 Special Education PK-12 (9225)	9th - 12th	English	5	100%	0%
Patterson	Whitney Lynne	Yes	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	6th - 8th	School Counselor	8	100%	0%
Pease	Kelly Ann	Yes	Instructional 1 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Pelissier	Michelle	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Perri	Renee C	Yes	Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
Petruzzelli	Dena Marie	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Library Science PK-12 (6420); Instructional 2 Reading Specialist PK-12 (7650)	9th - 12th	English	5	100%	0%
Pfeiffer	Eric James	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Earth and Space Science 7-12 (8440)	9th - 12th	Science	5	100%	0%
Pittman	Sarah B	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Platt	Keith A	Yes	Instructional 2 Health & Physical Educ PK-12 (4805)	9th - 12th	Health and PE	5	100%	0%
Pontious	Brianna	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Postler	Suzanne	Yes	Instructional 1 Elementary K-6 (2810)	6	Math	5	100%	0%
Pratt	Robert James	Yes	Instructional 1 Elementary K-6 (2810)	6	Science	5	100%	0%
Pricer	Danielle Elizabeth	Yes	Educational Specialist 2 School Psychologist PK-12 (1875)	K - 12th	School Psychologist	8	100%	0%
Purdy Hunsberger	Linda	Yes	Instructional 2 Bus-Computer-Info Tech PK-12 (1603); Instructional 2 Health & Physical Educ PK-12 (4805); Instructional 2 Safety Ed/Driver Ed 7-12 (5215); Instructional 2 Family-Consumer Sci PK-12 (5600)	9th - 12th	Health and PE	5	100%	0%
Purdy	Marcy L	Yes	Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Puskar	Kathryn P	Yes	Instructional 2 Elementary K-6 (2810)	3	Math	5	100%	0%
Pust	Ronda Jean	Yes	Instructional 2 Elementary K-6 (2810)	1	ELA, math, science, social studies, writing	5	100%	0%
Pytko	Jonathan Clayton	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Quisito	Tara Ann	Yes	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	9th - 12th	School Counselor	8	100%	0%
Radico	Lauren N	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Reading Specialist PK-12 (7650); Instructional 1 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Ramsey	Cathryn A	Yes	Administrative 1 Principal PK-12 (1115); Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Rau	Sarah Elizabeth	Yes	Instructional 2 Biology 7-12 (8405)	9th - 12th	Science	5	100%	0%
Raught	Amy J	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Technology Education PK-12 (6075); Instructional 1 Special Education PK-8 (9226); Instructional 1 Special Education Expansion 7-12 (9229)	9th - 12th	Special Education	5	100%	0%
Read	Allison Berkowitz	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 English 7-12 (3230); Instructional 2 Family-Consumer Sci PK-12 (5600)	9th - 12th	Career Education	5	0%	100%
Reamer	Brittany Nicole	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Reese	Jessica Sara	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Mid-Level Mathematics 6-9 (2860); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Reiber	Kiersten Leann	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 English 7-12 (3230)	3	ELA	5	100%	0%
Reimers	Nancy	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 English 7-12 (3230); Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
Reis	Derick J	Yes	Instructional 1 Elementary K-6 (2810)	5	Science	5	100%	0%

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Richardson	Colleen Shannon	Yes	Administrative 1 Principal PK-12 (1115); Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850)	6th - 8th	MTSS Coordinator	8	100%	0%
Richards-Walter	Marisa Grace	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Mid-Level Mathematics 6-9 (2860)	8	Math	5	100%	0%
Riggle	Carmen Paige	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Riggs	John	Yes	Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Rinaldi	Andrew J	Yes	Instructional 2 Music PK-12 (7205)	9th - 12th	Fine Arts	5	100%	0%
Rizzo	Felicia L	Yes	Instructional 1 Elementary K-6 (2810)	1	ELA, math, science, social studies, writing	5	100%	0%
Robosky	Jalina A	Yes	Instructional 1 Bus-Computer-Info Tech PK-12 (1603); Instructional 1 Elementary K-6 (2810)	2	ELA, math, science, social studies, writing	5	100%	0%
Rockower	Mindy Sharon	Yes	Educational Specialist Elementary School Counselor K-6 (1836); Educational Specialist 2 Secondary School Counselor 7-12 (1837)	9th - 12th	School Counselor	8	100%	0%
Rodriguez	Gina	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Rosenbaum	Aliyah Marie	Yes	Instructional 1 Grades PK-4 (2825)	1	ELA, math, science, social studies, writing	5	100%	0%
Rosenberger	Shauna	Yes	Instructional 2 Elementary K-6 (2810)	4	ELA, math, science, social studies, writing	5	100%	0%
Royer	Jennifer R	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Reading Specialist PK-12 (7650)	K - 5th	Reading Specialist	5	100%	0%
Ruffner	Zoleanne S	Yes	Instructional 1 English 7-12 (3230); Instructional 1 Social Studies 7-12 (8875)	8	Social Studies	5	100%	0%
Ryan	Elizabeth B	Yes	Endorsement Online Instruction Program PK-12 (1184); Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Ryen	Brianne B	Yes	Instructional 1 Biology 7-12 (8405)	6th - 8th	Instructional Coach	8	100%	0%
Saad	Tammy L	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840)	1	ELA, math, science, social studies, writing	5	100%	0%
Salimbene	Ashley Marie	Yes	Instructional 2 Social Studies 7-12 (8875); Instructional 2 Special Education 7-12 (9227)	K - 8th	Special Education	5	100%	0%
Salony	Lisa	Yes	Instructional 1 Elementary K-6 (2810)	5	ELA, math, science, social studies, writing	5	100%	0%
Samar	Lisa Steppe	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 Family-Consumer Sci PK-12 (5600); Instructional 2 Reading Specialist PK-12 (7650)	K - 5th	Reading Specialist	5	100%	0%
Sams	Rachel	Yes	Instructional 2 Elementary K-6 (2810)	K - 5th	Math Specialist	5	100%	0%
Sarber	Carl William	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Mid-Level English 6-9 (2850); Instructional 1 Mid-Level Mathematics 6-9 (2860)	2	ELA, math, science, social studies, writing	5	100%	0%
Sarber	Kenneth Ogden	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860)	4	Math	5	100%	0%
Sattler	Emily R	Yes	Educational Specialist 1 Inst Technology Specialist PK-12 (1825); Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Citiz. Ed 6-9 (2870); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Reading Specialist PK-12 (7650)	7	Social Studies	5	100%	0%
Savitz	Lisa K	Yes	Instructional 2 Biology 7-12 (8405); Instructional 2 Chemistry 7-12 (8420); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Saxton	Brenna	Yes	Instructional 1 Social Studies 7-12 (8875)	8	Social Studies	5	100%	0%
Scears	Breanne M	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Schall	Danielle Marie	Yes	Instructional 2 Elementary K-6 (2810); Supervisory Supvr Special Education PK-12 (9215); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Assistant Director - Special Education	8	100%	0%
Schar	Jill C	Yes	Instructional 1 Elementary K-6 (2810)	4	Science	5	100%	0%

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Scheirer	Michael J	Yes	Endorsement Endorsement Instructional Coach PK-12 (1182); Instructional 2 English 7-12 (3230); Instructional 2 Citizenship 7-12 (8825); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Instructional Coach	8	100%	0%
Scherrbaum	Jaclyn Joyce	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Schmidt	Ashley Brooke	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Schwartz	Olivia Marie	Yes	Private School - Asst or Teacher Nursery/Kindergarten N-K (12833); Instructional 2 Elementary K-6 (2810)	K	ELA, math, science, social studies, writing	5	100%	0%
Schweizer	Cara Marie	Yes	Instructional 2 Environmental Educ PK-12 (4820); Instructional 2 Earth and Space Science 7-12 (8440); Instructional 2 General Science 7-12 (8450)	9th - 12th	Science	5	100%	0%
Scrip	Erin Marie	Yes	Private School - Teacher Mentally Retarded K-12 (19220); Private School - Teacher Soc and Emotionally Dist K-12 (19260); Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Seraut Schlager	Lauren Jannine	Yes	Instructional 1 Health & Physical Educ PK-12 (4805); Instructional 1 Health PK-12 (4810)	9th - 12th	Health and PE	5	100%	0%
Severino	Jill	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 English 7-12 (3230); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Shaffer	Jamie D	Yes	Instructional 2 Elementary K-6 (2810)	3	ELA	5	100%	0%
Shaffer	Janelle R	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Shaffer	Lauren Elizabeth	Yes	Instructional 2 Social Studies 7-12 (8875)	K - 12th	Curriculum Coordinator	8	100%	0%
Shaltes	Alison Mislavovich	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Reading Specialist PK-12 (7650)	6th - 8th	Reading Specialist	5	100%	0%
Shannon	Keri Beth	Yes	Instructional 2 Elementary K-6 (2810); Instructional HOUSSE Designation Mid-Level English 6-9 (2850); Instructional HOUSSE Designation Mid-Level Mathematics 6-9 (2860); Instructional 2 English 7-12 (3230); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Shea	Amy M	Yes	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	9th - 12th	School Counselor	8	100%	0%
Shebeck	Regan Lynne	Yes	Administrative 2 Principal PK-12 (1115); Instructional 2 Biology 7-12 (8405); Instructional 2 General Science 7-12 (8450)	9th - 12th	Assistant Principal	8	100%	0%
Sheffo	Arlene	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Reading Specialist PK-12 (7650)	7	Math	5	100%	0%
Shehan	Amy M	Yes	Educational Specialist 1 Elem. & Secondary School Counselor PK-12 (1839)	6th - 8th	School Counselor	8	100%	0%
Shields	Thomas Richard	Yes	Instructional 2 Latin PK-12 (4030); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Shivetts	Stephanie Lynn	Yes	Educational Specialist 2 Elementary School Counselor K-6 (1836); Educational Specialist 2 Secondary School Counselor 7-12 (1837)	K - 5th	School Counselor	8	100%	0%
Shonberg	Cynthia Lee	Yes	Instructional 2 Biology 7-12 (8405); Instructional 2 Chemistry 7-12 (8420)	9th - 12th	Science	5	100%	0%
Shoop	Elizabeth Ann	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Grades 4-8 (All subjects 4-6 Science 7-8) (3100); Instructional 1 Grades 4-8 (All subjects 4-6 Science 7-8) (3100); Instructional 1 Special Education PK-12 (9225)	K	ELA, math, science, social studies, writing	5	100%	0%
Shuttleworth	Stephen A	Yes	Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Silberman	Heather S	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	9th - 12th	Special Education	5	100%	0%
Sinan	Megan C	Yes	Instructional 1 English 7-12 (3230); Instructional 1 Family-Consumer Sci PK-12 (5600); Instructional 1 Mathematics 7-12 (6800)	9th - 12th	Consumer Science	5	100%	0%
Slacktish	Erinn Keelie	Yes	Instructional HOUSSE Designation English 7-12 (3230); Instructional HOUSSE Designation Mathematics 7-12 (6800); Instructional HOUSSE Designation Social Studies 7-12 (8875); Supervisory Supvr Special Education PK-12 (9215); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Smith	Ashley R	Yes	Instructional 2 Elementary K-6 (2810)	6	Science	5	100%	0%
Smith	Joseph Bart	Yes	Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Biology 7-12 (8405); Instructional 2 General Science 7-12 (8450)	9th - 12th	Science	5	100%	0%
Smith	Patricia Marie	Yes	Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%

Last Name of employee (Listed alphabetical)	First name of employee	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Smith	Tonya L	Yes	Endorsement Endorsement Instructional Coach PK-12 (1182); Instructional 2 English 7-12 (3230)	9th - 12th	Instructional Coach	8	100%	0%
Smyntek	Michael A	Yes	Instructional 2 Social Studies 7-12 (8875)	8	Social Studies	5	100%	0%
Snyder	Kelly Leigh	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 Reading Specialist PK-12 (7650)	6	ELA	5	100%	0%
Soda	Lory A	Yes	Instructional 2 Health & Physical Educ PK-12 (4805)	9th - 12th	Career Education	5	0%	100%
Sonlin	Allison Mott	Yes	Instructional 2 Communications 7-12 (3200); Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Spess	Chantel A	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Spratt	Leslie D	Yes	Educational Specialist 1 Elem. & Secondary School Counselor PK-12 (1839); Instructional 2 Ment and/or Phys Handicapped K-12 (9235)	K - 8th	Special Education	5	100%	0%
Staab	Michelle L	Yes	Instructional 2 Elementary K-6 (2810)	2	ELA, math, science, social studies, writing	5	100%	0%
Stalebrink	Meghan D	Yes	Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Staley	Amber	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Staley	Ashly D	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Mathematics 7-12 (6800)	9th - 12th	English	5	100%	0%
Stanforth	Melanie	Yes	Instructional 1 Speech & Language Impaired PK-12 (9265)	K - 12th	Speech Pathologist	5	100%	0%
Stapf	Laura L	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Stenson	Lauren	Yes	Educational Specialist 2 Elem. & Secondary School Counselor PK-12 (1839)	6th - 8th	School Counselor	8	100%	0%
Stevens	Beth Ann	Yes	Instructional 2 Elementary K-6 (2810)	K - 5th	Math Specialist	5	100%	0%
Stevens	Brett Elizabeth	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Grades 5-6 (2826); Instructional 1 English 7-12 (3230); Instructional 1 Social Studies 7-12 (8875); Instructional 1 Special Education PK-8 (9226); Instructional 1 Special Education Expansion 7-12 (9229)	9th - 12th	Special Education	5	100%	0%
Stiles	Heather	Yes	Instructional 2 Biology 7-12 (8405)	9th - 12th	Science	5	100%	0%
Strong	Kimberly	Yes	Instructional 2 Elementary K-6 (2810)	5	Math	5	100%	0%
Stump	Melissa C	Yes	Instructional 2 Art PK-12 (1405); Instructional 2 English 7-12 (3230); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Super	Laurie Gail	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Special Education PK-12 (9225)	K - 8th	Instructional Coach	8	100%	0%
Svonavec	Lauren J	Yes	Instructional 2 Grades PK-4 (2825); Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Sweeney	Allison	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Taggart	Andrea	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Reading Specialist PK-12 (7650)	K - 5th	Reading Specialist	5	100%	0%
Tainter	Erin F	Yes	Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Biology 7-12 (8405); Instructional 2 Chemistry 7-12 (8420)	7	Science	5	100%	0%
Taylor	Laura Ellen	Yes	Instructional 1 Elementary K-6 (2810)	6	Science	5	100%	0%
Thayer	Barbara Jean	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 English 7-12 (3230); Instructional 2 Reading Specialist PK-12 (7650)	9th - 12th	English	5	100%	0%
Thomas	Christine Wiles	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Thomas	Jennine Michelle	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Thomas	John C	Yes	Endorsement Endorsement Instructional Coach PK-12 (1182); Instructional 2 Citizenship 7-12 (8825)	6th - 8th	Professional Learning Coordinator	8	100%	0%
Thomas	Robert John	Yes	Instructional 1 Art PK-12 (1405)	9th - 12th	Fine Arts	5	100%	0%
Thompson	Jennifer M	Yes	Private School - Asst or Teacher Nursery/Kindergarten N-K (12833); Instructional 2 Elementary K-6 (2810)	K - 5th	Social Studies	5	100%	0%

Last Name of employee (Listed alphabetical)	First name of employee	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Tilsner	Michelle	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Social Studies 7-12 (8875)	6th - 8th	Reading Specialist	5	100%	0%
Tkach	Amber L	Yes	Instructional 2 English 7-12 (3230)	9th - 12th	English	5	100%	0%
Tomik	Amanda	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Grades 5-6 (2826)	4	Math	5	100%	0%
Tumas	John P	Yes	Instructional 2 Bus-Computer-Info Tech PK-12 (1603); Instructional 2 Library Science PK-12 (6420); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Tybl	Mary Susan	Yes	Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Ulewicz	Janet Marie	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Vasil	Jay J	Yes	Administrative 1 Principal PK-12 (1115); Administrative Vocational Admin Dir. 7-12 (2300); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Citiz. Ed 6-9 (2870); Instructional 2 Health & Physical Educ PK-12 (4805); Instructional 2 Safety Ed/Driver Ed 7-12 (5215); Instructional 2 Family-Consumer Sci PK-12 (5600)	9th - 12th	Health and PE	5	100%	0%
Velto	Rachel Andrea	Yes	Instructional 2 English 7-12 (3230); Instructional 2 Spanish PK-12 (4490)	9th - 12th	World Language	5	100%	0%
Vietmeier	Stacy L	Yes	Instructional 2 Elementary K-6 (2810); Instructional HOUSSE Designation English 7-12 (3230); Instructional HOUSSE Designation General Science 7-12 (8450); Instructional HOUSSE Designation Social Studies 7-12 (8875); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Vuong Schmick	Thy Minh	Yes	Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Chemistry 7-12 (8420)	8	Science	5	100%	0%
Walker	Tara M	Yes	Instructional 1 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Walsh	Mary Elise	Yes	Letter of Equivalency Master's Equivalency - (1185); Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Mathematics 6-9 (2860); Program Specialist English as a Second Language (ESL) PK-12 (4499)	9th - 12th	English	5	100%	0%
Walters	Melanie A	Yes	Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Reading Specialist PK-12 (7650); Instructional 2 Biology 7-12 (8405)	9th - 12th	Science	5	100%	0%
Waters	Nancy Miriam	Yes	Instructional 2 Bus-Computer-Info Tech PK-12 (1603); Instructional 2 Marketing 7-12 (1640); Instructional 2 Office Technologies 7-12 (1658); Program Specialist English as a Second Language (ESL) PK-12 (4499)	9th - 12th	Business	5	100%	0%
Watts	Brigitt	Yes	Instructional 2 Art PK-12 (1405); Instructional 2 Bus-Computer-Info Tech PK-12 (1603)	9th - 12th	Fine Arts	5	100%	0%
Webb	Alexandra L	Yes	Instructional 2 Elementary K-6 (2810)	7	Math	5	100%	0%
Webb	Ryan Michael	Yes	Instructional 1 Health & Physical Educ PK-12 (4805)	9th - 12th	Health and PE	5	100%	0%
Weeks	Rachel Nicole	Yes	Instructional 1 Grades PK-4 (2825); Instructional 1 Special Education PK-8 (9226)	K - 8th	Special Education	5	100%	0%
Weikert	Sarah E	Yes	Instructional 2 Art PK-12 (1405)	9th - 12th	Fine Arts	5	100%	0%
Weisz	Christopher Joseph	Yes	Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Welsh	Kristy	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Whippo	Janet Demay	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Reading Specialist PK-12 (7650)	K - 5th	Reading Specialist	5	100%	0%
White	Andrew	Yes	Instructional 1 Elementary K-6 (2810)	6	Science	5	100%	0%
Whitebread	Autumn Lee	Yes	Administrative 1 Principal PK-12 (1115); Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Science 6-9 (2880); Instructional 2 Reading Specialist PK-12 (7650)	5	Math	5	100%	0%
Whited	Barron Gene	Yes	Educational Specialist 2 Elementary School Counselor K-6 (1836); Educational Specialist 2 Secondary School Counselor 7-12 (1837)	9th - 12th	School Counselor	8	100%	0%
Whitmoyer	Jessica Lynn	Yes	Educational Specialist 1 Inst Technology Specialist PK-12 (1825); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Social Studies	5	100%	0%
Whitten	Anne Starr	Yes	Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 Mid-Level Citiz. Ed 6-9 (2870)	9th - 12th	English	5	100%	0%

Last Name of employee (Listed alphabetical)	First name of employee	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Widdop	Christen Barbara	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	K - 8th	Special Education	5	100%	0%
Widlund	Shari Rachel	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level English 6-9 (2850); Instructional HOUSSE Designation Mid-Level English 6-9 (2850); Instructional HOUSSE Designation English 7-12 (3230); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Williams	Rhonda Shellenberger	Yes	Administrative 1 Principal PK-12 (1115); Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840); Instructional 2 Mid-Level English 6-9 (2850); Instructional 2 English 7-12 (3230); Instructional 2 Family-Consumer Sci PK-12 (5600); Instructional 2 Social Studies 7-12 (8875)	9th - 12th	Consumer Science	5	100%	0%
Wilson	Lauren	Yes	Administrative 1 Principal PK-12 (1115); Endorsement Endorsement Instructional Coach PK-12 (1182); Instructional 2 Elementary K-6 (2810); Instructional 2 Mid-Level Mathematics 6-9 (2860); Instructional 2 Reading Specialist PK-12 (7650)	K - 12th	Literacy Coordinator	8	100%	0%
Wise	Ashley R	Yes	Instructional 1 Elementary K-6 (2810)	2	ELA, math, science, social studies, writing	5	100%	0%
Witman	Morgan Rae	Yes	Instructional 2 English 7-12 (3230); Supervisory Supvr Special Education PK-12 (9215); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education Supervisor	8	100%	0%
Witmer	Lauren G	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840)	5	ELA	5	100%	0%
Worrell	Kimberly A	Yes	Instructional 2 Mathematics 7-12 (6800)	9th - 12th	Math	5	100%	0%
Wright	Kathleen Ann	Yes	Endorsement Endorsement Instructional Coach PK-12 (1182); Private School - Asst or Teacher Nursery/Kindergarten N-K (12833); Instructional 2 Elementary K-6 (2810); Instructional 2 Early Childhood N-3 (2840)	9th - 12th	Instructional Coach	8	100%	0%
Young	Sasha	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Zakielarz	Pamela Ashley	Yes	Educational Specialist 2 Secondary School Counselor 7-12 (1837)	9th - 12th	School Counselor	8	100%	0%
Zanetti	Holli Ann	Yes	Instructional 1 Elementary K-6 (2810); Instructional 1 Reading Specialist PK-12 (7650)	5	Reading Specialist	5	100%	0%
Zeisloft	Roxanne Bogo	Yes	Educational Specialist 2 Elementary School Counselor K-6 (1836); Educational Specialist 2 Secondary School Counselor 7-12 (1837)	9th - 12th	School Counselor	8	100%	0%
Zollman	Jennifer L	Yes	Instructional 2 Elementary K-6 (2810); Instructional 2 Special Education PK-12 (9225)	9th - 12th	Special Education	5	100%	0%
Total Number of Administrators (do not include CEO) <u>19</u>								
Total Number of Teachers <u>417</u> Counselors <u>21</u> School Nurses <u>3</u> Others <u>31</u>								
Total Number of Professional Staff <u>467</u>								
PA Department of Education, 333 Market Street, Harrisburg, PA 17126-0333								

Agora Cyber Charter School
Preliminary Statement of Operations & Fund Balance
Year ended June 30, 2021

	Year Ended 6.30.21	Fund Balance 6.30.20	Preliminary Statement of Fund Balance
			\$ (5,778,942)
Revenue			
Services (per Charter Choice VIMS system)	\$ 115,843,793	20-21 surplus	\$ 15,068,564
IDEA	\$ 1,607,576		
Title I & II	\$ 3,766,966	Fund Balance 6.30.21	\$ 9,289,622
Other	\$ 383,174		
Total Revenue	\$ 121,601,509		
Salaries & Benefits			
Salaries	\$ 36,042,900		
Benefits	\$ 26,651,051		
Total Salaries & Benefits	\$ 62,693,951		
Operating Expenses			
Monthly Operating expenses	\$ 8,337,990		
Related Services	\$ 12,220,793		
K12	\$ 23,280,211		
Total Operating Expenses	\$ 43,838,994		
Total Expenses	\$ 106,532,945		
Cumulative Surplus (Deficit)	\$ 15,068,564		

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

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	<u>Dr. Michael Conti</u>	<u>610-230-0079</u>	<input type="checkbox"/>
Business Manager:	<u>James Donovan</u>	<u>610-230-2248</u>	<input type="checkbox"/>
Federal Program Coordinator:	<u>Alina Kitchell</u>	<u>484-387-0109</u>	<input checked="" type="checkbox"/>
Parent/Family Member:	<u>Melissa Martinelli</u>	<u>610-368-6426</u>	<input type="checkbox"/>

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
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. Audits</p> <p>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</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Two most recent audit reports (federal programs only, sections tabbed and marked)</p> <p><input type="checkbox"/> LEA response to findings</p> <p><input type="checkbox"/> PDE follow-up review of findings</p> <p><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions</p>					
<p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Inventory list of items purchased with Title I A.</p>	<table border="1"> <thead> <tr> <th data-bbox="1671 773 2062 824">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 824 2062 1138"> <p>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.</p> </td> </tr> <tr> <th data-bbox="1671 1138 2062 1190">Monitor Comments</th> </tr> <tr> <td data-bbox="1671 1190 2062 1401"> <p>4/19/2021 12:39:58 PM Monitor Joe Roberts The LEA does not use Title I funds to purchase equipment.</p> </td> </tr> </tbody> </table>	District Comments	<p>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.</p>	Monitor Comments	<p>4/19/2021 12:39:58 PM Monitor Joe Roberts The LEA does not use Title I funds to purchase equipment.</p>
District Comments										
<p>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.</p>										
Monitor Comments										
<p>4/19/2021 12:39:58 PM Monitor Joe Roberts The LEA does not use Title I funds to purchase equipment.</p>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation that physical inventory was conducted within the last two years	<p style="text-align: center;">District Comments</p> <p>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.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/19/2021 12:40:46 PM Monitor Joe Roberts The LEA does not use Title I funds to purchase equipment.</p>
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs' approved/submit date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List approval/submit date in comment section <input checked="" type="checkbox"/> 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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries must be present at time of monitoring.	
6. Conflict of Interest Policy UGG Sec 200.112	<p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none"> • 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) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board Approved policy, <input type="checkbox"/> Self-disclosure form, <input type="checkbox"/> 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
<p>7. Allowability of Costs UGG Sec 200.43</p>	<p>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:</p> <ul style="list-style-type: none"> • Necessary, reasonable and allocable • Conform with federal law and grant terms • Consistent with state and local policies • Adequately documented 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Review program expenditures</p> <p><input type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.</p>	
<p>8. Procurement UGG Sec 200.320, 100.67, 200.88</p>	<p>1. Procurement the LEA maintains purchasing procedures</p> <p>Micro-purchases (purchase up to \$10,000)</p> <ul style="list-style-type: none"> • 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) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels</p> <p><input type="checkbox"/> Evidence that procurement procedures were followed for 3-5 tested random expenditures.</p>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>9. Cash Management Procedures</p> <p>UGG Sec 200.305</p>	<p>1. Cash Management - the LEA must maintain written procedures to implement the following cash management requirements:</p> <ul style="list-style-type: none"> • 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 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procedures are available that address the three components</p> <p><input type="checkbox"/> Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable</p>	
<p>10. Travel Reimbursement</p> <p>UGG Sec 200.474</p>	<p>1. Travel the LEA must have written travel policies for travel costs to be allowable</p> <ul style="list-style-type: none"> • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board approved policies available for review</p> <p><input type="checkbox"/> Samples of travel requests reviewed followed policy</p> <p><input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel</p>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>11. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) Out of State Travel for workshops/conferences (200.474) Entertainment Costs (200.438) Equipment (200.439) Student Activity Costs Memberships, subscriptions, and Professional Activities (200.454) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives</p> <p><input checked="" type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>	
<p>12. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>	
<p>13. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113</p>	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Building Level Title I Expenditures</p>	<p>District Comments</p> <p>2/12/2020 10:46:42 AM Controller James Donovan Agora Cyber Charter School is considered one building and ranking does not apply.</p> <p>Monitor Comments</p> <p>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.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p> <p><input type="checkbox"/> Approval by Regional Coordinator and evidence of a supplemental program</p>	<p style="text-align: center;">District Comments</p> <p>2/12/2020 10:46:47 AM Controller James Donovan Agora Cyber Charter School is considered one building and ranking does not apply.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/19/2021 12:41:58 PM Monitor Joe Roberts The LEA is considered to be one building.</p>
	<p>3. Pre-kindergarten children are excluded from the poverty count of any school</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> PIMS Report on Economically Disadvantaged</p> <p><input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts</p>	<p style="text-align: center;">District Comments</p> <p>2/12/2020 10:46:50 AM Controller James Donovan Agora Cyber Charter School is considered one building and ranking does not apply.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/19/2021 12:42:54 PM Monitor Joe Roberts The LEA excludes pre-kindergarten children from poverty count.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>14. Comparability</p> <p>The LEA complies with the comparability provisions of Title I</p> <p>Sec. 1118(c)</p>	<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Detailed Data Sheet and Assurance page</p> <p><input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt</p>	<p>District Comments</p> <p>2/12/2020 10:49:14 AM</p> <p>Controller James Donovan</p> <p>Agora Cyber Charter School submitted the November Comparability Assurance Report as required.</p>
<p>15. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113(c)(3), 42 U.S.C 11432</p> <p>Sec. 1116(a)(3)</p>	<p>1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation. 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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application Reservation of Funds page</p> <p><input type="checkbox"/> Consolidated Application Title I budget</p> <p><input checked="" type="checkbox"/> Statement of expenditures for homeless</p>	
	<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds</p> <p><input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance</p>	

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)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Neglected Institution	<table border="1"> <tr> <th data-bbox="1673 126 2055 175">District Comments</th> </tr> <tr> <td data-bbox="1673 175 2055 386">2/12/2020 10:50:23 AM Controller James Donovan As a cyber charter school, Agora does not serve neglected institutes.</td> </tr> <tr> <th data-bbox="1673 386 2055 435">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 435 2055 613">4/19/2021 12:43:24 PM Monitor Joe Roberts The LEA does not serve neglected institutions.</td> </tr> </table>	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.
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Foster	<table border="1"> <tr> <th data-bbox="1673 626 2055 675">District Comments</th> </tr> <tr> <td data-bbox="1673 675 2055 919">2/12/2020 10:50:49 AM Controller James Donovan Agora Cyber Charter School serves foster students with LEA general funds.</td> </tr> <tr> <th data-bbox="1673 919 2055 967">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 967 2055 1146">4/19/2021 12:44:16 PM Monitor Joe Roberts The LEA does not set aside funds for foster students.</td> </tr> </table>	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.
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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)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Spreadsheet demonstrating calculations	<p>District Comments</p> <p>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.</p> <p>Monitor Comments</p> <p>4/19/2021 12:45:00 PM Monitor Joe Roberts The LEA does not use either of the set asides.</p>
	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Title I budget and expenditures	<p>District Comments</p> <p>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.</p> <p>Monitor Comments</p> <p>4/19/2021 12:45:34 PM Monitor Joe Roberts The LEA does not use either of the set asides.</p>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditures aligned to transferred into subprogram <input type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect consultation occurred prior to the transfer of funds	<table border="1"> <thead> <tr> <th data-bbox="1673 128 2049 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2049 423">2/12/2020 10:53:49 AM Controller James Donovan Agora Cyber Charter School does not participate in any non-public school consultations.</td> </tr> <tr> <th data-bbox="1673 423 2049 475">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 475 2049 651">4/19/2021 12:46:07 PM Monitor Joe Roberts The LEA does not service any non public students.</td> </tr> </tbody> </table>	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.
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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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval	<table border="1"> <tr> <th data-bbox="1671 126 2047 175">District Comments</th> </tr> <tr> <td data-bbox="1671 175 2047 427">2/12/2020 10:55:08 AM Controller James Donovan Agora Cyber Charter School is not using single funding certifications to document time.</td> </tr> <tr> <th data-bbox="1671 427 2047 475">Monitor Comments</th> </tr> <tr> <td data-bbox="1671 475 2047 685">4/19/2021 12:46:54 PM Monitor Joe Roberts The LEA does not use any single funding certs for time documentation.</td> </tr> </table>	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.
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	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1"> <tr> <th data-bbox="1671 695 2047 743">District Comments</th> </tr> <tr> <td data-bbox="1671 743 2047 1027">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.</td> </tr> <tr> <th data-bbox="1671 1027 2047 1076">Monitor Comments</th> </tr> <tr> <td data-bbox="1671 1076 2047 1286">4/19/2021 12:47:55 PM Monitor Joe Roberts The LEA employees dedicate all their time to Title I .</td> </tr> </table>	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 .
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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
	<ul style="list-style-type: none"> • 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
<p>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</p> <p>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.</p> <p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p>	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Consolidated Application Selection of Schools <input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools. <input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not. <input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey - but which made clear that it was not a requirement of the food subsidy program - was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms. 	

Comments

The Lea has successfully completed all the requirements for Title I

Title II A: Fiscal

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Supplement/Supplant</p> <p>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</p> <p>Sec. 1118(b)</p>	<p>1. Title II - the LEA approved budget and records of expenditures of Title II funds match</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Title II budgets</p> <p><input type="checkbox"/> LEA budget</p> <p><input type="checkbox"/> Statement of Expenditures for Title II</p>	<p style="text-align: center;">District Comments</p> <p>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.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/19/2021 12:30:45 PM Monitor Joe Roberts All Title II funds transferred to Title I.</p>
<p>2. Time Documentation</p> <p>UGG 200.430</p>	<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Semi-annual time certifications</p>	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>2/12/2020 11:06:03 AM Controller James Donovan Agora Cyber Charter School is not using Single Funding Certifications to document time.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>4/19/2021 12:31:24 PM Monitor Joe Roberts The LEA does not use Single Funding Certs .</td> </tr> </tbody> </table>	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 .
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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					
<p>3. Performance Goal Reporting Verification</p> <p>UGG 200.328</p>	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1488 128 2049 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1488 180 2049 427"> <p>2/12/2020 11:08:10 AM</p> <p>Controller James Donovan</p> <p>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.</p> </td> </tr> <tr> <td data-bbox="1488 427 2049 954"> <p>4/3/2020 2:32:00 PM</p> <p>Federal Programs Coordinator Alina Kitchell</p> <p>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.</p> </td> </tr> <tr> <th data-bbox="1488 954 2049 1000" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1488 1000 2049 1177"> <p>4/19/2021 12:32:49 PM</p> <p>Monitor Joe Roberts</p> <p>Goals are not needed since Title II funds were transferred to Title I.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/12/2020 11:08:10 AM</p> <p>Controller James Donovan</p> <p>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.</p>	<p>4/3/2020 2:32:00 PM</p> <p>Federal Programs Coordinator Alina Kitchell</p> <p>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.</p>	Monitor Comments	<p>4/19/2021 12:32:49 PM</p> <p>Monitor Joe Roberts</p> <p>Goals are not needed since Title II funds were transferred to Title I.</p>
District Comments											
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Monitor Comments											
<p>4/19/2021 12:32:49 PM</p> <p>Monitor Joe Roberts</p> <p>Goals are not needed since Title II funds were transferred to Title I.</p>											

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data reports/ summaries	<p style="text-align: center;">District Comments</p> <p>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.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/19/2021 12:33:42 PM Monitor Joe Roberts Documentation is not needed since all funds transferred to Title I.</p>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title IIA	<p style="text-align: center;">District Comments</p> <p>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.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/19/2021 12:34:14 PM Monitor Joe Roberts The LEA does not se any Title II funds to purchase equipment.</p>
<p>Desk monitoring only:</p> <ul style="list-style-type: none"> • Upload data reports supporting performance goal output report • Upload Title II budget • Appropriate Time Documentation 						<p style="text-align: right;"> Title II-Uploads-Fiscal 2019-20.pdf Single Certification SY 19-20 Semester 2.pdf Single Certification SY 19-20 Semester 1.pdf </p>

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
<p>1. Supplement/Supplant</p> <p>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</p> <p>Sec. 1118(b)</p>	<p>1. Title IV (where applicable) - the LEA approved budget and records of expenditures of Title IV funds match.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Title IV budgets</p> <p><input type="checkbox"/> LEA budget</p> <p><input type="checkbox"/> Statement of Expenditures for Title IV</p>	<p>District Comments</p> <p>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.</p> <p>Monitor Comments</p> <p>4/19/2021 12:35:15 PM Monitor Joe Roberts All Title IV funds are transferred to TITLE I.</p>
<p>2. Performance Goal Reporting Verification</p> <p>UGG 200.328</p>	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IV.</p>	<p>District Comments</p> <p>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.</p> <p>Monitor Comments</p> <p>4/19/2021 12:36:31 PM Monitor Joe Roberts All Title IV funds transferred to Title I.</p>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data reports/ summaries	<table border="1"> <tr> <th data-bbox="1619 131 2049 180">District Comments</th> </tr> <tr> <td data-bbox="1619 180 2049 496">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.</td> </tr> <tr> <th data-bbox="1619 496 2049 545">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 545 2049 719">4/19/2021 12:36:59 PM Monitor Joe Roberts All Title IV funds transferred to Title I</td> </tr> </table>	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
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval	<table border="1"> <tr> <th data-bbox="1619 995 2049 1044">District Comments</th> </tr> <tr> <td data-bbox="1619 1044 2049 1255">2/12/2020 11:14:36 AM Controller James Donovan Agora Cyber Charter School is not using single funding certification to document time.</td> </tr> <tr> <th data-bbox="1619 1255 2049 1304">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 1304 2049 1474">4/19/2021 12:37:41 PM Monitor Joe Roberts The LEA does not use single funding certs to document time.</td> </tr> </table>	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.
District Comments										
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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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div data-bbox="1619 131 2049 175" style="background-color: #cccccc; text-align: center;">District Comments</div> <div data-bbox="1619 185 2049 423"> <p>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.</p> </div> <div data-bbox="1619 433 2049 477" style="background-color: #cccccc; text-align: center;">Monitor Comments</div> <div data-bbox="1619 487 2049 711"> <p>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.</p> </div>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title IV	<div data-bbox="1619 737 2049 781" style="background-color: #cccccc; text-align: center;">District Comments</div> <div data-bbox="1619 790 2049 992"> <p>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.</p> </div> <div data-bbox="1619 1002 2049 1045" style="background-color: #cccccc; text-align: center;">Monitor Comments</div> <div data-bbox="1619 1055 2049 1208"> <p>4/19/2021 12:39:02 PM Monitor Joe Roberts The LEA does not use Title IV funds to purchase equipment.</p> </div>

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.			

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>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.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>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.</td> </tr> </tbody> </table>	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.
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2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting ALL Title I expenditures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis	
<p>Desk Monitoring Only:</p> <ul style="list-style-type: none"> • 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. 						school level monitoring.pdf
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.



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
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	DK	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	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
		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 0 0 2 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 2 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
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	DK	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)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					3	Always			
					1	Sometimes			
					0	Rarely			
					1	Never			
					1	Don't Know			
					0	Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 1 0 1 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 3 0 1 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					3 1 0 1 1 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
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	DK	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?			

Y	N	NA	DK	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	DK	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 Recvaluation 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	DK	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			

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			

Y	N	NA	DK	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?			

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	DK	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	FR 256. The team members excused:			
					1	a. General Education Teacher			
					0	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			

Y	N	NA	DK	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	DK	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	DK	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	DK	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	DK	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	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 0 0 1 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 1 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
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	DK	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	DK	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	DK	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)			

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?			
					5 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						(INTERVIEW RESULTS (Parent & Special Education Teacher))			
					5 0 0 0 1 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		1 2 1 1 2 2 5 1 5 1	P 66. Tell me anything you really like about your child's special education program. a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication i. support services j. student ratios k. staff's understanding and attitude l. more inclusion			
		3	0			P 67. Tell me anything you would like to change about the program.			

Y	N	NA	DK	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.
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	<p>Create and send IEP Invitation</p> <p>Create and send procedural safeguards notice AND letter with Invitation to Parent</p> <p>Create and send excusal for team members</p> <p>Send out IEP Input Form</p> <p>Provide drafted documents and IEP Analysis to LEA 48 hours prior to IEP meeting</p> <p>Make relevant changes per the IEP meeting</p> <p>Finalize all IEP documents</p> <p>Complete doc2file procedures for submission</p>
LEA	<p>Review IEP documents prior to the meeting</p> <p>Assure changes needed prior, during and after the meeting were completed</p> <p>Complete the IEP Analysis form</p>
General Education Teacher	<p>Provide input for student prior to meeting to include classroom data and observations</p> <p>Attend the IEP meeting</p> <p>Review finalized specially designed instruction</p>

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/111hLmOOR_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

9/22/20 TeachTown Social Skills

Agenda

- Introduction to the program
- Creating Accounts
- Assigning Students
- Implementation of program
- Assigning content to students
- Reports

9/22/20 TeachTown Social Skills Vendor Training

Attendees:

Amber Staley
Anna Lepsch
Ashley Farster
Ashley Schmidt
Brett Stevens
Brianna Pontious
Janelle Shaffer
Jen Lucia
Jennifer Beeken
Jennifer DePietro
Jesse Capitano
Kim Fiscus
Laurie Super
Maryann Johnson
Renee Perri
Colleen Freyvogel Bruss
Michelle Cukauskas



Agenda

- BUT WHAT DO I DO WHEN A STUDENT IS IN A CRISIS?
- What is Considered an Emergency?
- Would This Call for you to contact Emergency Services?
- Crisis Do NOT Go In Emails!
- Crisis
 - What happens next?
 - How do I report?
- How do I update my Mandatory Training Certification?
- After or Before School Hours Protocols
- What is a Police Wellness Checks
- When Should a Police Wellness Check Be Done?
- What should I do when I call the police? Are there steps I should follow once I make the call?
- SAFE2SAY
- ASK FOR HELP
- QUESTIONS

Cross Training for Related Service Providers Attendees

K12_2326408

Tom (Participant)

Laura (Participant)

Anne Dieter (Moderator)

Jennifer Barrios T18002326408 T18002326408 (Moderator)

Darnell Massey (Participant)

Kathleen Medina (Participant)

Shikima Gordon-Cross (Participant)

Nikou Sutter (Participant)

Rob Rolle, MS, BCBA, LBS (Participant)

Jen (Participant)

Jennifer King McCoy (Participant)

Shantel Gubanish (Participant)

Lane Ransom (Participant)

Mary Ann Chmiola (Participant)

kevin wiliams (Participant)

Sean Gordon (Participant)

Nick Eckman (Participant)

Eric Fisher (Participant)

Corey Stever (Participant)

Lee Bach (Participant)

Mary Ellen Jones (Participant)

Karen Wert (Participant)

Lisa Kowalski (Participant)

Peggy Hausleben, PCA (Participant)

Nancy Compton (Moderator)

Alexis 1 (Participant)
Joe Passante (Moderator)
Eileen Council (Participant)
Aaron Schuschu PCA (Participant)
Alesha Polles (Participant)
Marissa Sheaffer #2 (Participant)
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Jessica Sunday 1 (Participant)
Aja Centrone (Participant)
Jennifer Sears (Participant)
Jack Evans (Participant)
Joseph Nachman (Participant)
Attain (Participant)
Amanda Worek (Participant)
U.S. Healthcare Services (Participant)
Karen Macedo, OT (Therapy Source, Inc.) (Participant)
Kristy Reschka (Participant)
Sandy Tommarello (Participant)
Christine Veneziale (Participant)
Emily Perry, OTR/L (Participant)
Kathrin Winter (Participant)
Julie Taylor-Sayegh PTS (Participant)
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Matt Dewey 1 (Participant)

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Jessica Trudeau (Participant)

Kristie Girtten (Participant)

Roseanna Vellner (Participant)

Shari McAuliffe (Participant)

Shelly Swift (Participant)

PCA Support Training 1-4-21

- Agenda
 - BlackBoard Support-Logging in credentials
 - Moderator Access
 - Chatting with Teacher/Student
 - Using the Breakout Rooms
 - Etiquette in the classroom
 - Copy slides in break out room
 - How to App Share when reading a test 1 on 1
 - PCA roles and responsibilities
 - What to do if student is unengaged
 - What to do if?
 - Contact info



PCA Training Participants 1/4/21

▼ PARTICIPANTS

MAIN ROOM (6)

-  **AGORA ADMIN**
Moderator
-  **Brenda Jackman**
Moderator
-  **Crystal Williams**
Moderator
-  **Erin**
Moderator
-  **Hallie Faries**
Moderator
-  **Robin Hartman #2**
Moderator

PCA Support Training 3-4-21

- Agenda
 - BlackBoard Support-Logging in credentials
 - Moderator Access
 - Chatting with Teacher/Student
 - Using the Breakout Rooms
 - Etiquette in the classroom
 - App Sharing in a room 1 on 1 with student
 - PCA roles and responsibilities
 - What to do if student is unengaged
 - What to do if?
 - Session Feedback
 - Contact info



Amanda	Brigante
Bobbi Jo	Thompson
Carla	Fortes
Christy	Spencer-Clark
Kaitlyn	Salada
Katrina	Garczynski
Joanna	Carlino
Kerri	McGann
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Marcia	Bachman
Nicole	Perazzo
Diana	Zatonska
Charlotte	Walker
Tamar	McTeer-Harper
Andaiye	Hall
Logan	Fogal
Julie	Taylor-Sayegh
Marla	McCreary
Carrie	Glover
Maureen	Hanlon
Michaelyn	Morgan
Capri	Kee
Alexandra	??
Amira	McIntyre

AGENDA

- Agora's Instructional Model
- Federal and State Laws
- How are services delivered?
- What do we expect from our families?
- What do we expect from our providers?
- Data Collection
- Progress Reports for the 20-21 SY
- IEP Input responsibilities
- IEP Goal Writing
- Specifically Designed Instruction
- Daily Service Logs
- Attendance Logs
- Billing and Invoicing
- Credentials and certifications
- School Based ACCESS Program (SBAP)
- Referrals for Service
- Communication with Parents
- Mandated Reporting
- Incident Reports
- What happens if a family will not schedule initial services?
- What happens if a student has missed three or more consecutive sessions?
- Documenting contact attempts in EasyTrac.
- What happens if a parent declines a related service?
- What happens if there is a cancellation for services?
- What happens if a student no longer qualifies for services?
- Important Info About Exiting Services
- Exiting a Student from Related Services
- Any questions?

K12_2363381

- Participant#2 (Moderator)
- Participant#3 (Moderator)
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Shannon Hoffmaster (Participant)|
Judy Deemer (Participant)
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Natale_Laura Stapf (Participant)
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Heather Gallagher (Participant)
Jennifer Zollman (Participant)
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Michelle Botti (Participant)
Gemma Mattox (Participant)
Katie O_Donnell (Participant)
Lauren Lamison (Participant)
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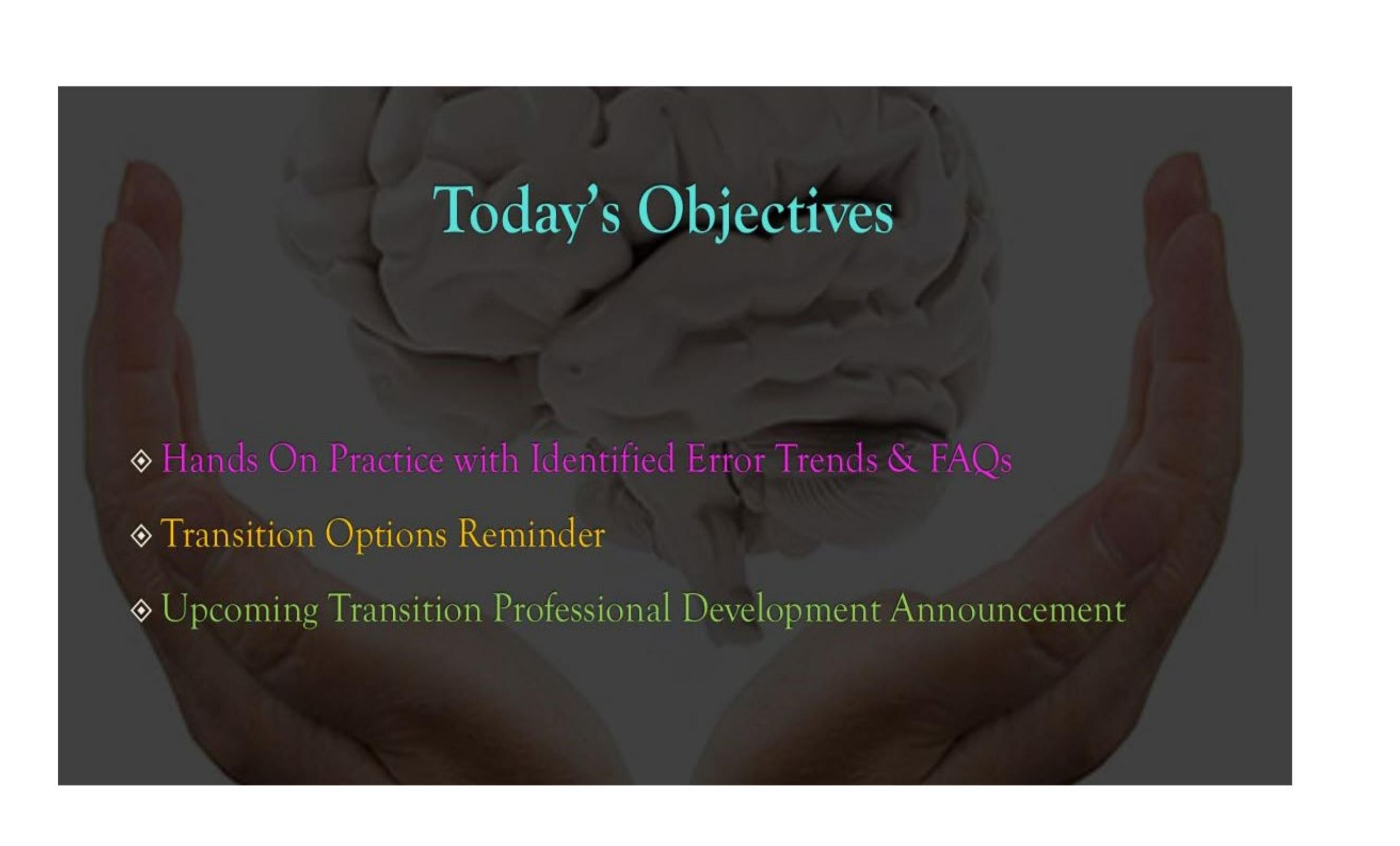
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Participant#107 (Participant)

Participant#104 (Participant)

Participant#105 (Participant)



Today's Objectives

- ◆ Hands On Practice with Identified Error Trends & FAQs
- ◆ Transition Options Reminder
- ◆ Upcoming Transition Professional Development Announcement

Timestamp	Score	First Name	Last Name	Agora Email Address	Name on Teaching Certificate (if different than above)	Supervisor's Name	How do you classify your knowledge of transition? (slide 2)	Question 1: An outside agency can and should be invited to an IEP meeting if:	Question 2: How does Agora prove to PDE that agency involvement occurred or was attempted?	Question 3: Where should you look to find out what assessments Agora suggests are given at each grade level?
8/10/2020 16:28:42	9 / 10	Brett	Stevens	bstevens2@agora.org		Colleen Freyvogel	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/11/2020 14:34:48	6 / 10	Allison	Sweeney	asweeney@agora.org		New HS AD	B. I have knowledge of transition planning but have not completed the PaTTAN modules.	All of the above	All of the above	Only choices 2 & 3
8/11/2020 14:38:01	9 / 10	Allison	Sweeney	asweeney@agora.org		New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/12/2020 7:56:50	8 / 10	Breanne	Scears	bscears@agora.org	Breanne M Scears	New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	Parental consent has been given in writing	Only choices 1 & 2	Only choices 2 & 3
8/12/2020 12:09:19	8 / 10	Judy	Deemer	jdeemer@agora.org	Judith C Deemer	New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	All of the above	Only choices 2 & 3
8/12/2020 14:17:57	9 / 10	Nicolette	Hollenbach	nhollenbach@agora.org	Nicolette Cirone	New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3

Question 4: Select the statement that is TRUE about the current skills assessments.	Question 5: How do we document that postsecondary goals have been reviewed and updated annually?	Question 6: Which is the correctly written pattern of Need --> MAG --> Grid Service for a student that struggles to complete work due to organizational skill deficits?	Question 7: What is the difference between a service and activity?	Question 8: Which statement is TRUE about services in the transition grid?	Question 9: What is Agora's transition "map" called and where can you find it?	Question 10: What two words were used throughout the presentation to explain Agora's obligation as an LEA when it comes to student's transition goals? Fill in the Blank: Agora must _____ students to reach their transition goals.	How do you feel about being able to properly collect and document transition information for compliant IEPs?
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase work completion	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	In the Present Levels of Transition, be sure to list dated assessment data and interpreted results that clearly state what the previous and current transition goals are for the student.	Need: work completion; MAG: increase work completion; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	successfully prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase work completion	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	A service is a finite task that helps a student reach their transition goal (can be from the transition course) and an activity aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All IEP goals must have an aligned service in the transition grid.	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!

List any follow up questions that you have for the transition team.

What if students do not complete any transition information for you when you request it or in their transition courses?
Do we need to invite OVR to IEPs after a new RR comes out?

Timestamp	Score	First Name	Last Name	Agora Email Address	Name on Teaching Certificate (if different than above)	Supervisor's Name	How do you classify your knowledge of transition? (slide 2)	Question 1: An outside agency can and should be invited to an IEP meeting if:	Question 2: How does Agora prove to PDE that agency involvement occurred or was attempted?	Question 3: Where should you look to find out what assessments Agora suggests are given at each grade level?
8/12/2020 14:37:23	9 / 10	Jennifer	Beeken	jbeeken@agora.org		Colleen Freyvogel	D. I will not be writing IEP transition plans this year but want to stay fresh with my transition knowledge.	All of the above	All of the above	Only choices 2 & 3
8/12/2020 17:33:16	10 / 10	Janelle	Shaffer	jshaffer3@agora.org	Janelle Shaffer	Colleen Freyvogel	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/12/2020 17:47:40	9 / 10	Amanda	Armstrong	aarmstrong@agora.org		Colleen Freyvogel	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/12/2020 19:50:17	9 / 10	Susan	Lelko	slelko@agora.org	Susan R Lelko	New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	I could look in the shared Transition Google Drive to find the suggested assessments for my student's grade level and abilities.
8/13/2020 10:28:32	8 / 10	Serena	Costello	scostello@agora.org	Serena R Costello	New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	All of the above	Only choices 2 & 3
8/13/2020 13:44:39	10 / 10	Laura	Stapf	lstapf@agora.org	Laura Arrighy	New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3

Question 4: Select the statement that is TRUE about the current skills assessments.	Question 5: How do we document that postsecondary goals have been reviewed and updated annually?	Question 6: Which is the correctly written pattern of Need --> MAG --> Grid Service for a student that struggles to complete work due to organizational skill deficits?	Question 7: What is the difference between a service and activity?	Question 8: Which statement is TRUE about services in the transition grid?	Question 9: What is Agora's transition "map" called and where can you find it?	Question 10: What two words were used throughout the presentation to explain Agora's obligation as an LEA when it comes to student's transition goals? Fill in the Blank: Agora must _____ students to reach their transition goals.	How do you feel about being able to properly collect and document transition information for compliant IEPs?
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase work completion	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	There is no difference. The terms are interchangeable.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!

List any follow up questions that you have for the transition team.

none

Timestamp	Score	First Name	Last Name	Agora Email Address	Name on Teaching Certificate (if different than above)	Supervisor's Name	How do you classify your knowledge of transition? (slide 2)	Question 1: An outside agency can and should be invited to an IEP meeting if:	Question 2: How does Agora prove to PDE that agency involvement occurred or was attempted?	Question 3: Where should you look to find out what assessments Agora suggests are given at each grade level?
8/14/2020 13:12:50	9 / 10	Samantha	Bonniger	sbonniger@agora.org	Samantha Bonniger	Morgan Witman	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/14/2020 13:38:25	8 / 10	Renee	Perri	rperri@agora.org	Renee Perri	New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/14/2020 15:45:22	9 / 10	Jessica	Reese	jreese@agora.org	Jessica Reese	Jen Lucia	C. I am brand new to transition planning and will complete the PaTTAN modules.	All of the above	All of the above	Only choices 2 & 3
8/17/2020 10:44:34	10 / 10	Chelsey	Panchura	cpanchura@agora.org		Colleen Freyvogel	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/17/2020 11:58:56	9 / 10	Justine	Fecik	jfecik@agora.org	Justine Ulyas	Danielle Schall	C. I am brand new to transition planning and will complete the PaTTAN modules.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/17/2020 14:50:58	9 / 10	Jena	Huffman	jhuffman@agora.org		New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	Parental consent has been given in writing	Only choices 1 & 2	Only choices 2 & 3

Question 4: Select the statement that is TRUE about the current skills assessments.	Question 5: How do we document that postsecondary goals have been reviewed and updated annually?	Question 6: Which is the correctly written pattern of Need --> MAG --> Grid Service for a student that struggles to complete work due to organizational skill deficits?	Question 7: What is the difference between a service and activity?	Question 8: Which statement is TRUE about services in the transition grid?	Question 9: What is Agora's transition "map" called and where can you find it?	Question 10: What two words were used throughout the presentation to explain Agora's obligation as an LEA when it comes to student's transition goals? Fill in the Blank: Agora must _____ students to reach their transition goals.	How do you feel about being able to properly collect and document transition information for compliant IEPs?
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase work completion	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase work completion	A service is a finite task that helps a student reach their transition goal (can be from the transition course) and an activity aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase work completion	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!

List any follow up questions that you have for the transition team.

I don't have any questions. I am between yellow and red, but feel I will be ok if I refer to all of the documents on the drive once I start writing IEPs. I need to do it to get more familiar with it. Thanks Morgan!

Timestamp	Score	First Name	Last Name	Agora Email Address	Name on Teaching Certificate (if different than above)	Supervisor's Name	How do you classify your knowledge of transition? (slide 2)	Question 1: An outside agency can and should be invited to an IEP meeting if:	Question 2: How does Agora prove to PDE that agency involvement occurred or was attempted?	Question 3: Where should you look to find out what assessments Agora suggests are given at each grade level?
8/17/2020 16:33:30	9 / 10	Lisa	Brestensky	lbrestensky@agora.org	Lisa Brestensky	Colleen Freyvogel	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/17/2020 21:44:20	8 / 10	Melissa	Stump	mstump@agora.org	Melissa Stump	New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	Parental consent has been given in writing	All of the above	Only choices 2 & 3
8/18/2020 13:17:29	8 / 10	Melissa	Gasco	mgasco@agora.org		New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	Parental consent has been given in writing	Only choices 1 & 2	Only choices 2 & 3
8/18/2020 15:06:09	10 / 10	Molly	Garczynski	mgarczynski@agora.org		Maryann Johnson	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/18/2020 16:09:10	9 / 10	Jill	Moyer	jmoyer2@agora.org		Danielle Schall	D. I will not be writing IEP transition plans this year but want to stay fresh with my transition knowledge.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/18/2020 16:20:52	8 / 10	Melissa	Love	mlove@agora.org		Danielle Schall	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	I could reference the Agora Transition Matrix.

Question 4: Select the statement that is TRUE about the current skills assessments.	Question 5: How do we document that postsecondary goals have been reviewed and updated annually?	Question 6: Which is the correctly written pattern of Need --> MAG --> Grid Service for a student that struggles to complete work due to organizational skill deficits?	Question 7: What is the difference between a service and activity?	Question 8: Which statement is TRUE about services in the transition grid?	Question 9: What is Agora's transition "map" called and where can you find it?	Question 10: What two words were used throughout the presentation to explain Agora's obligation as an LEA when it comes to student's transition goals? Fill in the Blank: Agora must _____ students to reach their transition goals.	How do you feel about being able to properly collect and document transition information for compliant IEPs?
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase work completion	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase work completion	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!

List any follow up questions that you have for the transition team.

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Timestamp	Score	First Name	Last Name	Agora Email Address	Name on Teaching Certificate (if different than above)	Supervisor's Name	How do you classify your knowledge of transition? (slide 2)	Question 1: An outside agency can and should be invited to an IEP meeting if:	Question 2: How does Agora prove to PDE that agency involvement occurred or was attempted?	Question 3: Where should you look to find out what assessments Agora suggests are given at each grade level?
8/18/2020 16:52:27	10 / 10	Jesse	Capitano	jcapitano@agora.org		Colleen Freyvogel	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/18/2020 21:33:19	10 / 10	Nicole	Krol	nkrol@agora.org		Colleen Freyvogel	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/19/2020 9:26:18	7 / 10	Lauren	Svonavec	lsvonavec@agora.org		Maryann Johnson	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	Parental consent has been given in writing	Only choices 1 & 2	Only choices 2 & 3
8/19/2020 13:58:03	6 / 10	Carissa	Emrick	cemrick@agora.org	Carissa Elwood	Danielle Schall	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/19/2020 14:03:03	10 / 10	Carissa	Emrick	cemrick@agora.org	Carissa Elwood	Danielle Schall	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/19/2020 18:11:59	10 / 10	Amber	Staley	astaley2@agora.org	Amber Eiler	Colleen Freyvogel	D. I will not be writing IEP transition plans this year but want to stay fresh with my transition knowledge.	All of the above	Only choices 1 & 2	Only choices 2 & 3

Question 4: Select the statement that is TRUE about the current skills assessments.	Question 5: How do we document that postsecondary goals have been reviewed and updated annually?	Question 6: Which is the correctly written pattern of Need --> MAG --> Grid Service for a student that struggles to complete work due to organizational skill deficits?	Question 7: What is the difference between a service and activity?	Question 8: Which statement is TRUE about services in the transition grid?	Question 9: What is Agora's transition "map" called and where can you find it?	Question 10: What two words were used throughout the presentation to explain Agora's obligation as an LEA when it comes to student's transition goals? Fill in the Blank: Agora must _____ students to reach their transition goals.	How do you feel about being able to properly collect and document transition information for compliant IEPs?
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	responsibly prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion skills; Grid: increase work completion skills	A service is a finite task that helps a student reach their transition goal (can be from the transition course) and an activity aligns to an IEP goal.	All of the above	Agora Transition Cheatsheet is found in the Transition Google Drive	successfully prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!

List any follow up questions that you have for the transition team.

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Timestamp	Score	First Name	Last Name	Agora Email Address	Name on Teaching Certificate (if different than above)	Supervisor's Name	How do you classify your knowledge of transition? (slide 2)	Question 1: An outside agency can and should be invited to an IEP meeting if:	Question 2: How does Agora prove to PDE that agency involvement occurred or was attempted?	Question 3: Where should you look to find out what assessments Agora suggests are given at each grade level?
8/19/2020 19:00:16	8 / 10	Heather	Silberman	hsilberman@agora.org	Heather S. Silberman	New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	All of the above	Only choices 2 & 3
8/20/2020 9:46:25	9 / 10	Kristal	Costanzo	kcostanzo@agora.org		Jen Lucia	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/20/2020 13:24:41	9 / 10	Rebekah	Congdon	rcongdon@agora.org	Rebekah L. Congdon	Danielle Schall	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	Parental consent has been given in writing	Only choices 1 & 2	Only choices 2 & 3
8/20/2020 15:17:39	9 / 10	Shannon	Feeney-Hoffmaster	Shoffmaster@agora.org	Shannon Hoffmaster	Colleen Freyvogel	D. I will not be writing IEP transition plans this year but want to stay fresh with my transition knowledge.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/21/2020 9:43:59	8 / 10	Theresa	Draeger	Tdraeger@agora.org	Theresa kaufhold	Danielle Schall	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	All of the above	Only choices 2 & 3
8/21/2020 11:08:13	9 / 10	Carly	Kirchner	ckirchner@agora.org	Carly Ziegler	Colleen Freyvogel	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3

Question 4: Select the statement that is TRUE about the current skills assessments.	Question 5: How do we document that postsecondary goals have been reviewed and updated annually?	Question 6: Which is the correctly written pattern of Need --> MAG --> Grid Service for a student that struggles to complete work due to organizational skill deficits?	Question 7: What is the difference between a service and activity?	Question 8: Which statement is TRUE about services in the transition grid?	Question 9: What is Agora's transition "map" called and where can you find it?	Question 10: What two words were used throughout the presentation to explain Agora's obligation as an LEA when it comes to student's transition goals? Fill in the Blank: Agora must _____ students to reach their transition goals.	How do you feel about being able to properly collect and document transition information for compliant IEPs?
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Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion skills; Grid: increase work completion skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	successfully prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!

List any follow up questions that you have for the transition team.

None at this time.

N/A

Timestamp	Score	First Name	Last Name	Agora Email Address	Name on Teaching Certificate (if different than above)	Supervisor's Name	How do you classify your knowledge of transition? (slide 2)	Question 1: An outside agency can and should be invited to an IEP meeting if:	Question 2: How does Agora prove to PDE that agency involvement occurred or was attempted?	Question 3: Where should you look to find out what assessments Agora suggests are given at each grade level?
8/21/2020 11:10:28	9 / 10	Lauren	Radico	lradico@agora.org	Lauren N Radico	Colleen Freyvogel	D. I will not be writing IEP transition plans this year but want to stay fresh with my transition knowledge.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/21/2020 11:45:59	8 / 10	Jill	Dunlap	jdunlap@agora.org	Jill Nypaver	Colleen Freyvogel	D. I will not be writing IEP transition plans this year but want to stay fresh with my transition knowledge.	Parental consent has been given in writing	There is an "Agency Involvement" heading in the Present Levels of Transition that documents what agencies were recommended and why. This includes all attempts with dates to obtain parental consent to invite, when releases were signed or refused, if the agency representative attended the meeting or provided written input, and/or if/how the agency is currently involved.	Only choices 2 & 3
8/22/2020 14:26:44	7 / 10	Sabrina	Kennedy	skennedy@agora.org	Sabrina Kennedy	New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	All of the above	Only choices 2 & 3
8/23/2020 9:51:28	9 / 10	Lauren	Kerns	lkerns@agora.org		New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/23/2020 13:20:23	9 / 10	Veronica	Jackson	vjackson@agora.org		Danielle Schall	D. I will not be writing IEP transition plans this year but want to stay fresh with my transition knowledge.	All of the above	Only choices 1 & 2	Only choices 2 & 3

Question 4: Select the statement that is TRUE about the current skills assessments.	Question 5: How do we document that postsecondary goals have been reviewed and updated annually?	Question 6: Which is the correctly written pattern of Need --> MAG --> Grid Service for a student that struggles to complete work due to organizational skill deficits?	Question 7: What is the difference between a service and activity?	Question 8: Which statement is TRUE about services in the transition grid?	Question 9: What is Agora's transition "map" called and where can you find it?	Question 10: What two words were used throughout the presentation to explain Agora's obligation as an LEA when it comes to student's transition goals? Fill in the Blank: Agora must _____ students to reach their transition goals.	How do you feel about being able to properly collect and document transition information for compliant IEPs?
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion skills; Grid: increase work completion skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	Services align to areas of need and the measurable annual IEP goals.	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase work completion	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion skills; Grid: increase work completion skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!

List any follow up questions that you have for the transition team.

None at this time.

N/A

Timestamp	Score	First Name	Last Name	Agora Email Address	Name on Teaching Certificate (if different than above)	Supervisor's Name	How do you classify your knowledge of transition? (slide 2)	Question 1: An outside agency can and should be invited to an IEP meeting if:	Question 2: How does Agora prove to PDE that agency involvement occurred or was attempted?	Question 3: Where should you look to find out what assessments Agora suggests are given at each grade level?
8/23/2020 16:27:33	9 / 10	Dana	Pacolay	dpacolay@agora.org	Dana Pacolay	Colleen Freyvogel	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	I could reference the Agora Transition Matrix.
8/23/2020 16:53:22	7 / 10	Sasha	Young	syoung@agora.org	Sasha Young	Danielle Schall	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	The agency name and contact person are clearly listed on the invitation.	I could look in the shared Transition Google Drive to find the suggested assessments for my student's grade level and abilities.
8/24/2020 5:30:44	7 / 10	Heather Cobert	Heather Cobert	hcobert@agora.org	Heather Cobert	Colleen Freyvogel	D. I will not be writing IEP transition plans this year but want to stay fresh with my transition knowledge.	All of the above	Only choices 1 & 2	I could reference the Agora Transition Matrix.
8/24/2020 15:27:41	9 / 10	Chris	Baker	cbaker@agora.org	Christian Baker	Jen Lucia	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/24/2020 15:30:07	10 / 10	Amanda	Moyer	akimage@agora.org	Amanda Moyer	Danielle Schall	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/24/2020 15:36:43	8 / 10	Allison	Large	alarge@agora.org		Colleen Freyvogel	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	The student is transition age	Only choices 1 & 2	Only choices 2 & 3

Question 4: Select the statement that is TRUE about the current skills assessments.	Question 5: How do we document that postsecondary goals have been reviewed and updated annually?	Question 6: Which is the correctly written pattern of Need --> MAG --> Grid Service for a student that struggles to complete work due to organizational skill deficits?	Question 7: What is the difference between a service and activity?	Question 8: Which statement is TRUE about services in the transition grid?	Question 9: What is Agora's transition "map" called and where can you find it?	Question 10: What two words were used throughout the presentation to explain Agora's obligation as an LEA when it comes to student's transition goals? Fill in the Blank: Agora must _____ students to reach their transition goals.	How do you feel about being able to properly collect and document transition information for compliant IEPs?
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	In the Present Levels of Transition, be sure to list dated assessment data and interpreted results that clearly state what the previous and current transition goals are for the student.	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion skills; Grid: increase work completion skills	A service is a finite task that helps a student reach their transition goal (can be from the transition course) and an activity aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase work completion	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: work completion; MAG: increase work completion; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!

List any follow up questions that you have for the transition team.

none at this time

NA

At this time, I do not have any follow up questions for the transition team.

Timestamp	Score	First Name	Last Name	Agora Email Address	Name on Teaching Certificate (if different than above)	Supervisor's Name	How do you classify your knowledge of transition? (slide 2)	Question 1: An outside agency can and should be invited to an IEP meeting if:	Question 2: How does Agora prove to PDE that agency involvement occurred or was attempted?	Question 3: Where should you look to find out what assessments Agora suggests are given at each grade level?
8/25/2020 7:39:20	10 / 10	Lisa	Savitz	lsavitz@agora.org	Lisa Kay Savitz	Danielle Schall	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/25/2020 12:30:02	8 / 10	Ashley	Malec	amalec@agora.org	Ashley Malec	Jen Lucia	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	All of the above	Only choices 2 & 3
8/25/2020 13:57:05	10 / 10	Jennifer	Cadieux	jcadieux@agora.org	Jennifer Fine	Colleen Freyvogel	B. I have knowledge of transition planning but have not completed the PaTTAN modules.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/25/2020 14:00:32	10 / 10	Brianna	Pontious	bpontious@agora.org		Jen Lucia	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
8/25/2020 14:06:36	10 / 10	Brittany	Froehlich	bfroehlich@agora.org	Brittany Froehlich	Jen Lucia	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	All of the above	Only choices 1 & 2	Only choices 2 & 3
9/4/2020 8:59:52	9 / 10	Keri	Shannon	kshannon@agora.org	Keri Shannon	New HS AD	A. I am a veteran transition plan writer and I completed the PaTTAN module series.	Parental consent has been given in writing	Only choices 1 & 2	Only choices 2 & 3

Question 4: Select the statement that is TRUE about the current skills assessments.	Question 5: How do we document that postsecondary goals have been reviewed and updated annually?	Question 6: Which is the correctly written pattern of Need --> MAG --> Grid Service for a student that struggles to complete work due to organizational skill deficits?	Question 7: What is the difference between a service and activity?	Question 8: Which statement is TRUE about services in the transition grid?	Question 9: What is Agora's transition "map" called and where can you find it?	Question 10: What two words were used throughout the presentation to explain Agora's obligation as an LEA when it comes to student's transition goals? Fill in the Blank: Agora must _____ students to reach their transition goals.	How do you feel about being able to properly collect and document transition information for compliant IEPs?
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase work completion	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Yellow Light: I think I have this!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!
Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.	Both choices 1 and 2	Need: organizational skills; MAG: increase organizational skills; Grid: increase organizational skills	An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.	All of the above	Agora Transition Matrix is found in the Transition Google Drive	reasonably prepare	Green Light: I've got this!!

List any follow up questions that you have for the transition team.

None at this time.

Timestamp	Score	First Name	Last Name	Agora Email Address	Name on Teaching Certificate (if different than above)	Supervisor's Name	How do you classify your knowledge of transition? (slide 2)	Question 1: An outside agency can and should be invited to an IEP meeting if:	Question 2: How does Agora prove to PDE that agency involvement occurred or was attempted?	Question 3: Where should you look to find out what assessments Agora suggests are given at each grade level?
10/5/2020 12:53:08	8 / 10	Amanda	Kammermeier	akammermeier@agora.org	Amanda Kammermeier	New HS AD	D. I will not be writing IEP transition plans this year but want to stay fresh with my transition knowledge.	All of the above	All of the above	Only choices 2 & 3

<p>Question 4: Select the statement that is TRUE about the current skills assessments.</p>	<p>Question 5: How do we document that postsecondary goals have been reviewed and updated annually?</p>	<p>Question 6: Which is the correctly written pattern of Need --> MAG --> Grid Service for a student that struggles to complete work due to organizational skill deficits?</p>	<p>Question 7: What is the difference between a service and activity?</p>	<p>Question 8: Which statement is TRUE about services in the transition grid?</p>	<p>Question 9: What is Agora's transition "map" called and where can you find it?</p>	<p>Question 10: What two words were used throughout the presentation to explain Agora's obligation as an LEA when it comes to student's transition goals? Fill in the Blank: Agora must _____ students to reach their transition goals.</p>	<p>How do you feel about being able to properly collect and document transition information for compliant IEPs?</p>
<p>Students must complete at least one current skills assessment per school year and have the results documented and dated in the IEP. Each current skills assessment aligns to the grade level transition course and skills that students should know at that grade level.</p>	<p>Both choices 1 and 2</p>	<p>Need: work completion; MAG: increase work completion; Grid: increase organizational skills</p>	<p>An activity is a finite task that helps a student reach their transition goal (can be from the transition course) and a service aligns to an IEP goal.</p>	<p>All of the above</p>	<p>Agora Transition Matrix is found in the Transition Google Drive</p>	<p>reasonably prepare</p>	<p>Green Light: I've got this!!</p>

List any follow up questions that you have for the transition team.

Participant Type	Invitee Name (Role)	Attendee Name (Role)	Attendance Duration	Login Time	Logout Time	No. of Logins	No. of Clicks
Required	Bonniger, Samantha (TE)	Bonniger, Samantha (TE)	78 mins	08/25/20 11:46	08/25/20 13:04	1	0
Required	Brisbane, Amber (TE)	Brisbane, Amber (TE)	86 mins	08/25/20 11:36	08/25/20 13:03	1	0
Required	Denham, Angela (TE)	Denham, Angela (TE)	85 mins	08/25/20 11:38	08/25/20 13:03	1	0
Required	DePietro, Jennifer (TE)	DePietro, Jennifer (TE)	105 mins	08/25/20 11:18	08/25/20 13:04	1	0
Required	Thomas, Christine (TE)	Thomas, Christine (TE)	106 mins	08/25/20 11:20	08/25/20 13:07	1	0
Optional	Witman, Morgan (TE)	Witman, Morgan (TE)	103 mins	08/25/20 11:24	08/25/20 13:07	1	0
Required	Witman, Morgan (AD)		0 mins			0	0
Guest		Lauren Radico (Unknown)	0 mins	08/25/20 12:05	08/25/20 12:06	1	0
Guest		Eric Buffington (Unknown)	0 mins	08/25/20 12:02	08/25/20 12:03	1	0
Guest		Angela Bayly (Unknown)	0 mins	08/25/20 12:00	08/25/20 12:00	1	0
Guest		Tara Walker (Unknown)	1 mins	08/25/20 12:02	08/25/20 12:04	1	0
Guest		Elizabeth McEwen (Unknown)	1 mins	08/25/20 12:01	08/25/20 12:02	1	0
Guest		Dana Pacolay (Unknown)	1 mins	08/25/20 12:01	08/25/20 12:03	1	0
Guest		Brittany Fink (Unknown)	1 mins	08/25/20 12:00	08/25/20 12:02	1	0
Guest		Katie O_Donnell (Unknown)	2 mins	08/25/20 12:08	08/25/20 12:11	1	0
Guest		Tracey Ambuka (Unknown)	4 mins	08/25/20 11:56	08/25/20 12:00	1	0
Guest		Chelsey Panchura (Unknown)	5 mins	08/25/20 12:57	08/25/20 13:03	1	0
Guest		Kozar_John Thomas (Unknown)	5 mins	08/25/20 12:00	08/25/20 12:05	1	0
Guest		Susan Lipiec (Unknown)	5 mins	08/25/20 11:55	08/25/20 12:00	1	0
Guest		Barb Cooper (Unknown)	8 mins	08/25/20 12:00	08/25/20 12:09	1	0
Guest		Anne Dieter (Unknown)	8 mins	08/25/20 11:57	08/25/20 12:05	1	0
Guest		Jesse Capitano (Unknown)	8 mins	08/25/20 11:56	08/25/20 12:05	1	0
Guest		Lauren Svonavec (Unknown)	11 mins	08/25/20 11:48	08/25/20 12:00	1	0
Guest		Lauren Svonavec (Unknown)	13 mins	08/25/20 12:01	08/25/20 12:15	1	0
Guest		Lauren Svonavec (Unknown)	15 mins	08/25/20 12:46	08/25/20 13:02	1	0
Guest		Brittany Fink (Unknown)	15 mins	08/25/20 12:06	08/25/20 12:21	1	0
Guest		Johnson_Anna Lepsch (Unknown)	23 mins	08/25/20 12:39	08/25/20 13:02	1	0
Guest		Lynn Pagliei (Unknown)	23 mins	08/25/20 12:39	08/25/20 13:03	1	0
Guest		Joe Passante (Unknown)	28 mins	08/25/20 12:08	08/25/20 12:36	1	0
Guest		Lauren Svonavec (Unknown)	29 mins	08/25/20 12:16	08/25/20 12:46	1	0

School Name	Invitee ID	Attendee ID	Display Name
Agora Cyber Charter School			Samantha Bonniger T18001762747 T18001762747
Agora Cyber Charter School			Amber Brisbane T18004419154 T18004419154
Agora Cyber Charter School			Angela Denham T18004141385 T18004141385
Agora Cyber Charter School			Jennifer DePietro T18005037474 T18005037474
Agora Cyber Charter School			Christine Thomas T18001605302 T18001605302
Agora Cyber Charter School			Morgan Witman T18001608961 T18001608961
Agora Cyber Charter School			Absent
			Lauren Radico
			Eric Buffington
			Angela Bayly
			Tara Walker
			Elizabeth McEwen
			Dana Pacolay
			Brittany Fink
			Katie O_Donnell
			Tracey Ambuka
			Chelsey Panchura
			Kozar_John Thomas
			Susan Lipiec
			Barb Cooper
			Anne Dieter
			Jesse Capitano
			Lauren Svonavec
			Lauren Svonavec
			Lauren Svonavec
			Brittany Fink
			Johnson_Anna Lepsch
			Lynn Pagliei
			Joe Passante
			Lauren Svonavec

Participant Type	Invitee Name (Role)	Attendee Name (Role)	Attendance Duration	Login Time	Logout Time	No. of Logins	No. of Clicks
Guest		Danielle Schall (Unknown)	30 mins	08/25/20 12:09	08/25/20 12:40	1	0
Guest		Leslie Spratt (Unknown)	34 mins	08/25/20 12:09	08/25/20 12:44	1	0
Guest		David Furka (Unknown)	34 mins	08/25/20 12:02	08/25/20 12:37	1	0
Guest		Brittany Fink (Unknown)	35 mins	08/25/20 12:27	08/25/20 13:03	1	0
Guest		Lynn Pagliei (Unknown)	38 mins	08/25/20 12:01	08/25/20 12:39	1	0
Guest		Johnson_Anna Lepsch (Unknown)	38 mins	08/25/20 12:00	08/25/20 12:39	1	0
Guest		Kate Giordano (Unknown)	40 mins	08/25/20 11:57	08/25/20 12:37	1	0
Guest		Brittany Kieffer (Unknown)	40 mins	08/25/20 11:55	08/25/20 12:35	1	0
Guest		Jennifer McGinty 1 (Unknown)	40 mins	08/25/20 11:55	08/25/20 12:36	1	0
Guest		Erinn Slacktish (Unknown)	43 mins	08/25/20 11:54	08/25/20 12:37	1	0
Guest		Kim Paolino (Unknown)	46 mins	08/25/20 12:15	08/25/20 13:02	1	0
Guest		Johnson_Jessica Linderman (Unknown)	51 mins	08/25/20 12:12	08/25/20 13:03	1	0
Guest		Stacy Vietmeier (Unknown)	56 mins	08/25/20 12:06	08/25/20 13:03	1	0
Guest		Jesse Capitano (Unknown)	57 mins	08/25/20 12:05	08/25/20 13:03	1	0
Guest		Lucia_Jill Severino (Unknown)	57 mins	08/25/20 12:04	08/25/20 13:02	1	0
Guest		Freyvogel_Whitney Bargerstock (Unknown)	57 mins	08/25/20 12:03	08/25/20 13:00	1	0
Guest		Chelsey Panchura (Unknown)	57 mins	08/25/20 11:57	08/25/20 12:55	1	0
Guest		Lucia_Cortney Barkley (Unknown)	58 mins	08/25/20 12:05	08/25/20 13:03	1	0
Guest		Maria Harlan (Unknown)	58 mins	08/25/20 12:04	08/25/20 13:02	1	0
Guest		Keri Shannon (Unknown)	58 mins	08/25/20 12:04	08/25/20 13:03	1	0
Guest		Colleen Freyvogel (Unknown)	59 mins	08/25/20 12:03	08/25/20 13:03	1	0
Guest		Lucia_Kristal Costanzo (Unknown)	59 mins	08/25/20 12:03	08/25/20 13:03	1	0
Guest		Schall_Sasha Young (Unknown)	59 mins	08/25/20 12:00	08/25/20 12:59	1	0
Guest		Michelle Olsavsky (Unknown)	59 mins	08/25/20 11:49	08/25/20 12:49	1	0
Guest		Sabrina Kennedy (Unknown)	60 mins	08/25/20 12:03	08/25/20 13:03	1	0
Guest		Melissa Gaso (Unknown)	60 mins	08/25/20 12:02	08/25/20 13:02	1	0
Guest		Michelle Botti (Unknown)	60 mins	08/25/20 12:02	08/25/20 13:03	1	0
Guest		Valerie Natale 1 (Unknown)	60 mins	08/25/20 12:01	08/25/20 13:02	1	0
Guest		Melissa Love (Unknown)	61 mins	08/25/20 12:02	08/25/20 13:04	1	0
Guest		Janelle Shaffer (Unknown)	61 mins	08/25/20 12:02	08/25/20 13:04	1	0

School Name	Invitee ID	Attendee ID	Display Name
			Danielle Schall
			Leslie Spratt
			David Furka
			Brittany Fink
			Lynn Pagliei
			Johnson_Anna Lepsch
			Kate Giordano
			Brittany Kieffer
			Jennifer McGinty 1
			Erinn Slacktish
			Kim Paolino
			Johnson_Jessica Linderman
			Stacy Vietmeier
			Jesse Capitano
			Lucia_Jill Severino
			Freyvogel_Whitney Bargerstock
			Chelsey Panchura
			Lucia_Cortney Barkley
			Maria Harlan
			Keri Shannon
			Colleen Freyvogel
			Lucia_Kristal Costanzo
			Schall_Sasha Young
			Michelle Olsavsky
			Sabrina Kennedy
			Melissa Gaso
			Michelle Botti
			Valerie Natale 1
			Melissa Love
			Janelle Shaffer

Participant Type	Invitee Name (Role)	Attendee Name (Role)	Attendance Duration	Login Time	Logout Time	No. of Logins	No. of Clicks
Guest		Cathryn Ramsey (Unknown)	61 mins	08/25/20 12:01	08/25/20 13:02	1	0
Guest		Susan Lipiec (Unknown)	62 mins	08/25/20 12:01	08/25/20 13:03	1	0
Guest		Kaelyn Hoffman (Unknown)	62 mins	08/25/20 12:01	08/25/20 13:03	1	0
Guest		Johnson_ Kym Humanick (Unknown)	62 mins	08/25/20 12:01	08/25/20 13:03	1	0
Guest		Brittany Froehlich (Unknown)	62 mins	08/25/20 12:00	08/25/20 13:03	1	0
Guest		Lucia_ Lacey Olbryk (Unknown)	62 mins	08/25/20 12:00	08/25/20 13:03	1	0
Guest		Jessica Barnhart (Unknown)	63 mins	08/25/20 12:00	08/25/20 13:04	1	0
Guest		Schall_ Carissa Emrick (Unknown)	63 mins	08/25/20 11:59	08/25/20 13:02	1	0
Guest		Kim Fiscus (Unknown)	63 mins	08/25/20 11:59	08/25/20 13:02	1	0
Guest		Lucia_ Anna Baranoski (Unknown)	63 mins	08/25/20 11:59	08/25/20 13:03	1	0
Guest		Lucia_ Jenna Dietrich 1 (Unknown)	63 mins	08/25/20 11:59	08/25/20 13:03	1	0
Guest		Nicolette Hollenbach (Unknown)	63 mins	08/25/20 11:57	08/25/20 13:01	1	0
Guest		Kelly Berstecher (Unknown)	64 mins	08/25/20 11:59	08/25/20 13:04	1	0
Guest		Lauren Lamison (Unknown)	64 mins	08/25/20 11:58	08/25/20 13:02	1	0
Guest		Jennifer Zollman (Unknown)	64 mins	08/25/20 11:58	08/25/20 13:02	1	0
Guest		Schall Lisa Savitz (Unknown)	64 mins	08/25/20 11:58	08/25/20 13:03	1	0
Guest		Becky Congdon (Unknown)	64 mins	08/25/20 11:58	08/25/20 13:03	1	0
Guest		Melissa Stump (Unknown)	64 mins	08/25/20 11:57	08/25/20 13:02	1	0
Guest		Natale_ Breanne Scears (Unknown)	64 mins	08/25/20 11:57	08/25/20 13:02	1	0
Guest		Jen Lucia (Unknown)	64 mins	08/25/20 11:54	08/25/20 12:58	1	0
Guest		Jena Huffman (Unknown)	65 mins	08/25/20 11:58	08/25/20 13:03	1	0
Guest		Lucia_ Julie Doebereiner (Unknown)	65 mins	08/25/20 11:57	08/25/20 13:03	1	0
Guest		Lucia_ Chris Baker (Unknown)	66 mins	08/25/20 11:57	08/25/20 13:03	1	0
Guest		Laura Stapf (Unknown)	66 mins	08/25/20 11:56	08/25/20 13:03	1	0
Guest		Schall_ Justine Fecik (Unknown)	67 mins	08/25/20 11:56	08/25/20 13:04	1	0
Guest		Lucia_ Melissa Patterson (Unknown)	67 mins	08/25/20 11:55	08/25/20 13:02	1	0
Guest		Kim Fitzgerald (Unknown)	67 mins	08/25/20 11:55	08/25/20 13:03	1	0
Guest		Lucia_ Jessica Reese (Unknown)	68 mins	08/25/20 11:54	08/25/20 13:03	1	0
Guest		Natale Lauren Kerns (Unknown)	69 mins	08/25/20 11:54	08/25/20 13:03	1	0
Guest		Johnson_ Cathryn Mack (Unknown)	69 mins	08/25/20 11:53	08/25/20 13:03	1	0

School Name	Invitee ID	Attendee ID	Display Name
			Cathryn Ramsey
			Susan Lipiec
			Kaelyn Hoffman
			Johnson_ Kym Humanick
			Brittany Froehlich
			Lucia_ Lacey Olbryk
			Jessica Barnhart
			Schall_ Carissa Emrick
			Kim Fiscus
			Lucia_ Anna Baranoski
			Lucia_ Jenna Dietrich 1
			Nicolette Hollenbach
			Kelly Berstecher
			Lauren Lamison
			Jennifer Zollman
			Schall Lisa Savitz
			Becky Congdon
			Melissa Stump
			Natale_ Breanne Scears
			Jen Lucia
			Jena Huffman
			Lucia_ Julie Doebereiner
			Lucia_ Chris Baker
			Laura Stapf
			Schall_ Justine Fecik
			Lucia_ Melissa Patterson
			Kim Fitzgerald
			Lucia_ Jessica Reese
			Natale Lauren Kerns
			Johnson_ Cathryn Mack

Participant Type	Invitee Name (Role)	Attendee Name (Role)	Attendance Duration	Login Time	Logout Time	No. of Logins	No. of Clicks
Guest		Sue Lelko (Unknown)	70 mins	08/25/20 11:54	08/25/20 13:04	1	0
Guest		Molly Garczynski (Unknown)	70 mins	08/25/20 11:53	08/25/20 13:03	1	0
Guest		Maura Basso (Unknown)	70 mins	08/25/20 11:53	08/25/20 13:03	1	0
Guest		Schall_Theresa Draeger (Unknown)	70 mins	08/25/20 11:53	08/25/20 13:04	1	0
Guest		Serena Costello (Unknown)	70 mins	08/25/20 11:52	08/25/20 13:02	1	0
Guest		Jenn Cadieux (Unknown)	70 mins	08/25/20 11:52	08/25/20 13:03	1	0
Guest		Kristy Welsh (Unknown)	71 mins	08/25/20 11:52	08/25/20 13:04	1	0
Guest		Lucia_Brianna Pontious (Unknown)	71 mins	08/25/20 11:51	08/25/20 13:03	1	0
Guest		Lucia_Ashley Malec (Unknown)	73 mins	08/25/20 11:49	08/25/20 13:02	1	0
Guest		Allison Sweeney (Unknown)	76 mins	08/25/20 11:45	08/25/20 13:02	1	0
Guest		Heather Silberman (Unknown)	78 mins	08/25/20 11:44	08/25/20 13:03	1	0

School Name	Invitee ID	Attendee ID	Display Name
			Sue Lelko
			Molly Garczynski
			Maura Basso
			Schall_Theresa Draeger
			Serena Costello
			Jenn Cadieux
			Kristy Welsh
			Lucia_Brianna Pontious
			Lucia_Ashley Malec
			Allison Sweeney
			Heather Silberman

Session Name	Transition Workshop
Session Type	Assembly
Instructional Level	General
Session Owner	Witman, Morgan
Teacher	Witman, Morgan
Subject	Other
Unit / Lesson	
Program(s)	None
Date and Time	Tue 08/25/2020, 12:00pm-01:00pm (EDT)
Number of Required and Optional Participants	700%
Participation Rate of Required and Optional Participants	86%
Number of Required Participants	600%
Participation Rate of Required Participants	83%
Number of Guests	9400%
Course Codes	
Course Names	

Table of Contents

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- ▶ Survey Level Assessment (SLA) - pg 5
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 - ▶ MCAP, NSF - pgs 9-12
 - ▶ Early Literacy - pgs 13-16
 - ▶ Early Numeracy - pgs 17-20
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Timestamp	Email Address	Name	
8/11/2020 16:09:17	eslacktish@agora.org	First Name	Last Name
8/10/2020 16:17:54	bfroehlich@agora.org	Brittany	Froehlich
8/11/2020 9:47:35	lobryk@agora.org	Lacey	Olbryk
8/11/2020 14:10:36	asweeney@agora.org	Allison	Sweeney
8/11/2020 14:39:46	cmack@agora.org	Cathryn	Mack
8/11/2020 15:46:09	twalker@agora.org	Tara	Walker
8/11/2020 22:22:43	lsvonavec@agora.org	Lauren	Svonavec
8/12/2020 7:39:19	bscears@agora.org	Breanne	Scears
8/12/2020 9:11:40	jshaffer3@agora.org	Janelle	Shaffer
8/12/2020 9:15:59	kbeadle@agora.org	Karla	Beadle
8/12/2020 12:09:49	jdepietro@agora.org	Jenn	DePietro
8/12/2020 12:35:02	jdeemer@agora.org	Judy	Deemer
8/12/2020 15:02:45	jbeeken@agora.org	Jennifer	Beeken
8/12/2020 20:06:27	bcantwell@agora.org	Brittney	Cantwell
8/13/2020 10:07:21	svietmeier@agora.org	Stacy	Vietmeier
8/13/2020 10:45:26	aschmidt@agora.org	Ashley	Schmidt
8/13/2020 11:28:25	cbarkley@agora.org	Cortney	Barkley
8/13/2020 13:36:30	lstapf@agora.org	Laura	Stapf
8/13/2020 13:59:15	chartman@agora.org	Cathrine	Hartman
8/13/2020 15:48:05	slelko@agora.org	Susan	Lelko
8/13/2020 15:48:19	nreimers@agora.org	Nancy	Reimers
8/14/2020 13:51:48	rperri@agora.org	Renee	Perri
8/14/2020 14:24:45	cganter@agora.org	Crysta	Ganter
8/14/2020 17:38:21	lbrestensky@agora.org	Lisa	Brestensky
8/14/2020 22:27:50	jreese@agora.org	Jessica	Reese
8/17/2020 8:13:08	ckirchner@agora.org	Carly	Kirchner
8/17/2020 10:45:27	cbryan@agora.org	Carol	Bryan
8/17/2020 13:10:54	jfecik@agora.org	Justine	Fecik
8/17/2020 13:37:32	dfurka@agora.org	David	Furka
8/17/2020 13:39:05	jhuffman@agora.org	Jena	Huffman
8/17/2020 20:06:34	klapsker@agora.org	Kristina	Lapsker
8/18/2020 11:05:17	aarmstrong@agora.org	Amanda	Armstrong
8/18/2020 11:05:19	mgaso@agora.org	Melissa	Gaso
8/18/2020 11:48:33	nkrol@agora.org	Nicole	Krol
8/18/2020 12:19:35	kfitzgerald@agora.org	Kim	Fitzgerald
8/18/2020 13:35:37	jdunlap@agora.org	Jill	Dunlap
8/18/2020 13:39:38	lradico@agora.org	Lauren	Radico
8/18/2020 13:57:21	dodonnell@agora.org	Dana	O'Donnell
8/18/2020 15:21:25	oeckels@agora.org	Olivia	Eckels
8/18/2020 15:38:49	slipiec@agora.org	Susan	Lipiec
8/18/2020 15:51:27	jcapitano@agora.org	Jesse	Capitano
8/18/2020 16:32:45	mstump@agora.org	Melissa	Stump

Timestamp	Email Address	Name	
8/18/2020 17:23:11	adenham@agora.org	Angie	Denham
8/18/2020 19:19:32	kcostanzo@agora.org	Kristal	Costanzo
8/19/2020 12:29:00	cpanchura@agora.org	Chelsey	Panchura
8/19/2020 13:04:57	lspratt@agora.org	Leslie	Spratt
8/19/2020 13:28:28	kwelsh@agora.org	Kristy	Welsh
8/19/2020 14:04:01	thunkele@agora.org	Terri	Hunkele
8/19/2020 14:17:41	jdietrich@agora.org	Jenna	Dietrich
8/19/2020 18:33:36	astaley2@agora.org	Amber	Staley
8/19/2020 20:04:12	mpelissier@agora.org	Michelle	Pelissier
8/19/2020 20:59:44	hsilberman@agora.org	Heather	Silberman
8/19/2020 21:11:16	jmoyer2@agora.org	Jill	Moyer
8/20/2020 13:30:53	rcongdon@agora.org	Rebekah	Congdon
8/20/2020 21:31:40	jbarnhart@agora.org	Jessica	Barnhart
8/21/2020 9:26:40	mlove@agora.org	Melissa	Love
8/21/2020 9:50:17	tdraeger@agora.org	Theresa	Draeger
8/21/2020 12:44:58	jzollman@agora.org	Jennifer	Zollman
8/21/2020 23:42:12	mgarczynski@agora.org	Molly	Garczynski
8/22/2020 10:20:46	alarge@agora.org	Allison	Large
8/22/2020 13:49:32	skennedy@agora.org	Sabrina	Kennedy
8/23/2020 10:02:27	lkerns@agora.org	Lauren	Kerns
8/23/2020 16:54:22	syoun@agora.org	Sasha	Young
8/23/2020 17:39:05	amalec@agora.org	Ashley	Malec
8/23/2020 17:46:49	dpacolay@agora.org	Dana	Pacolay
8/23/2020 18:00:49	jseverino@agora.org	Jill	Severino
8/23/2020 20:09:34	abrisbane@agora.org	Amber	Brisbane
8/24/2020 4:47:10	hcobert@agora.org	Heather	Cobert
8/24/2020 9:26:21	cemrick@agora.org	Carissa	Emrick
8/24/2020 10:02:30	jbuss@agora.org	Jennifer	Buss
8/24/2020 10:23:14	lpagliei@agora.org	Lynn	Pagliei
8/24/2020 10:30:20	gmallon@agora.org	Regina	Mallon
8/24/2020 10:31:07	afarster@agora.org	Ashley	Farster
8/24/2020 11:20:45	tambuka@agora.org	Tracey	Ambuka
8/24/2020 14:47:00	akimmage@agora.org	Amanda	Moyer
8/24/2020 15:18:03	gfiscus@agora.org	Grace	Fiscus
8/24/2020 16:55:32	cbaker@agora.org	Chris	Baker
8/24/2020 19:29:17	kpaolino@agora.org	Kim	Paolino
8/24/2020 20:00:40	jlinderman@agora.org	Jessica	Linderman
8/24/2020 20:06:37	cwiddop@agora.org	Christen	Widdop
8/24/2020 20:12:17	bpontious@agora.org	Brianna	Pontious
8/24/2020 21:35:20	bfink@agora.org	Brittany	Fink
8/24/2020 23:34:43	jdoebereiner@agora.org	Julie	Doebereiner
8/25/2020 7:09:21	lsavitz@agora.org	Lisa	Savitz

Timestamp	Email Address	Name	
8/25/2020 7:51:17	lsavitz@agora.org	Lisa	Savitz
8/25/2020 8:16:48	gdonch@agora.org	Gina	Rodriguez
8/25/2020 14:24:16	jcadieus@agora.org	Jenn	Cadieus
8/25/2020 15:32:19	hdodge@agora.org	Heidi	Dodge
8/26/2020 12:28:55	cramsey@agora.org	Cathryn	Ramsey
8/26/2020 12:32:17	ehenretta@agora.org	Erikka	Henretta
8/26/2020 12:45:28	mbasso@agora.org	Maura	Basso
8/31/2020 13:21:53	mbotti@agora.org	Michelle	Botti
9/1/2020 13:51:36	khoffman@agora.org	Kaelyn	Hoffman
9/3/2020 10:23:57	kshannon@agora.org	Keri	Shannon
9/7/2020 13:21:15	bcooper@agora.org	Barb	Cooper
9/8/2020 11:11:54	mmccracken@agora.org	Melissa	McCracken
9/15/2020 9:25:05	llamison@agora.org	Lauren Lamison	
9/15/2020 9:46:24	scostello@agora.org	Serena Costello	
9/15/2020 11:00:20	nhollenbach@agora.org	Nicolette Hollenbach	
9/16/2020 15:45:42	araught@agora.org	Amy Raught	
9/16/2020 22:36:17	tkozak@agora.org	Tamara Kozak	
9/29/2020 11:14:06	hgallagher@agora.org	Heather Gallagher	
10/8/2020 16:17:43	akammermeier@agora.or	Amanda Kammermeier	

8/26/20 – Attainment – Early Literacy Skill Builders & Building with Stories Agenda

- Introduction to ELSB and the HUB
- Assigning Students
- Direct Instruction & Implementation of the Program
- Assessments
- Running Reports
- Building with Stories Framework
- Incorporating literature into ELSB

8/26/20 – Attainment

Early Literacy Skill Builders and Building with Stories

Attendee List

Cathryn Mack

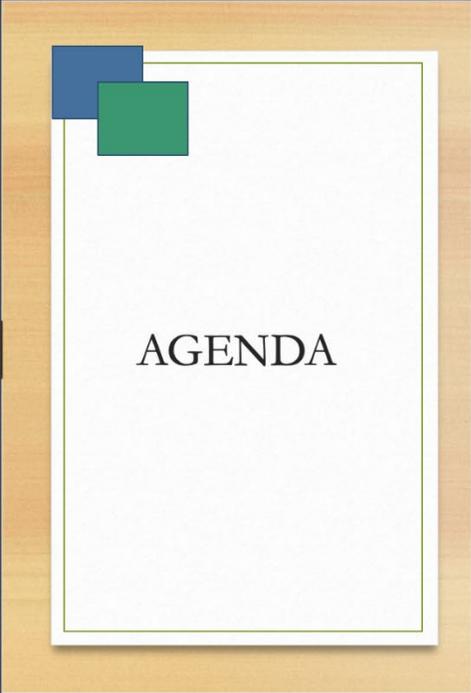
Heidi Dodge

Maria Harlan

Anna Lepsch

8/31/20 – Attainment – Early Literacy Skill Builders For Older Students

- ELSB for Older Students & the HUB
- Implementation of program
- Assigning Students
- Assessments
- Reports
- Connecting to Building with Stories



AGENDA

Agenda for CR Training

- Team Introductions
- Course pacing & student expectations
- General Ed & Special Ed supports
- Summer schedule
- Crisis protocol in summer
Timeline
- Timesheets and pay periods
- Procuring substitutes



Credit Recovery Training

[Attendance](#)[Chat](#)[Files](#)[Details](#)[Scheduling Assistant](#)[Meeting notes](#)[Whiteboard](#)[Join](#)[Close](#)

SUMMARY

15 Attended	10:50 AM - 11:57 AM Start and end time	1h 6m 43s Meeting duration	32m 17s Average attendance time
-----------------------	--	--------------------------------------	---

PARTICIPANTS

Name	Duration	Join time	Leave time	Role
Lisa Savitz lsavitz@agora.org	37m 28s	10:50 AM	11:28 AM	Presenter
Shari Widlund swidlund@agora.org	37m 12s	10:50 AM	11:28 AM	Presenter
Jennifer Flatley jflatley@agora.org	36m 38s	10:51 AM	11:28 AM	Presenter
Carissa Emrick cemrick@agora.org	35m 5s	10:53 AM	11:28 AM	Presenter
Brett Stevens bstevens2@agora.org	33m 38s	10:54 AM	11:28 AM	Presenter
Erinn Slacktish eslacktish@agora.org	32m 1s	10:56 AM	11:28 AM	Presenter
Serena Costello scostello@agora.org	30m 30s	10:57 AM	11:28 AM	Presenter
Danielle Schall dschall@agora.org	30m 50s	10:57 AM	11:28 AM	Presenter

Agenda

- ▶ Why should you know how to utilize Easy Trac?
- ▶ What information should you have handy before logging in?
- ▶ How do you log into Easy Trac
- ▶ How do you access a student?
- ▶ Select the correct student
- ▶ How do I find information-Option A
- ▶ How do I find information-Option B
- ▶ WAIT! What if I see more than one therapist?
- ▶ Related services tab
- ▶ How do I run a service report for a related service?
- ▶ Service Report Sample
- ▶ Running Service Documentation Review Report
- ▶ Documenting contact in EasyTrac
- ▶ Communication with Therapist
- ▶ Sample introduction email
- ▶ Monthly email
- ▶ Thank you!!

Timestamp	Email Address	Name	
8/11/2020 16:09:17	eslacktish@agora.org	First Name	Last Name
8/10/2020 16:17:54	bfroehlich@agora.org	Brittany	Froehlich
8/11/2020 9:47:35	lobryk@agora.org	Lacey	Olbryk
8/11/2020 14:10:36	asweeney@agora.org	Allison	Sweeney
8/11/2020 14:39:46	cmack@agora.org	Cathryn	Mack
8/11/2020 15:46:09	twalker@agora.org	Tara	Walker
8/11/2020 22:22:43	lsvonavec@agora.org	Lauren	Svonavec
8/12/2020 7:39:19	bscears@agora.org	Breanne	Scears
8/12/2020 9:11:40	jshaffer3@agora.org	Janelle	Shaffer
8/12/2020 9:15:59	kbeadle@agora.org	Karla	Beadle
8/12/2020 12:09:49	jdepietro@agora.org	Jenn	DePietro
8/12/2020 12:35:02	jdeemer@agora.org	Judy	Deemer
8/12/2020 15:02:45	jbeeken@agora.org	Jennifer	Beeken
8/12/2020 20:06:27	bcantwell@agora.org	Brittney	Cantwell
8/13/2020 10:07:21	svietmeier@agora.org	Stacy	Vietmeier
8/13/2020 10:45:26	aschmidt@agora.org	Ashley	Schmidt
8/13/2020 11:28:25	cbarkley@agora.org	Cortney	Barkley
8/13/2020 13:36:30	lstapf@agora.org	Laura	Stapf
8/13/2020 13:59:15	chartman@agora.org	Cathrine	Hartman
8/13/2020 15:48:05	slelko@agora.org	Susan	Lelko
8/13/2020 15:48:19	nreimers@agora.org	Nancy	Reimers
8/14/2020 13:51:48	rperri@agora.org	Renee	Perri
8/14/2020 14:24:45	cganter@agora.org	Crysta	Ganter
8/14/2020 17:38:21	lbrestensky@agora.org	Lisa	Brestensky
8/14/2020 22:27:50	jreese@agora.org	Jessica	Reese
8/17/2020 8:13:08	ckirchner@agora.org	Carly	Kirchner
8/17/2020 10:45:27	cbryan@agora.org	Carol	Bryan
8/17/2020 13:10:54	jfecik@agora.org	Justine	Fecik
8/17/2020 13:37:32	dfurka@agora.org	David	Furka
8/17/2020 13:39:05	jhuffman@agora.org	Jena	Huffman
8/17/2020 20:06:34	klapsker@agora.org	Kristina	Lapsker
8/18/2020 11:05:17	aarmstrong@agora.org	Amanda	Armstrong
8/18/2020 11:05:19	mgaso@agora.org	Melissa	Gaso
8/18/2020 11:48:33	nkrol@agora.org	Nicole	Krol
8/18/2020 12:19:35	kfitzgerald@agora.org	Kim	Fitzgerald
8/18/2020 13:35:37	jdunlap@agora.org	Jill	Dunlap
8/18/2020 13:39:38	lradico@agora.org	Lauren	Radico
8/18/2020 13:57:21	dodonnell@agora.org	Dana	O'Donnell
8/18/2020 15:21:25	oeckels@agora.org	Olivia	Eckels
8/18/2020 15:38:49	slipiec@agora.org	Susan	Lipiec
8/18/2020 15:51:27	jcapitano@agora.org	Jesse	Capitano
8/18/2020 16:32:45	mstump@agora.org	Melissa	Stump

Timestamp	Email Address	Name	
8/18/2020 17:23:11	adenham@agora.org	Angie	Denham
8/18/2020 19:19:32	kcostanzo@agora.org	Kristal	Costanzo
8/19/2020 12:29:00	cpanchura@agora.org	Chelsey	Panchura
8/19/2020 13:04:57	lspratt@agora.org	Leslie	Spratt
8/19/2020 13:28:28	kwelsh@agora.org	Kristy	Welsh
8/19/2020 14:04:01	thunkele@agora.org	Terri	Hunkele
8/19/2020 14:17:41	jdietrich@agora.org	Jenna	Dietrich
8/19/2020 18:33:36	astaley2@agora.org	Amber	Staley
8/19/2020 20:04:12	mpelissier@agora.org	Michelle	Pelissier
8/19/2020 20:59:44	hsilberman@agora.org	Heather	Silberman
8/19/2020 21:11:16	jmoyer2@agora.org	Jill	Moyer
8/20/2020 13:30:53	rcongdon@agora.org	Rebekah	Congdon
8/20/2020 21:31:40	jbarnhart@agora.org	Jessica	Barnhart
8/21/2020 9:26:40	mlove@agora.org	Melissa	Love
8/21/2020 9:50:17	tdraeger@agora.org	Theresa	Draeger
8/21/2020 12:44:58	jzollman@agora.org	Jennifer	Zollman
8/21/2020 23:42:12	mgarczynski@agora.org	Molly	Garczynski
8/22/2020 10:20:46	alarge@agora.org	Allison	Large
8/22/2020 13:49:32	skennedy@agora.org	Sabrina	Kennedy
8/23/2020 10:02:27	lkerns@agora.org	Lauren	Kerns
8/23/2020 16:54:22	syoun@agora.org	Sasha	Young
8/23/2020 17:39:05	amalec@agora.org	Ashley	Malec
8/23/2020 17:46:49	dpacolay@agora.org	Dana	Pacolay
8/23/2020 18:00:49	jseverino@agora.org	Jill	Severino
8/23/2020 20:09:34	abrisbane@agora.org	Amber	Brisbane
8/24/2020 4:47:10	hcobert@agora.org	Heather	Cobert
8/24/2020 9:26:21	cemrick@agora.org	Carissa	Emrick
8/24/2020 10:02:30	jbuss@agora.org	Jennifer	Buss
8/24/2020 10:23:14	lpagliei@agora.org	Lynn	Pagliei
8/24/2020 10:30:20	gmallon@agora.org	Regina	Mallon
8/24/2020 10:31:07	afarster@agora.org	Ashley	Farster
8/24/2020 11:20:45	tambuka@agora.org	Tracey	Ambuka
8/24/2020 14:47:00	akimmagine@agora.org	Amanda	Moyer
8/24/2020 15:18:03	gfiscus@agora.org	Grace	Fiscus
8/24/2020 16:55:32	cbaker@agora.org	Chris	Baker
8/24/2020 19:29:17	kpaolino@agora.org	Kim	Paolino
8/24/2020 20:00:40	jlinderman@agora.org	Jessica	Linderman
8/24/2020 20:06:37	cwiddop@agora.org	Christen	Widdop
8/24/2020 20:12:17	bpontious@agora.org	Brianna	Pontious
8/24/2020 21:35:20	bfink@agora.org	Brittany	Fink
8/24/2020 23:34:43	jdoebereiner@agora.org	Julie	Doebereiner
8/25/2020 7:09:21	lsavitz@agora.org	Lisa	Savitz

Timestamp	Email Address	Name	
8/25/2020 7:51:17	lsavitz@agora.org	Lisa	Savitz
8/25/2020 8:16:48	gdonch@agora.org	Gina	Rodriguez
8/25/2020 14:24:16	jcadieux@agora.org	Jenn	Cadieux
8/25/2020 15:32:19	hdodge@agora.org	Heidi	Dodge
8/26/2020 12:28:55	cramsey@agora.org	Cathryn	Ramsey
8/26/2020 12:32:17	ehenretta@agora.org	Erikka	Henretta
8/26/2020 12:45:28	mbasso@agora.org	Maura	Basso
8/31/2020 13:21:53	mbotti@agora.org	Michelle	Botti
9/1/2020 13:51:36	khoffman@agora.org	Kaelyn	Hoffman
9/3/2020 10:23:57	kshannon@agora.org	Keri	Shannon
9/7/2020 13:21:15	bcooper@agora.org	Barb	Cooper
9/8/2020 11:11:54	mmccracken@agora.org	Melissa	McCracken
9/15/2020 9:25:05	llamison@agora.org	Lauren Lamison	
9/15/2020 9:46:24	scostello@agora.org	Serena Costello	
9/15/2020 11:00:20	nhollenbach@agora.org	Nicolette Hollenbach	
9/16/2020 15:45:42	araught@agora.org	Amy Raught	
9/16/2020 22:36:17	tkozak@agora.org	Tamara Kozak	
9/29/2020 11:14:06	hgallagher@agora.org	Heather Gallagher	
10/8/2020 16:17:43	akammermeier@agora.or	Amanda Kammermeier	

Overview of Tutorial

- Logging into EasyTrac via ClassLink
- Accessing Students
- Running Service Documentation Review Report
- Acquiring Therapist Information

SUMMARY

33 Attended

8:45 AM - 10:00 AM Start and end time

1h 14m 35s Meeting duration

1h 3m 37s Average attendance time

PARTICIPANTS

Name

Duration

Join time

Leave time

Role

Cathryn Mackcmack@agora.org

1h 14m 9s

8:45 AM

9:59 AM

Presenter

Heidi Dodgehdodge@agora.org

1h 13m 7s

8:46 AM

9:59 AM

Presenter

Theresa Bashtbash@agora.org

1h 11m 6s

8:48 AM

9:59 AM

Presenter

Kristina Lapskerklapsker@agora.org

1h 10m 53s

8:48 AM

9:59 AM

Presenter

Lisa Savitzlsavitz@agora.org

1h 10m 48s

8:48 AM

9:59 AM

Presenter

Sasha Youngsyong@agora.org

1h 9m 23s

8:49 AM

9:58 AM

Presenter

Jennifer Flatleyjflatley@agora.org

1h 9m 53s

8:49 AM

9:59 AM

Presenter

Amy Raughtaraught@agora.org

1h 9m 13s

8:49 AM

9:58 AM

Presenter

Janet Ulewiczjulewicz@agora.org

1h 9m 31s

8:49 AM

9:59 AM

Presenter
David Furkadfurka@agora.org
1h 9m 30s
8:50 AM
9:59 AM
Presenter
Michelle Pelissiermpelissier@agora.org
1h 7m 47s
8:51 AM
9:59 AM
Presenter
Colien Byersbyers@agora.org
1h 7m 56s
8:51 AM
9:59 AM
Presenter
Brett Stevensbstevens2@agora.org
1h 6m 45s
8:51 AM
9:58 AM
Presenter
Danielle Schalldschall@agora.org
1h 2m 48s
8:52 AM
9:54 AM
Presenter
Meredith Conwaymconway@agora.org
1h 6m
8:53 AM
9:59 AM
Presenter
Stacy Vietmeiersvietmeier@agora.org
1h 4m 41s
8:54 AM
9:59 AM
Presenter
Amber Staleyastaley2@agora.org
1h 3m 43s
8:55 AM
9:59 AM
Presenter
Melissa Stumpmstump@agora.org
1h 3m 39s
8:55 AM
9:59 AM
Presenter
Leslie Sprattlspratt@agora.org
1h 3m 31s
8:55 AM
9:59 AM
Presenter
Melanie Hathawaymhathaway@agora.org
1h 3m 33s
8:56 AM
9:59 AM

Presenter

Maria Harlanmharlan@agora.org

1h 3m 33s

8:56 AM

9:59 AM

Presenter

Erinn Slacktisheslacktish@agora.org

44m 46s

8:56 AM

9:41 AM

Presenter

Gillian Kaufmangkaufman@agora.org

1h 2m 44s

8:56 AM

9:59 AM

Presenter

Jen Luciajlucia@agora.org

1h 2m 23s

8:57 AM

9:59 AM

Presenter

Maryann Johnsonmajohnson@agora.org

1h 2m 52s

8:57 AM

10:00 AM

Organizer

Anna Lepschalepsch@agora.org

1h 1m 49s

8:57 AM

9:59 AM

Presenter

Valerie Natalevnatale@agora.org

1h 2m 28s

8:57 AM

10:00 AM

Presenter

Robin Hartmanrhartman@agora.org

39m 45s

8:58 AM

9:38 AM

Presenter

Michelle Cukaskasmcukaskas@agora.org

1h 37s

8:59 AM

9:59 AM

Presenter

Judy Deemerjdeemer@agora.org

1h 1s

8:59 AM

9:59 AM

Presenter

Jennifer Fisher Clarkjclark@agora.org

1h 3s

8:59 AM

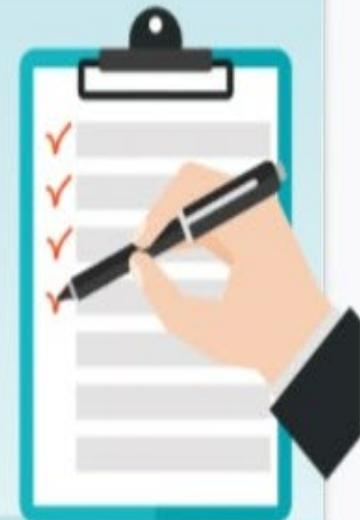
9:59 AM

Presenter
Lynn Paglieipagliei@agora.org
43m 47s
9:00 AM
9:43 AM
Presenter
Chris Bakercbaker@agora.org
56m 52s
9:01 AM
9:58 AM
Presenter

Agenda

- A Big Thank You
- Meet your ESY AD
- What Can you Expect from your ESY AD
- Duties & Responsibilities
- Substitute Information
- Timesheet Information
- Crisis Information
- ESY Folder 2021 and Essential Reminders
- Q&A

Please take note of any questions and save them for the end.



Today, we will

- ◆ Cover IEP Writing Guide (tips & tricks)
- ◆ Distribute 2020-21 IEP Writing Guides and IEP analysis
- ◆ Highlight IEP Meeting Tips.
- ◆ Highlight COVID items.
- ◆ Answer general questions.



Today, you will

- ◆ Listen, ask and Learn!
- ◆ Respond to Questions
- ◆ Learn and Grow as a roster-holder.
- ◆ Have fun!



... |1225280_MS. ERINN SLACKTISH_AGORA TEACHER

▲
Freyvogel_Whitney Bargerstock (Participant)
Schall_JoDeen Buckwalter (Participant)
Natale_Laura Stapf (Participant)
AGORA ADMIN (Moderator)
Natale_Heather Silberman (Participant)
Natale_Breanne Scears (Participant)
Erinn Slacktish (Participant)
Colleen Freyvogel (Moderator)
Freyvogel_Janelle Shaffer (Participant)
Freyvogel-Bruss_Jess Capitano (Participant)
Natalie_Jennifer Zollman (Participant)
Schall_Carissa Emrick (Participant)
Freyvogel_Chelsey Panchura (Participant)
Natale_Lauren Kerns (Participant)
Natale - Melissa Gaso (Participant)
Schall_Lynn Pagliei (Participant)
freyvogel_jenn cadieux (Participant)
Valerie Natale (Moderator)
Schall_Michelle Olsavsky (Participant)
Natale_ Jena Huffman (Participant)
Natale_Serena Costello (Participant)
Natale_Allison Sweeney (Participant)
Schall_Justine Fecik (Participant)
Schall_Becky Congdon (Participant)
Natale_Keri Shannon (Participant)
Schall-Melissa Love (Participant)
Freyvogel_Kim Fiscus (Participant)
Schall_LIisa Savitz (Participant)
Schall_Sasha Young (Participant)
Lamison_Natale (Participant)
Natale_Kristy Welsh (Participant)
Natale_Nicolette Hollenbach (Participant)
Natale Sue Lelko (Participant)
Schall_ Theresa Draeger (Participant)

HS Course Selection for MS Training Attendees.txt - Notepad

File Edit Format View Help

DANIELLE SCHALL

AGORA ADMIN (Moderator)

Lucia_Bridget Ellis (Participant)

Lucia_Ashley Malec (Participant)

Johnson_David Furka (Participant)

Lucia_Jessica Barnhart (Participant)

Johnson_Anna Lepsch (Participant)

Johnson_Lauren Svonavec (Participant)

Lucia_Chris Baker #2 (Participant)

Johnson_Maria Harlan (Participant)

Freyvogel_Whitney Bargerstock (Participant)

Melissa Patterson (Participant)

Freyvogel_Kim Fiscus (Participant)

Morgan Witman (Moderator)

Johnson_Brittany Fink (Participant)

Johnson_Molly Garczynski (Participant)

Jen Lucia (Participant)

Lucia_Brianna Pontious (Participant)

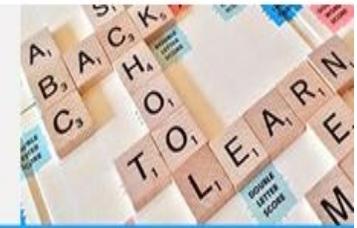
Lucia_Anna Baranoski (Participant)

Valerie Natale (Participant)

Johnson_Jessica Linderman (Participant)

Lucia_Jessica Reese (Participant)

Today's Objectives



This session will:



- Cover IEP Writing Guide
- Distribute updated IEP Writing Guide and 2020-2021 IEP Analysis form
- Provide Measurable Annual Goal writing training

	A	B	C	D	E	F	G	H	I	J	K
1	Timestamp	Email Address	Name		Supervisor	What is one example of a formative assessment?	Academic goals have a standard, anchor, or element from the curriculum framework. This standard should:	Related service goals	Performance criteria does not include	When setting up your sub folder what is something you should not include?	For substitute coverage I have to do the following at least 48 hours in advance:
2	8/11/2020 16:09:17	eslacktish@agora.org	First Name	Last Name		Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
3	8/10/2020 16:17:54	bfroehlich@agora.org	Brittany	Froehlich	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
4	8/11/2020 9:47:35	lolbryk@agora.org	Lacey	Olbryk	Lucia	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
5	8/11/2020 14:10:36	asweeney@agora.org	Allison	Sweeney	Natale	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
6	8/11/2020 14:39:46	cmack@agora.org	Cathryn	Mack	Johnson	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
7	8/11/2020 15:46:09	twalker@agora.org	Tara	Walker	Schall	Classroom test scores	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
8	8/11/2020 22:22:43	lsvonavec@agora.org	Lauren	Svonavec	Johnson	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
9	8/12/2020 7:39:19	bscears@agora.org	Breanne	Scears	Val Natale	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	the level of mastery	prior year's information	Create a folder with lesson plan info.
10	8/12/2020 9:11:40	jschaffer3@agora.org	Janelle	Shaffer	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems
11	8/12/2020 9:15:59	kbeadle@agora.org	Karla	Beadle	Cukauskas	CDT	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
12	8/12/2020 12:09:49	jdepietro@agora.org	Jenn	DePietro	Witman	Classroom test scores	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
13	8/12/2020 12:35:02	jdeemer@agora.org	Judy	Deemer	Natale	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
14	8/12/2020 15:02:45	jbeeken@agora.org	Jennifer	Beeken	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.

	L	M	N	O	P	Q	R	S
1	If a student needs special materials listed in his/her IEP such as print materials, enlargements, or access to a curriculum I should:	IEPs do not need to be held if:	A student should have a NEW baseline if:	A full team meeting is needed for a SAIP when:	Why do I need to complete a related services webform after a SAIP meeting?	Do I need to request ASYNC attendance mode if the student has a doctor's note requesting this?	Where is the best place to obtain therapist contact information?	Where should I document contact with related service providers?
2	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
3	Email my supervisor with details of what is needed	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
4	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
5	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
6	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
7	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
8	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
9	Submit the special education AT and materials survey	the parent doesn't prefer a meeting even though the annual is due	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
10	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
11	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
12	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The student is not making progress	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
13	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	only when it's the third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
14	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	

	T	U	V	W
1	How often should I keep in contact with my student's related service provider?	What norms should be used this year for goal setting?	All students should be baselined up to the:	Why can't you use the goal set slider in AimswebPlus when goal setting for the Classic Measures?
2	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
3	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
4	Quarterly	Winter	below average range	There are no Student Growth Percentiles loaded.
5	Quarterly	Winter	well below average range	You should always use the goal set slider.
6	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
7	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
8	Weekly	Winter	frustration level range	There are no Student Growth Percentiles loaded.
9	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
10	Weekly	Winter	well below average range	There are no Student Growth Percentiles loaded.
11	Weekly	Winter	well below average range	There are no Student Growth Percentiles loaded.
12	At least as often as the IEP indicates	Winter	frustration level range	
13	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
14	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.

	A	B	C	D	E	F	G	H	I	J	K
1	Timestamp	Email Address	Name		Supervisor	What is one example of a formative assessment?	Academic goals have a standard, anchor, or element from the curriculum framework. This standard should:	Related service goals	Performance criteria does not include	When setting up your sub folder what is something you should not include?	For substitute coverage I have to do the following at least 48 hours in advance:
15	8/12/2020 20:06:27	bcantwell@agora.org	Brittney	Cantwell	Johnson	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
16	8/13/2020 10:07:21	svietmeier@agora.org	Stacy	Vietmeier	Johnson	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	number of times needed to demonstrate mastery	prior year's information	Create slides for the lesson that include answers to the problems
17	8/13/2020 10:45:26	aschmidt@agora.org	Ashley	Schmidt	Cukauskas	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems
18	8/13/2020 11:28:25	cbarkley@agora.org	Cortney	Barkley	Lucia	Classroom test scores	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
19	8/13/2020 13:36:30	lstapf@agora.org	Laura	Stapf	Natale	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems
20	8/13/2020 13:59:15	chartman@agora.org	Cathrine	Hartman	Cukauskas	Classroom test scores	should be on the student's grade level	Must have 3 parts of the MAG criteria	an evaluation schedule	prior year's information	Create a folder with lesson plan info.
21	8/13/2020 15:48:05	slelko@agora.org	Susan	Lelko	Natale	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
22	8/13/2020 15:48:19	nreimers@agora.org	Nancy	Reimers	Schall	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
23	8/14/2020 13:51:48	rperri@agora.org	Renee	Perri	Natale	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
24	8/14/2020 14:24:45	cganter@agora.org	Crysta	Ganter	Cukauskas	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
25	8/14/2020 17:38:21	lbrestensky@agora.org	Lisa	Brestensky	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
26	8/14/2020 22:27:50	jreese@agora.org	Jessica	Reese	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
27	8/17/2020 8:13:08	ckirchner@agora.org	Carly	Kirchner	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems

	L	M	N	O	P	Q	R	S
1	If a student needs special materials listed in his/her IEP such as print materials, enlargements, or access to a curriculum I should:	IEPs do not need to be held if:	A student should have a NEW baseline if:	A full team meeting is needed for a SAIP when:	Why do I need to complete a related services webform after a SAIP meeting?	Do I need to request ASYNC attendance mode if the student has a doctor's note requesting this?	Where is the best place to obtain therapist contact information?	Where should I document contact with related service providers?
15	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
16	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
17	Email my supervisor with details of what is needed	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
18	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
19	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	I do not need to complete the related services webform even if the student has related services he/she is not attending.	Yes, because it's a doctor's note and the schools always has to follow a doctor's note.	Easy Trac	Tyler
20	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
21	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
22	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
23	Email my supervisor with details of what is needed	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
24	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
25	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
26	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
27	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac

	T	U	V	W
1	How often should I keep in contact with my student's related service provider?	What norms should be used this year for goal setting?	All students should be baselined up to the:	Why can't you use the goal set slider in AimswebPlus when goal setting for the Classic Measures?
15	Weekly	Winter	well below average range	There are no Student Growth Percentiles loaded.
16	Weekly	Fall	frustration level range	The norms are only based on the LEA norms and not the National norms.
17	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
18	Quarterly	Winter	frustration level range	There are no Student Growth Percentiles loaded.
19	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
20	At least as often as the IEP indicates	Winter	frustration level range	There are no Student Growth Percentiles loaded.
21	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
22	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
23	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
24	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
25	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
26	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
27	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.

	A	B	C	D	E	F	G	H	I	J	K
1	Timestamp	Email Address	Name		Supervisor	What is one example of a formative assessment?	Academic goals have a standard, anchor, or element from the curriculum framework. This standard should:	Related service goals	Performance criteria does not include	When setting up your sub folder what is something you should not include?	For substitute coverage I have to do the following at least 48 hours in advance:
28	8/17/2020 10:45:27	cbryan@agora.org	Carol	Bryan	Cukauskas	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect		prior year's information	Create slides for the lesson that include answers to the problems
29	8/17/2020 13:10:54	jfecik@agora.org	Justine	Fecik	Schall	Classroom test scores	should be on the student's grade level	Must have 3 parts of the MAG criteria	the level of mastery	prior year's information	Create slides for the lesson that include answers to the problems
30	8/17/2020 13:37:32	dfurka@agora.org	David	Furka	Johnson	Classroom test scores	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
31	8/17/2020 13:39:05	jhuffman@agora.org	Jena	Huffman	Natale	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
32	8/17/2020 20:06:34	klapsker@agora.org	Kristina	Lapsker		Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
33	8/18/2020 11:05:17	aarmstrong@agora.org	Amanda	Armstrong	Freyvogel	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems
34	8/18/2020 11:05:19	mgaso@agora.org	Melissa	Gasco	Natale	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems
35	8/18/2020 11:48:33	nkrol@agora.org	Nicole	Krol	Freyvogel	PSSAs	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
36	8/18/2020 12:19:35	kfitzgerald@agora.org	Kim	Fitzgerald	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
37	8/18/2020 13:35:37	jdunlap@agora.org	Jill	Dunlap	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	the level of mastery	prior year's information	Create slides for the lesson that include answers to the problems
38	8/18/2020 13:39:38	lradico@agora.org	Lauren	Radico	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	the level of mastery	prior year's information	Create slides for the lesson that include answers to the problems
39	8/18/2020 13:57:21	dodonnell@agora.org	Dana	O'Donnell	Johnson	Classroom test scores	always be on the student's instructional level	Must have 3 parts of the MAG criteria	number of times needed to demonstrate mastery	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
40	8/18/2020 15:21:25	oeckels@agora.org	Olivia	Eckels	Cukauskas	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.

	L	M	N	O	P	Q	R	S
1	If a student needs special materials listed in his/her IEP such as print materials, enlargements, or access to a curriculum I should:	IEPs do not need to be held if:	A student should have a NEW baseline if:	A full team meeting is needed for a SAIP when:	Why do I need to complete a related services webform after a SAIP meeting?	Do I need to request ASYNC attendance mode if the student has a doctor's note requesting this?	Where is the best place to obtain therapist contact information?	Where should I document contact with related service providers?
28	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
29	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Yes, because it's a doctor's note and the schools always has to follow a doctor's note.	Easy Trac	Easy Trac
30	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	The student is being exited from related services.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
31	Email my supervisor with details of what is needed	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
32	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
33	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
34	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
35	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
36	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
37	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
38	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
39	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	I do not need to complete the related services webform even if the student has related services he/she is not attending.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
40	Submit the special education AT and materials survey	the parent doesn't prefer a meeting even though the annual is due	All of the above are reasons to complete a new baseline	only when it's the third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac

	T	U	V	W
1	How often should I keep in contact with my student's related service provider?	What norms should be used this year for goal setting?	All students should be baselined up to the:	Why can't you use the goal set slider in AimswebPlus when goal setting for the Classic Measures?
28	At least as often as the IEP indicates	Winter	below average range	There are no Student Growth Percentiles loaded.
29	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
30	Weekly	Fall	average range	The norms are only based on the LEA norms and not the National norms.
31	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
32	Weekly	Winter	well below average range	There are no Student Growth Percentiles loaded.
33	At least as often as the IEP indicates	Winter	frustration level range	There are no Student Growth Percentiles loaded.
34	At least as often as the IEP indicates	Winter	frustration level range	There are no Student Growth Percentiles loaded.
35	Weekly	Fall	frustration level range	There are no Student Growth Percentiles loaded.
36	Quarterly	Winter	well below average range	There are no Student Growth Percentiles loaded.
37	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
38	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
39	Quarterly	Winter	frustration level range	There are no Student Growth Percentiles loaded.
40	At least as often as the IEP indicates	Fall	well below average range	There are no Student Growth Percentiles loaded.

	A	B	C	D	E	F	G	H	I	J	K
1	Timestamp	Email Address	Name		Supervisor	What is one example of a formative assessment?	Academic goals have a standard, anchor, or element from the curriculum framework. This standard should:	Related service goals	Performance criteria does not include	When setting up your sub folder what is something you should not include?	For substitute coverage I have to do the following at least 48 hours in advance:
41	8/18/2020 15:38:49	slipiec@agora.org	Susan	Lipiec	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
42	8/18/2020 15:51:27	jcapitano@agora.org	Jesse	Capitano	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems
43	8/18/2020 16:32:45	mstump@agora.org	Melissa	Stump	Natale	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
44	8/18/2020 17:23:11	adenham@agora.org	Angie	Denham	Witman	Classroom test scores	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Create a folder with lesson plan info.
45	8/18/2020 19:19:32	kcostanzo@agora.org	Kristal	Costanzo	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
46	8/19/2020 12:29:00	cpanchura@agora.org	Chelsey	Panchura	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
47	8/19/2020 13:04:57	lspratt@agora.org	Leslie	Spratt	Johnson	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Create slides for the lesson that include answers to the problems
48	8/19/2020 13:28:28	kwelsh@agora.org	Kristy	Welsh	Natale	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
49	8/19/2020 14:04:01	thunkele@agora.org	Terri	Hunkele	Schall	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems
50	8/19/2020 14:17:41	jdietrich@agora.org	Jenna	Dietrich	Lucia	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	number of times needed to demonstrate mastery	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
51	8/19/2020 18:33:36	astaley2@agora.org	Amber	Staley	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems
52	8/19/2020 20:04:12	mpelissier@agora.org	Michelle	Pelissier	Johnson	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
53	8/19/2020 20:59:44	hsilberman@agora.org	Heather	Silberman	Schall	Classroom test scores	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Create a folder with lesson plan info.

	L	M	N	O	P	Q	R	S
1	If a student needs special materials listed in his/her IEP such as print materials, enlargements, or access to a curriculum I should:	IEPs do not need to be held if:	A student should have a NEW baseline if:	A full team meeting is needed for a SAIP when:	Why do I need to complete a related services webform after a SAIP meeting?	Do I need to request ASYNC attendance mode if the student has a doctor's note requesting this?	Where is the best place to obtain therapist contact information?	Where should I document contact with related service providers?
41	Email my supervisor with details of what is needed	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
42	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
43	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
44	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	The student is being exited from related services.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
45	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
46	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
47	Submit the special education AT and materials survey	it's an RR since those only require an IEP revision	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
48	Submit the special education AT and materials survey	the parent doesn't prefer a meeting even though the annual is due	All of the above are reasons to complete a new baseline	only when it's the third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
49	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
50	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
51	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
52	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
53	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac

	T	U	V	W
1	How often should I keep in contact with my student's related service provider?	What norms should be used this year for goal setting?	All students should be baselined up to the:	Why can't you use the goal set slider in AimswebPlus when goal setting for the Classic Measures?
41	Quarterly	Winter	well below average range	There are no Student Growth Percentiles loaded.
42	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
43	Weekly	Winter	well below average range	
44	At least as often as the IEP indicates	Fall	average range	The norms are only based on the LEA norms and not the National norms.
45	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
46	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
47	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
48	At least as often as the IEP indicates	Fall	frustration level range	There are no Student Growth Percentiles loaded.
49	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
50	At least as often as the IEP indicates	Winter	well below average range	You should always use the goal set slider.
51	Weekly	Winter	well below average range	There are no Student Growth Percentiles loaded.
52	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
53	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.

	A	B	C	D	E	F	G	H	I	J	K
1	Timestamp	Email Address	Name		Supervisor	What is one example of a formative assessment?	Academic goals have a standard, anchor, or element from the curriculum framework. This standard should:	Related service goals	Performance criteria does not include	When setting up your sub folder what is something you should not include?	For substitute coverage I have to do the following at least 48 hours in advance:
54	8/19/2020 21:11:16	jmoyer2@agora.org	Jill	Moyer	Schall	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
55	8/20/2020 13:30:53	rcongdon@agora.org	Rebekah	Congdon	Schall	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Create slides for the lesson that include answers to the problems
56	8/20/2020 21:31:40	jbarnhart@agora.org	Jessica	Barnhart	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems
57	8/21/2020 9:26:40	mlove@agora.org	Melissa	Love	Schall	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
58	8/21/2020 9:50:17	tdraeger@agora.org	Theresa	Draeger	Schall	CDT	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Create a folder with lesson plan info.
59	8/21/2020 12:44:58	jzollman@agora.org	Jennifer	Zollman	Natale	Classroom test scores	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
60	8/21/2020 23:42:12	mgarczynski@agora.org	Molly	Garczynski	Johnson	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Create slides for the lesson that include answers to the problems
61	8/22/2020 10:20:46	alarge@agora.org	Allison	Large	Freyvogel	CDT	always be on the student's instructional level	Must have 3 parts of the MAG criteria	number of times needed to demonstrate mastery	prior year's information	Create slides for the lesson that include answers to the problems
62	8/22/2020 13:49:32	skennedy@agora.org	Sabrina	Kennedy	Natale	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
63	8/23/2020 10:02:27	lkerns@agora.org	Lauren	Kerns	Natale	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
64	8/23/2020 16:54:22	syoung@agora.org	Sasha	Young	Schall	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
65	8/23/2020 17:39:05	amalec@agora.org	Ashley	Malec	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
66	8/23/2020 17:46:49	dpacolay@agora.org	Dana	Pacolay	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Create slides for the lesson that include answers to the problems
67	8/23/2020 18:00:49	jseverino@agora.org	Jill	Severino	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.

	L	M	N	O	P	Q	R	S
1	If a student needs special materials listed in his/her IEP such as print materials, enlargements, or access to a curriculum I should:	IEPs do not need to be held if:	A student should have a NEW baseline if:	A full team meeting is needed for a SAIP when:	Why do I need to complete a related services webform after a SAIP meeting?	Do I need to request ASYNC attendance mode if the student has a doctor's note requesting this?	Where is the best place to obtain therapist contact information?	Where should I document contact with related service providers?
54	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
55	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
56	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	No, Agora doesn't follow any doctor's notes.	Easy Trac	Easy Trac
57	Submit the special education AT and materials survey	the parent doesn't prefer a meeting even though the annual is due	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	No, Agora doesn't follow any doctor's notes.	Easy Trac	Easy Trac
58	Email my supervisor with details of what is needed	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	only when it's the second and third meeting	I do not need to complete the related services webform even if the student has related services he/she is not attending.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
59	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
60	Email my supervisor with details of what is needed	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
61	Submit the special education AT and materials survey	it's an RR since those only require an IEP revision	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	My personal notes
62	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	only when it's the third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
63	Email my supervisor with details of what is needed	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
64	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
65	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	only when it's the third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
66	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
67	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac

	T	U	V	W
1	How often should I keep in contact with my student's related service provider?	What norms should be used this year for goal setting?	All students should be baselined up to the:	Why can't you use the goal set slider in AimswebPlus when goal setting for the Classic Measures?
54	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
55	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
56	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
57	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
58	At least as often as the IEP indicates	Winter	frustration level range	You should always use the goal set slider.
59	Quarterly	Winter	well below average range	You should always use the goal set slider.
60	At least as often as the IEP indicates	Fall	frustration level range	There are no Student Growth Percentiles loaded.
61	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
62	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
63	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
64	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
65	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
66	At least as often as the IEP indicates	Winter	below average range	There are no Student Growth Percentiles loaded.
67	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.

	A	B	C	D	E	F	G	H	I	J	K
1	Timestamp	Email Address	Name		Supervisor	What is one example of a formative assessment?	Academic goals have a standard, anchor, or element from the curriculum framework. This standard should:	Related service goals	Performance criteria does not include	When setting up your sub folder what is something you should not include?	For substitute coverage I have to do the following at least 48 hours in advance:
68	8/23/2020 20:09:34	abrisbane@agora.org	Amber	Brisbane	Witman	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
69	8/24/2020 4:47:10	hcobert@agora.org	Heather	Cobert	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
70	8/24/2020 9:26:21	cemrick@agora.org	Carissa	Emrick	Schall	CDT	should be on the student's grade level	Must have 3 parts of the MAG criteria	an evaluation schedule	prior year's information	Create slides for the lesson that include answers to the problems
71	8/24/2020 10:02:30	jbuss@agora.org	Jennifer	Buss	Cukauskas	PSSAs	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems
72	8/24/2020 10:23:14	lpagliei@agora.org	Lynn	Pagliei	Schall	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect		prior year's information	Create slides for the lesson that include answers to the problems
73	8/24/2020 10:30:20	gmallon@agora.org	Regina	Mallon	Cukauskas	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
74	8/24/2020 10:31:07	afarster@agora.org	Ashley	Farster	Cukauskas	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
75	8/24/2020 11:20:45	tambuka@agora.org	Tracey	Ambuka	Freyvogel	Classroom test scores	should be on the student's grade level	Do not always need to be MAGs	clearly defined behavior	prior year's information	I prefer not to have a sub so I just need to let my supervisor know I'm pushing out an ASYNC assignment.
76	8/24/2020 14:47:00	akimmage@agora.org	Amanda	Moyer	Schall	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
77	8/24/2020 15:18:03	gfiscus@agora.org	Grace	Fiscus	Cukauskas	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
78	8/24/2020 16:55:32	cbaker@agora.org	Chris	Baker	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
79	8/24/2020 19:29:17	kpaolino@agora.org	Kim	Paolino	Johnson	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
80	8/24/2020 20:00:40	jlinderman@agora.org	Jessica	Linderman	Johnson	PSSAs	should be on the student's grade level	Must have 3 parts of the MAG criteria	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.

	L	M	N	O	P	Q	R	S
1	If a student needs special materials listed in his/her IEP such as print materials, enlargements, or access to a curriculum I should:	IEPs do not need to be held if:	A student should have a NEW baseline if:	A full team meeting is needed for a SAIP when:	Why do I need to complete a related services webform after a SAIP meeting?	Do I need to request ASYNC attendance mode if the student has a doctor's note requesting this?	Where is the best place to obtain therapist contact information?	Where should I document contact with related service providers?
68	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The student is not making progress	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
69	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
70	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
71	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
72	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
73	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
74	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
75	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	only when it's the third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
76	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
77	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Yes, because it's a doctor's note and the schools always has to follow a doctor's note.	Easy Trac	Easy Trac
78	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	only when it's the second and third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
79	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
80	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac

	T	U	V	W
1	How often should I keep in contact with my student's related service provider?	What norms should be used this year for goal setting?	All students should be baselined up to the:	Why can't you use the goal set slider in AimswebPlus when goal setting for the Classic Measures?
68	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
69	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
70	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
71	At least as often as the IEP indicates	Winter	frustration level range	There are no Student Growth Percentiles loaded.
72	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
73	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
74	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
75	At least as often as the IEP indicates	Spring	frustration level range	The norms are only based on the LEA norms and not the National norms.
76	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
77	Quarterly	Winter	well below average range	There are no Student Growth Percentiles loaded.
78	Quarterly	Winter	well below average range	There are no Student Growth Percentiles loaded.
79	At least as often as the IEP indicates	Winter	average range	There are no Student Growth Percentiles loaded.
80	At least as often as the IEP indicates	Winter	well below average range	The norms are only based on the LEA norms and not the National norms.

	A	B	C	D	E	F	G	H	I	J	K
1	Timestamp	Email Address	Name		Supervisor	What is one example of a formative assessment?	Academic goals have a standard, anchor, or element from the curriculum framework. This standard should:	Related service goals	Performance criteria does not include	When setting up your sub folder what is something you should not include?	For substitute coverage I have to do the following at least 48 hours in advance:
81	8/24/2020 20:06:37	cwiddop@agora.org	Christen	Widdop	Cukauskas	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Create a folder with lesson plan info.
82	8/24/2020 20:12:17	bpontious@agora.org	Brianna	Pontious	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
83	8/24/2020 21:35:20	bfink@agora.org	Brittany	Fink	Johnson	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Create a folder with lesson plan info.
84	8/24/2020 23:34:43	jdoebereiner@agora.org	Julie	Doebereiner	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create slides for the lesson that include answers to the problems
85	8/25/2020 7:09:21	lsavitz@agora.org	Lisa	Savitz	Schall	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
86	8/25/2020 7:51:17	lsavitz@agora.org	Lisa	Savitz	Schall	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
87	8/25/2020 8:16:48	gdonch@agora.org	Gina	Rodriguez	Cukauskas	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	I prefer not to have a sub so I just need to let my supervisor know I'm pushing out an ASYNC assignment.
88	8/25/2020 14:24:16	jcadieus@agora.org	Jenn	Cadieus	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	I prefer not to have a sub so I just need to let my supervisor know I'm pushing out an ASYNC assignment.
89	8/25/2020 15:32:19	hdodge@agora.org	Heidi	Dodge	Johnson		should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
90	8/26/2020 12:28:55	cramsey@agora.org	Cathryn	Ramsey	Lucia	Classroom test scores	always be on the student's instructional level	Must have 3 parts of the MAG criteria	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
91	8/26/2020 12:32:17	ehenretta@agora.org	Erikka	Henretta	Cukauskas	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
92	8/26/2020 12:45:28	mbasso@agora.org	Maura	Basso	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
93	8/31/2020 13:21:53	mbotti@agora.org	Michelle	Botti	Lucia	Classroom test scores	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	number of times needed to demonstrate mastery	prior year's information	Create a folder with lesson plan info.

	L	M	N	O	P	Q	R	S
1	If a student needs special materials listed in his/her IEP such as print materials, enlargements, or access to a curriculum I should:	IEPs do not need to be held if:	A student should have a NEW baseline if:	A full team meeting is needed for a SAIP when:	Why do I need to complete a related services webform after a SAIP meeting?	Do I need to request ASYNC attendance mode if the student has a doctor's note requesting this?	Where is the best place to obtain therapist contact information?	Where should I document contact with related service providers?
81	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
82	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
83	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
84	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	only when it's the second and third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
85	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	only when it's the third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
86	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
87	Email my supervisor with details of what is needed	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Smartsheet	Easy Trac
88	Submit the special education AT and materials survey	it's an RR since those only require an IEP revision	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
89	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	
90	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
91	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	only when it's the third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Email only
92	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	only when it's the third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
93	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	The student is being exited from related services.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler

	T	U	V	W
1	How often should I keep in contact with my student's related service provider?	What norms should be used this year for goal setting?	All students should be baselined up to the:	Why can't you use the goal set slider in AimswebPlus when goal setting for the Classic Measures?
81	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
82	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
83	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
84	At least as often as the IEP indicates	Winter	well below average range	The norms are only based on the LEA norms and not the National norms.
85	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
86	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
87	Quarterly	Winter	well below average range	You should always use the goal set slider.
88	At least as often as the IEP indicates	Winter	frustration level range	There are no Student Growth Percentiles loaded.
89	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
90	Quarterly	Winter	well below average range	There are no Student Growth Percentiles loaded.
91	At least as often as the IEP indicates	Fall	well below average range	The norms are only based on the LEA norms and not the National norms.
92	Quarterly	Spring	below average range	There are no Student Growth Percentiles loaded.
93	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.

	A	B	C	D	E	F	G	H	I	J	K
1	Timestamp	Email Address	Name		Supervisor	What is one example of a formative assessment?	Academic goals have a standard, anchor, or element from the curriculum framework. This standard should:	Related service goals	Performance criteria does not include	When setting up your sub folder what is something you should not include?	For substitute coverage I have to do the following at least 48 hours in advance:
94	9/1/2020 13:51:36	khoffman@agora.org	Kaelyn	Hoffman	Lucia	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Create a folder with lesson plan info.
95	9/3/2020 10:23:57	kshannon@agora.org	Keri	Shannon	Natale	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
96	9/7/2020 13:21:15	bcooper@agora.org	Barb	Cooper	Schall	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Create a folder with lesson plan info.
97	9/8/2020 11:11:54	mmcracken@agora.org	Melissa	McCracken	Freyvogel	Classroom test scores	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
98	9/15/2020 9:25:05	llamison@agora.org	Lauren	Lamison	Natale	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect		prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
99	9/15/2020 9:46:24	scostello@agora.org	Serena	Costello	Natale	CDT	should be on the student's grade level	Must have all 4 parts of the MAG criteria or it is incorrect	an evaluation schedule	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
100	9/15/2020 11:00:20	nhollenbach@agora.org	Nicolette	Hollenbach	Natale	CDT	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
101	9/16/2020 15:45:42	araught@agora.org	Amy	Raught	Freyvogel	Classroom test scores	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	login info for TV/K12	Email subrequest with dates, times, and the name of the classes in which I need a sub.
102	9/16/2020 22:36:17	tkozak@agora.org	Tamara	Kozak	Natale	Classroom test scores	should be on the student's grade level	Must have 3 parts of the MAG criteria	the level of mastery	prior year's information	Create a folder with lesson plan info.
103	9/29/2020 11:14:06	hgallagher@agora.org	Heather	Gallagher	Natale	Classroom test scores	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	number of times needed to demonstrate mastery	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.
104	10/8/2020 16:17:43	akammermeier@agora.org	Amanda	Kammermeier	Natale	Classroom test scores	always be on the student's instructional level	Must have all 4 parts of the MAG criteria or it is incorrect	clearly defined behavior	prior year's information	Email subrequest with dates, times, and the name of the classes in which I need a sub.

	L	M	N	O	P	Q	R	S
1	If a student needs special materials listed in his/her IEP such as print materials, enlargements, or access to a curriculum I should:	IEPs do not need to be held if:	A student should have a NEW baseline if:	A full team meeting is needed for a SAIP when:	Why do I need to complete a related services webform after a SAIP meeting?	Do I need to request ASYNC attendance mode if the student has a doctor's note requesting this?	Where is the best place to obtain therapist contact information?	Where should I document contact with related service providers?
94	Submit the special education AT and materials survey	it's an RR since those only require an IEP revision	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
95	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
96	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	only when it's the third meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Tyler
97	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
98	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	The data is more than 6 months old	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
99	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	I do not need to complete the related services webform even if the student has related services he/she is not attending.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	My personal notes
100	Submit the special education AT and materials survey	the parent doesn't prefer a meeting even though the annual is due	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Yes, because it's a doctor's note and the schools always has to follow a doctor's note.	Easy Trac	Tyler
101	Submit the special education AT and materials survey	a parent asks for a meeting because only the school can initiate an IEP meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
102	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac
103	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	when a parent isn't in agreement to meet	I do not need to complete the related services webform even if the student has related services he/she is not attending.	Yes, because it's a doctor's note and the schools always has to follow a doctor's note.	Tyler	Tyler
104	Submit the special education AT and materials survey	the IEP is compliant, the student is making progress, and there is no request to hold a meeting	All of the above are reasons to complete a new baseline	it now always needs to be a full team meeting	If the student isn't attending related services the services will need to be put on hold.	Maybe. The team has to consider the information but final review of questionable situations should be discussed with an AD/AP.	Easy Trac	Easy Trac

	T	U	V	W
1	How often should I keep in contact with my student's related service provider?	What norms should be used this year for goal setting?	All students should be baselined up to the:	Why can't you use the goal set slider in AimswebPlus when goal setting for the Classic Measures?
94	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
95	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
96	At least as often as the IEP indicates	Fall	average range	There are no Student Growth Percentiles loaded.
97	At least as often as the IEP indicates	Winter	frustration level range	There are no Student Growth Percentiles loaded.
98	Weekly	Winter	frustration level range	You should always use the goal set slider.
99	At least as often as the IEP indicates	Winter	below average range	There are no Student Growth Percentiles loaded.
100	At least as often as the IEP indicates	Spring	frustration level range	There are no Student Growth Percentiles loaded.
101	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.
102	Quarterly	Spring	frustration level range	The norms are only based on the LEA norms and not the National norms.
103	At least as often as the IEP indicates	Fall	average range	The norms are only based on the LEA norms and not the National norms.
104	At least as often as the IEP indicates	Winter	well below average range	There are no Student Growth Percentiles loaded.

TODAY, WE WILL

- ◆ Talk about our common goal, **OUR WHY**
- ◆ Highlight **Current Legal Information**
- ◆ How to ensure meaningful progress
- ◆ Show what you know
- ◆ Answer questions



1225280_MS. ERINN SLACKTISH_AGORA TEACHER

AGORA ADMIN (Moderator)

Cukauskas Karla Beadle (Participant)

Freyvogel_Amy Raught (Participant)

Cukauskas_Crysta Ganter (Participant)

Schall_JoDeen Buckwalter (Participant)

Freyvogel_Brett Stevens (Participant)

Johnson_Cathryn Mack (Participant)

Freyvogel Bruss_Tracey Ambuka (Participant)

Freyvogel_Amanda Armstrong (Participant)

Cukauskas_Jen Buss (Participant)

Johnson Heidi Dodge (Participant)

Kozar_John Thomas (Participant)

Schall_Barb Cooper (Participant)

Freyvogel_Melissa McCracken (Participant)

Cukauskas_Erikka_Henretta (Participant)

Cukauskas_Cathrine Hartman (Participant)

Schall_Terri Hunkele 2 (Participant)

Johnson_Kristina Lapsker (Participant)

Johnson_Dana O'Donnell (Participant)

Johnson_Michelle Pelissier (Participant)

Schall_Sasha Young (Participant)

Dieter_Jennifer McGinty (Participant)

Freyvogel_Allison Large (Participant)

Freyvogel_Shannon Hoffmaster (Participant)

Cukauskas_Christen Widdop (Participant)

Freyvogel Bruss_Jill Dunlap (Participant)

Cukauskas_Gina Mallon (Participant)

Anne Dieter (Participant)

Johnson_Sarah Pittman (Participant)

Fisher_Cukauskas_Michelle (Participant)
Slacktish_Dani Pricer (Participant)
Freyvogel Bruss_Lisa Brestensky (Participant)
Schall_Katie O'Donnell (Participant)
Jen Fisher (Moderator)
Dieter_Brittany Kieffer (Participant)
Natale_Judy Deemer (Participant)
Johnson_Brittney Cantwell (Participant)
Freyvogel_Nicole Krol (Participant)
Cukauskas_Melanie Stanforth (Participant)
Schall_Gemma Mattox (Participant)
Johnson_Leslie Spratt (Participant)
Freyvogel_Amber Staley (Participant)
Schall_Tara Walker (Participant)
Schall_Jill Moyer (Participant)
Cukauskas_Heather Haney-Filippone (Participant)
Cukauskas_Ashley Schmidt (Participant)
Joe Passante (Participant)
Fisher_Maryann Johnson (Participant)
Schall_Mandi Moyer (Participant)
Freyvogel Bruss_Jennifer Beeken (Participant)
Jen Lucia (Moderator)
Freyvogel Bruss_Carly Kirchner (Participant)
Lucia_Jessica Reese (Participant)
Cukauskas_Laurie Super (Participant)
Cukauskas_Ashley Farster (Participant)
Lucia_Ashley Malec (Participant)
Johnson_David Furka (Participant)
Johnson_Anna Lepsch (Participant)
Freyvogel_Heather_Cobert (Participant)
Natale_Serena Costello (Participant)

Schall_Justine Fecik (Participant)

Valerie Natale (Participant)

Schall_Michelle Olsavsky (Participant)

Natale_Melissa Stump (Participant)

Freyvogel_Lauren Radico (Participant)

Schall_Carissa Emrick (Participant)

Johnson_Kim Paolino (Participant)

Lamison_Natale (Participant)

Freyvogel_Kim Fiscus (Participant)



AGENDA

- Roster Setup
- Diagnostic Assessment Implementation
- Personalized Practice Implementation & SmartScore
- Dig into Data

1193241_MS. KIMBERLY FISCUS_AGORA TEACHER

KIMBERLY FISCUS (Moderator)

Whitney Bargerstock (Participant)

Freyvogel_Janelle Shaffer (Participant)

Schall_Terri Hunkele (Participant)

Freyvogel_Amy Raught (Participant)

Freyvogel_Brett Stevens 1 (Participant)

freyvogel_jenn cadieux (Participant)

Nagy_Beth Ryan (Participant)

Freyvogel_Allison Large (Participant)

Freyvogel_Bruss_ReneePerri (Participant)

Schall_Theresa Draeger (Participant)

Schall_Mandi Moyer (Participant)

Schall_Becky Congdon (Participant)

Schall_Jill Moyer (Participant)

Freyvogel-Bruss_Jess Capitano (Participant)

Freyvogel_Amber Staley (Participant)

Nicole Krol (Participant)

Schall_Sasha Young (Participant)

Erinn Slacktish (Participant)

Nagy_Judy Marsiliano (Participant)

Nagy_Jill Boisvert (Participant)

Freyvogel_Heather_Cobert (Participant)

Freyvogel_Dana Pacolay (Participant)

Freyvogel Bruss_Jennifer Beeken (Participant)

Freyvogel_Chelsey Panchura (Participant)

1225280_MS. ERINN SLACKTISH_AGORA TEACHER

AGORA ADMIN (Moderator)

Dieter_Brittany Kieffer (Participant)

Heather McCormick (Participant)

Mindy Wesley (Participant)

Mike Scheirer (Participant)

Erinn Slacktish (Moderator)

Katie Wright (Participant)

Kozar_Angela Bayly (Participant)

Morgan Witman (Participant)

Kozar_Liz McEwen (Participant)

Holly Allen (Participant)

Jen Fisher (Moderator)

Maryann Johnson (Moderator)

Valerie Natale (Moderator)

Dieter_Kayla Flores (Participant)

Fisher_Cukauskas_Michelle (Moderator)

Susan Detwiler (Participant)

Crystal Long (Participant)

Melissa Patterson (Participant)

Heather Bianconi (Participant)

Candace Kreutzer (Participant)

Frank Nagy (Participant)

Dieter_Jennifer McGinty (Participant)

John Thomas (Participant)

Jen Lucia (Moderator)

Val Volpe (Participant)

Hornbake_Jim Montgomery (Participant)

Butler_Amanda Harbaugh (Participant)

Regan Shebeck (Participant)

Erin Hilson (Participant)

Butler_Jansen Hornbake (Participant)

Colleen Freyvogel (Moderator)

Steve Nugent (Participant)

Butler_Lauren Shaffer (Participant)

Laura Goldman (Participant)

Freyvogel_Whitney Bargerstock (Participant)

Hornbake_Denise Curry (Participant)

Hornbake_Kristie Hawk (Participant)

Jeff Miller (Participant)

Hornbake_Mike Floyd (Participant)

Steve Calabro (Participant)

Hornbake_Jamie Grant (Participant)

Schall_Michelle Olsavsky (Participant)

LEA Training

1. Legal
2. IEP analysis
3. Common issues

Agora Cyber #1 Attendees		GoToMeeting		
Summary				
Meeting Date	Meeting Duration	Number of Attendees	Meeting ID	
August 26, 2020 11:55 AM CDT	69 minutes	55	344-027-029	
Details				
Name	Email Address	Join Time	Leave Time	Time in Session (minutes)
Anna Baranoski		11:57 AM	1:02 PM	65
Anna Lepsch		11:59 AM	12:02 PM	2
Anna Lepsch		12:11 PM	1:04 PM	53
Ashley Malec	amalec@agora.org	11:55 AM	1:04 PM	68
Ashley Schmidt	ashleyestelle80@gmail.com	11:59 AM	1:01 PM	62
Brianna Pontious	bpontious@agora.org	11:55 AM	1:04 PM	69
Brittany Fink		12:00 PM	1:04 PM	64
Brittany Froehlich		11:55 AM	1:04 PM	69
Brittany Kieffer	bkieffer@agora.org	12:04 PM	1:04 PM	60
Brittney Cantwell	bcantwell@agora.org	11:57 AM	1:04 PM	66
Casey Chaffin		11:57 AM	1:04 PM	67
Cathrine Hartman	chartman@agora.org	11:55 AM	12:29 PM	34
Cathryn Mack		11:55 AM	1:04 PM	69
Cathryn Ramsey	cramsey@agora.org	11:57 AM	1:04 PM	67
Chris Baker		11:59 AM	1:04 PM	65
Chris Baker		11:55 AM	11:56 AM	1
Chris Baker		11:57 AM	11:59 AM	2
Christen Widdop		11:55 AM	1:04 PM	68
Crysta Ganter	cganter@agora.org	11:55 AM	1:04 PM	68
Cukauskas_Ashley Farster		11:59 AM	1:04 PM	65
Dieter_Jennifer McGinty	jrupert@agora.org	12:01 PM	1:04 PM	63
Erikka Henretta		11:57 AM	12:25 PM	28
Gina Rodriguez	grodriguez@agoracyber.net	12:00 PM	1:04 PM	64
Heather Haney-Filippone	hhaneyfilippone@agora.org	11:56 AM	1:04 PM	67
Heidi Dodge	hdodge@agora.org	12:04 PM	1:04 PM	60
Jen Lucia	jlucia@agora.org	11:55 AM	1:04 PM	68
Jenna Dietrich		12:01 PM	1:04 PM	62
Jennifer Buss	jbuss@agora.org	11:55 AM	1:04 PM	69
Jennifer Fisher Clark	jclark@agora.org	11:57 AM	12:58 PM	60
Jessica Barnhart		11:55 AM	1:04 PM	69
Jessica Linderman	jlinderman@agora.org	11:56 AM	1:04 PM	68
Jill Severino		11:59 AM	1:04 PM	65
John Thomas		11:55 AM	12:09 PM	14
Julie Doebereiner		12:05 PM	1:02 PM	57
Julie Doebereiner		12:46 PM	12:47 PM	0
Karla Beadle	kbeadle@agora.org	12:04 PM	1:04 PM	60
Kristal Costanzo		11:58 AM	1:04 PM	65
Kristina Lapsker		11:55 AM	1:04 PM	69
Kymerly Humanick	khumanick@agora.org	12:04 PM	1:04 PM	60
Lauren Svonavec		11:55 AM	1:04 PM	69
Laurie Super	lsuper@agora.org	11:55 AM	1:04 PM	69
Leslie Spratt	lspratt@agora.org	11:55 AM	1:04 PM	69
Lucia_Cortney Barkley		12:03 PM	1:04 PM	61
Lucia_Jessica Reese		11:58 AM	1:04 PM	66
Lucia_Kaelyn Hoffman		11:58 AM	1:04 PM	66
Lucia_Lacey Olbryk		11:55 AM	1:04 PM	69
Maria Harlan		12:02 PM	12:09 PM	6
Maria Harlan		12:09 PM	1:04 PM	54
Maryann Johnson		11:58 AM	1:04 PM	66
Melissa Patterson	mpatterson@agora.org	12:01 PM	1:04 PM	62
Michelle Botti		11:57 AM	1:00 PM	63
Michelle Cukauskas	mcukauskas@agora.org	11:56 AM	1:04 PM	68
Michelle Pelissier	mpelissier@agora.org	11:55 AM	1:04 PM	69
Molly Garczynski	mgarczynski@agora.org	11:56 AM	1:04 PM	68
Olivia Eckels	oeckels@agora.org	11:55 AM	12:58 PM	62
Regina Mallon		11:55 AM	1:03 PM	67
Sam Johnson	sam.johnson@mobymax.com	11:55 AM	1:04 PM	69
Sarah Pittman		12:11 PM	1:04 PM	53
Stacy Vietmeier		11:56 AM	1:04 PM	67
Susan Lipiec		11:55 AM	1:04 PM	69

Agora Cyber #2 Attendees		GoToMeeting		
Summary				
Meeting Date	Meeting Duration	Number of Attendees	Meeting ID	
August 28, 2020 11:54 AM CDT	69 minutes	57	889-312-437	
Details				
Name	Email Address	Join Time	Leave Time	Time in Session (minutes)
Angela Denham	adenham@agora.org	11:56 AM	1:04 PM	67
Anna Baranoski		11:57 AM	1:04 PM	66
Anna Lepsch		11:59 AM	1:04 PM	64
Ashley Farster		11:56 AM	12:50 PM	54
Ashley Malec	amalec@agora.org	12:32 PM	12:59 PM	27
Ashley Malec	amalec@agora.org	11:55 AM	12:31 PM	35
Ashley Schmidt	ashleyestelle80@gmail.com	11:55 AM	1:03 PM	67
Brianna Pontious		12:02 PM	1:04 PM	62
Brittany Fink		11:56 AM	1:04 PM	67
Brittany Froehlich		11:57 AM	1:04 PM	67
Brittany Kieffer	bkieffer@agora.org	11:57 AM	1:03 PM	65
Brittney Cantwell		12:03 PM	1:04 PM	60
Casey Chaffin		11:55 AM	1:04 PM	68
Cathrine Hartman	chartman@agora.org	11:58 AM	12:14 PM	16
Cathryn Mack		11:55 AM	1:04 PM	69
Cathryn Ramsey	cramsey@agora.org	11:55 AM	1:04 PM	68
Chris Baker		11:55 AM	1:04 PM	69
Christen Widdop		11:55 AM	1:04 PM	68
Cortney Barkley		12:01 PM	1:04 PM	63
Crysta Ganter	cganter@agora.org	11:55 AM	1:04 PM	69
Crystal Long	clong@agora.org	11:56 AM	12:21 PM	24
Erikka Henretta		12:02 PM	1:04 PM	61
Gina Rodriguez	grodriguez@agoracyber.net	11:55 AM	1:03 PM	67
Heather Haney-Filippone	hhaneyfilippone@agora.org	12:03 PM	1:03 PM	59
Heidi Dodge	hdodge@agora.org	12:00 PM	1:04 PM	63
Jen Lucia	jluca@agora.org	11:58 AM	1:04 PM	65
Jenna Dietrich		11:56 AM	1:04 PM	67
Jennifer Buss	jbuss@agora.org	11:55 AM	1:04 PM	68
Jennifer McGinty		12:01 PM	1:03 PM	61
Jessica Barnhart		12:00 PM	1:04 PM	63
Jessica Linderman	jlinderman@agora.org	11:55 AM	1:03 PM	67
Jill Severino		12:15 PM	1:03 PM	47
John Thomas		12:20 PM	12:24 PM	3
Julie Doebereiner		12:02 PM	1:04 PM	61
Karla Beadle	kbeadle@agora.org	11:54 AM	1:04 PM	69
Kimberly Paolino		11:56 AM	1:03 PM	66
Kozar Eric Buffington		12:00 PM	12:18 PM	17
Kristal Costanzo		11:58 AM	1:04 PM	65
Kristina Lapsker		11:55 AM	1:04 PM	69
Kym Humanick		11:55 AM	1:04 PM	68
Lacey Olbryk		12:14 PM	1:03 PM	48
Lacey Olbryk		11:55 AM	12:13 PM	18
Lauren Svonavec		11:55 AM	1:04 PM	68
Laurie Super	lsuper@agora.org	11:55 AM	12:57 PM	62

Agora Cyber #2 Attendees		GoToMeeting		
Summary				
Leslie Spratt	lspratt@agora.org	12:00 PM	1:02 PM	62
Lucia_Jessica Reese		12:00 PM	1:04 PM	63
Lucia_Kaelyn Hoffman		12:00 PM	1:04 PM	64
Maria Harlan	mharlan@agora.org	12:43 PM	1:03 PM	20
Maryann Johnson		11:56 AM	1:04 PM	67
Melissa Patterson		11:55 AM	1:04 PM	68
Michelle Botti		11:56 AM	1:02 PM	65
Michelle Cukauskas	mcukauskas@agora.org	12:02 PM	12:22 PM	20
Michelle Pelissier		12:03 PM	1:03 PM	60
Molly Garczynski	mgarczynski@agora.org	11:56 AM	1:04 PM	67
Olivia Eckels		12:09 PM	1:04 PM	55
Sam Johnson	sam.johnson@mobymax.com	11:54 AM	1:04 PM	69
Sarah Pittman		12:01 PM	1:04 PM	62
Stacy Vietmeier		11:55 AM	1:04 PM	68
Susan Lipiec		12:02 PM	1:04 PM	62

MTSS & Special Education

1. Data
2. Interventions
3. Referrals

AGORA- CANDACE KREUTZER

Hornbake_Robin Hartman (Moderator)
K12 Administrator (Moderator)
Hawk_Nica DoVidio (Participant)
montgomery_samantha aarnio (Participant)
Hawk_Linda Jacob (Participant)
Hawk_Mikkelsen (Participant)
Hornbake_Katie Wright (Participant)
Hawk_Kayla Galloway (Participant)
Butler_Jansen Hornbake (Moderator)
Hawk_Nicole Coen (Participant)
Montgomery_Amanda Tomik (Participant)
Hornbake_Jamie Grant (Participant)
Hawk_Camille Arcuri (Participant)
Hornbake_Denise Curry (Moderator)
Montgomery_Casey Marshall (Participant)
Dani Pricer (Moderator)
Hawk_Aliyah Rosenbaum (Participant)
Montgomery_Brianna Fine (Participant)
Kate Giordano (Moderator)
Montgomery_Laura Cooper (Participant)
Anne Dieter (Moderator)
Hornbake_Jim Montgomery (Moderator)
Hawk_Beth Shoop (Participant)
Hawk_Meredith Moran (Participant)
Hawk_Ronda Pust #2 (Participant)
Hawk_Angie Taggart (Participant)
Montgomery_Jill Schar (Participant)
Hawk_Angelica Bronson (Participant)
Hawk_Angelina Morrow (Participant)
Montgomery_Derick Reis (Participant)
Hawkes_Ashley Leatherbury (Participant)
Hawk_Carl Sarber (Participant)
Hawk_Jalina Robosky (Participant)
Hawk_Jessica Houck (Participant)
Montgomery_Lindsey Donahue (Participant)
Montgomery_Rebecca Kara (Participant)
Montgomery_Pam (Participant)

COVERAGE RESPONSIBILITY

- **SCOPE AND APPLICATION:**

THE PURPOSE OF THIS DOCUMENT IS TO ENSURE THAT ALL SPECIAL EDUCATION TEACHERS WHO TAKE TIME OFF IN ADVANCE HAVE APPROPRIATE COVERAGE FOR THEIR CLASSES. THIS WILL ENSURE THAT ALL STUDENTS RECEIVING SPECIAL EDUCATION SERVICES WILL RECEIVE THE APPROPRIATE SUPPORTS AS OUTLINED IN HIS/HER INDIVIDUALIZED EDUCATION PROGRAM (IEP). CANCELING OR RESCHEDULING SPECIAL EDUCATION CLASSES IS **NOT** AN APPROVED PRACTICE WHEN TEACHERS ARE OUT FOR THE DAY. EVERY TEACHER WHO WILL BE ABSENT FROM CLASSES WITH AT LEAST 48-HOUR NOTICE, MUST ATTEMPT TO PROCURE APPROPRIATE APPROVED COVERAGE FOR THEIR CLASSES FROM A SUBSTITUTE OR CO-TEACHER.

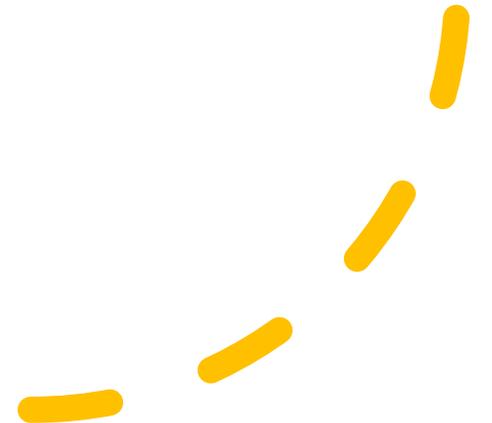
Email Address	Name		PPID
eslacktish@agora.org	First Name	Last Name	
bfroehlich@agora.org	Brittany	Froehlich	
lolbryk@agora.org	Lacey	Olbryk	
asweeney@agora.org	Allison	Sweeney	
cmack@agora.org	Cathryn	Mack	
twalker@agora.org	Tara	Walker	
lsvonavec@agora.org	Lauren	Svonavec	
bscears@agora.org	Breanne	Scears	
jshaffer3@agora.org	Janelle	Shaffer	
kbeadle@agora.org	Karla	Beadle	
jdepietro@agora.org	Jenn	DePietro	
jdeemer@agora.org	Judy	Deemer	
jbeeken@agora.org	Jennifer	Beeken	
bcantwell@agora.org	Brittney	Cantwell	
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aschmidt@agora.org	Ashley	Schmidt	
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lstapf@agora.org	Laura	Stapf	
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cganter@agora.org	Crysta	Ganter	
lbrestensky@agora.org	Lisa	Brestensky	
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ckirchner@agora.org	Carly	Kirchner	
cbryan@agora.org	Carol	Bryan	
jfecik@agora.org	Justine	Fecik	
dfurka@agora.org	David	Furka	
jhuffman@agora.org	Jena	Huffman	
klapsker@agora.org	Kristina	Lapsker	
aarmstrong@agora.org	Amanda	Armstrong	
mgaso@agora.org	Melissa	Gaso	
nkrol@agora.org	Nicole	Krol	
kfitzgerald@agora.org	Kim	Fitzgerald	
jdunlap@agora.org	Jill	Dunlap	
lradico@agora.org	Lauren	Radico	
dodonnell@agora.org	Dana	O'Donnell	
oeckels@agora.org	Olivia	Eckels	
slipiec@agora.org	Susan	Lipiec	
jcapitano@agora.org	Jesse	Capitano	
mstump@agora.org	Melissa	Stump	
adenham@agora.org	Angie	Denham	
kcostanzo@agora.org	Kristal	Costanzo	
cpanchura@agora.org	Chelsey	Panchura	
lspratt@agora.org	Leslie	Spratt	
kwelsh@agora.org	Kristy	Welsh	
thunkele@agora.org	Terri	Hunkele	

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jdietrich@agora.org	Jenna	Dietrich	
astaley2@agora.org	Amber	Staley	
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mlove@agora.org	Melissa	Love	
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tambuka@agora.org	Tracey	Ambuka	
akimimage@agora.org	Amanda	Moyer	
gfiscus@agora.org	Grace	Fiscus	
cbaker@agora.org	Chris	Baker	
kpaolino@agora.org	Kim	Paolino	
jlinderman@agora.org	Jessica	Linderman	
cwiddop@agora.org	Christen	Widdop	
bpontious@agora.org	Brianna	Pontious	
bfink@agora.org	Brittany	Fink	
jdoebereiner@agora.org	Julie	Doebereiner	
lsavitz@agora.org	Lisa	Savitz	
lsavitz@agora.org	Lisa	Savitz	
gdonch@agora.org	Gina	Rodriguez	
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hdodge@agora.org	Heidi	Dodge	
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mbasso@agora.org	Maura	Basso	
mbotti@agora.org	Michelle	Botti	
khoffman@agora.org	Kaelyn	Hoffman	
kshannon@agora.org	Keri	Shannon	
bcooper@agora.org	Barb	Cooper	
mmccracken@agora.org	Melissa	McCracken	

Email Address	Name		PPID
llamison@agora.org	Lauren	Lamison	
scostello@agora.org	Serena	Costello	
nhollenbach@agora.org	Nicolette	Hollenbach	
araught@agora.org	Amy	Raught	
tkozak@agora.org	Tamara	Kozak	
hgallagher@agora.org	Heather	Gallagher	
akammermeier@agora.org	Amanda	Kammermeier	

Professional Responsibilities Agenda August 2020

- Agenda
 - Special Ed Shared Drive
 - Tyler Communication Log
 - Email Etiquette
 - Paperwork Responsibilities
 - IEP's-Roles and Responsibilities
 - Aimsweb Plus
 - Progress Monitoring
 - Progress Reports
 - Attendance
 - Directives/Meeting Timelines
 - Lesson Plans
 - Docs 2 File
 - Related Services
 - Replacement Curriculum
 - Assistive Technology Requests
 - Instructional Coaches
 - Procedures-Where To?
 - PAETEP
 - Beginning of Year Timeline



Timestamp	Email Address	Name		PPID	Supervisor
8/11/2020 16:09:17	eslacktish@agora.org	First Name	Last Name	ANSWER KEY	
8/10/2020 16:17:54	bfroehlich@agora.org	Brittany	Froehlich		Lucia
8/11/2020 9:47:35	lobryk@agora.org	Lacey	Olbryk		Lucia
8/11/2020 14:10:36	asweeney@agora.org	Allison	Sweeney		Natale
8/11/2020 14:39:46	cmack@agora.org	Cathryn	Mack		Johnson
8/11/2020 15:46:09	twalker@agora.org	Tara	Walker		Schall
8/11/2020 22:22:43	lsvonavec@agora.org	Lauren	Svonavec		Johnson
8/12/2020 7:39:19	bscears@agora.org	Breanne	Scears		Val Natale
8/12/2020 9:11:40	jshaffer3@agora.org	Janelle	Shaffer		Freyvogel
8/12/2020 9:15:59	kbeadle@agora.org	Karla	Beadle		Cukauskas
8/12/2020 12:09:49	jdepietro@agora.org	Jenn	DePietro		Witman
8/12/2020 12:35:02	jdeemer@agora.org	Judy	Deemer		Natale
8/12/2020 15:02:45	jbeeken@agora.org	Jennifer	Beeken		Freyvogel
8/12/2020 20:06:27	bcantwell@agora.org	Brittney	Cantwell		Johnson
8/13/2020 10:07:21	svietmeier@agora.org	Stacy	Vietmeier		Johnson
8/13/2020 10:45:26	aschmidt@agora.org	Ashley	Schmidt		Cukauskas
8/13/2020 11:28:25	cbarkley@agora.org	Cortney	Barkley		Lucia
8/13/2020 13:36:30	lstapf@agora.org	Laura	Stapf		Natale
8/13/2020 13:59:15	chartman@agora.org	Cathrine	Hartman		Cukauskas
8/13/2020 15:48:05	slelko@agora.org	Susan	Lelko		Natale
8/13/2020 15:48:19	nreimers@agora.org	Nancy	Reimers		Schall
8/14/2020 13:51:48	rperri@agora.org	Renee	Perri		Natale
8/14/2020 14:24:45	cganter@agora.org	Crysta	Ganter		Cukauskas
8/14/2020 17:38:21	lbrestensky@agora.org	Lisa	Brestensky		Freyvogel
8/14/2020 22:27:50	jreese@agora.org	Jessica	Reese		Lucia
8/17/2020 8:13:08	ckirchner@agora.org	Carly	Kirchner		Freyvogel
8/17/2020 10:45:27	cbryan@agora.org	Carol	Bryan		Cukauskas
8/17/2020 13:10:54	jfecik@agora.org	Justine	Fecik		Schall
8/17/2020 13:37:32	dfurka@agora.org	David	Furka		Johnson
8/17/2020 13:39:05	jhuffman@agora.org	Jena	Huffman		Natale
8/17/2020 20:06:34	klapsker@agora.org	Kristina	Lapsker		
8/18/2020 11:05:17	aarmstrong@agora.org	Amanda	Armstrong		Freyvogel
8/18/2020 11:05:19	mgaso@agora.org	Melissa	Gasos		Natale
8/18/2020 11:48:33	nkrol@agora.org	Nicole	Krol		Freyvogel
8/18/2020 12:19:35	kfitzgerald@agora.org	Kim	Fitzgerald		Lucia
8/18/2020 13:35:37	jdunlap@agora.org	Jill	Dunlap		Freyvogel
8/18/2020 13:39:38	lradico@agora.org	Lauren	Radico		Freyvogel
8/18/2020 13:57:21	dodonnell@agora.org	Dana	O'Donnell		Johnson
8/18/2020 15:21:25	oeckels@agora.org	Olivia	Eckels		Cukauskas
8/18/2020 15:38:49	slipiec@agora.org	Susan	Lipiec		Lucia
8/18/2020 15:51:27	jcapitano@agora.org	Jesse	Capitano		Freyvogel
8/18/2020 16:32:45	mstump@agora.org	Melissa	Stump		Natale
8/18/2020 17:23:11	adenham@agora.org	Angie	Denham		Witman
8/18/2020 19:19:32	kcostanzo@agora.org	Kristal	Costanzo		Lucia
8/19/2020 12:29:00	cpanchura@agora.org	Chelsey	Panchura		Freyvogel
8/19/2020 13:04:57	lspratt@agora.org	Leslie	Spratt		Johnson
8/19/2020 13:28:28	kwelsh@agora.org	Kristy	Welsh		Natale
8/19/2020 14:04:01	thunkele@agora.org	Terri	Hunkele		Schall
8/19/2020 14:17:41	jdietrich@agora.org	Jenna	Dietrich		Lucia
8/19/2020 18:33:36	astaley2@agora.org	Amber	Staley		Freyvogel
8/19/2020 20:04:12	mpelissier@agora.org	Michelle	Pelissier		Johnson
8/19/2020 20:59:44	hsilberman@agora.org	Heather	Silberman		Schall
8/19/2020 21:11:16	jmoyer2@agora.org	Jill	Moyer		Schall
8/20/2020 13:30:53	rcongdon@agora.org	Rebekah	Congdon		Schall

Timestamp	Email Address	Name		PPID	Supervisor
8/20/2020 21:31:40	jbarnhart@agora.org	Jessica	Barnhart		Lucia
8/21/2020 9:26:40	mlove@agora.org	Melissa	Love		Schall
8/21/2020 9:50:17	tdraeger@agora.org	Theresa	Draeger		Schall
8/21/2020 12:44:58	jzollman@agora.org	Jennifer	Zollman		Natale
8/21/2020 23:42:12	mgarczynski@agora.org	Molly	Garczynski		Johnson
8/22/2020 10:20:46	alarge@agora.org	Allison	Large		Freyvogel
8/22/2020 13:49:32	skennedy@agora.org	Sabrina	Kennedy		Natale
8/23/2020 10:02:27	lkerns@agora.org	Lauren	Kerns		Natale
8/23/2020 16:54:22	syoung@agora.org	Sasha	Young		Schall
8/23/2020 17:39:05	amalec@agora.org	Ashley	Malec		Lucia
8/23/2020 17:46:49	dpacolay@agora.org	Dana	Pacolay		Freyvogel
8/23/2020 18:00:49	jseverino@agora.org	Jill	Severino		Lucia
8/23/2020 20:09:34	abrisbane@agora.org	Amber	Brisbane		Witman
8/24/2020 4:47:10	hcobert@agora.org	Heather	Cobert		Freyvogel
8/24/2020 9:26:21	cemrick@agora.org	Carissa	Emrick		Schall
8/24/2020 10:02:30	jbuss@agora.org	Jennifer	Buss		Cukauskas
8/24/2020 10:23:14	lpagliei@agora.org	Lynn	Pagliei		Schall
8/24/2020 10:30:20	gmallon@agora.org	Regina	Mallon		Cukauskas
8/24/2020 10:31:07	afarster@agora.org	Ashley	Farster		Cukauskas
8/24/2020 11:20:45	tambuka@agora.org	Tracey	Ambuka		Freyvogel
8/24/2020 14:47:00	akimimage@agora.org	Amanda	Moyer		Schall
8/24/2020 15:18:03	gfiscus@agora.org	Grace	Fiscus		Cukauskas
8/24/2020 16:55:32	cbaker@agora.org	Chris	Baker		Lucia
8/24/2020 19:29:17	kpaolino@agora.org	Kim	Paolino		Johnson
8/24/2020 20:00:40	jlinderman@agora.org	Jessica	Linderman		Johnson
8/24/2020 20:06:37	cwiddop@agora.org	Christen	Widdop		Cukauskas
8/24/2020 20:12:17	bpontious@agora.org	Brianna	Pontious		Lucia
8/24/2020 21:35:20	bfink@agora.org	Brittany	Fink		Johnson
8/24/2020 23:34:43	jdoebereiner@agora.org	Julie	Doebereiner		Lucia
8/25/2020 7:09:21	lsavitz@agora.org	Lisa	Savitz		Schall
8/25/2020 7:51:17	lsavitz@agora.org	Lisa	Savitz		Schall
8/25/2020 8:16:48	gdonch@agora.org	Gina	Rodriguez		Cukauskas
8/25/2020 14:24:16	jcadieus@agora.org	Jenn	Cadieus		Freyvogel
8/25/2020 15:32:19	hdodge@agora.org	Heidi	Dodge		Johnson
8/26/2020 12:28:55	cramsey@agora.org	Cathryn	Ramsey		Lucia
8/26/2020 12:32:17	ehenretta@agora.org	Erikka	Henretta		Cukauskas
8/26/2020 12:45:28	mbasso@agora.org	Maura	Basso		Lucia
8/31/2020 13:21:53	mbotti@agora.org	Michelle	Botti		Lucia
9/1/2020 13:51:36	khoffman@agora.org	Kaelyn	Hoffman		Lucia
9/3/2020 10:23:57	kshannon@agora.org	Keri	Shannon		Natale
9/7/2020 13:21:15	bcooper@agora.org	Barb	Cooper		Schall
9/8/2020 11:11:54	mmccracken@agora.org	Melissa	McCracken		Freyvogel
9/15/2020 9:25:05	llamison@agora.org	Lauren	Lamison		Natale
9/15/2020 9:46:24	scostello@agora.org	Serena	Costello		Natale
9/15/2020 11:00:20	nhollenbach@agora.org	Nicolette	Hollenbach		Natale
9/16/2020 15:45:42	araught@agora.org	Amy	Raught		Freyvogel
9/16/2020 22:36:17	tkozak@agora.org	Tamara	Kozak		Natale
9/29/2020 11:14:06	hgallagher@agora.org	Heather	Gallagher		Natale
10/8/2020 16:17:43	akammermeier@agora.org	Amanda	Kammermeier		Natale

* Agenda



- Past vs. Present use for Reading Horizons at Agora
- Overview of Reading Horizons Program
- Interventions
- Questions



Reading Horizons Training Attendees.txt - Notepad

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AGORA- COLLEEN FREYVOGEL

K12 Administrator (Moderator)

Schall_Nancy Reimers (Participant)

Whitney Bargerstock (Moderator)

Freyvogel_Carly Kirchner (Participant)

Freyvogel_Melissa McCracken (Participant)

Freyvogel_Kim Fiscus (Participant)

Freyvogel_Lauren Radico (Participant)

Schall_Katie O'Donnell (Participant)

Freyvogel Bruss_Jill Dunlap (Participant)

Schall_JoDeen Buckwalter (Participant)

Thank you for coming today!



Melanie Stanforth, Agora
Speech Pathologist

Joe Passante - Related
Services Coordinator

We're going to talk about:

- Related services in schools (specifically at Agora)
- What to do with related services as your year begins

K12_2363381

Participant#2 (Moderator)
Participant#3 (Moderator)
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Participant#104 (Participant)
Participant#105 (Participant)

TODAY'S OBJECTIVES

- Special Education Attendance Process
- Revising the IEP & Completing a SAIP



PSSA/KEYSTONE TRAINING FOR SPECIAL EDUCATION ACCOMMODATIONS ORGANIZERS

Agenda:

- Documents/Forms/What's New
 - ✓ Google Folder
- SEAO Overview
- Checklists for duties
- Accommodations specifics
 - ✓ Updates
 - ✓ Unique Accommodations
- Important Information
- Questions

Purpose:

- Provide an overview of the duties & responsibilities of the SEAO and ensure that clarification is given for common areas of misunderstanding.

Please note:

- We will allow time for general questions throughout the training.

 SEAO Training 1 Attendees.txt - Notepad

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|1193241_MS. KIMBERLY FISCUS_AGORA TEACHER

Schall_Michelle Olsavsky (Moderator)
KIMBERLY FISCUS (Moderator)
Lucia_Melissa Patterson (Moderator)
Johnson_Anna Lepsch (Moderator)
Natale_Jesse Capitano (Moderator)
Natale_Judy Deemer (Participant)
Natale_Heather Silberman (Participant)
Lucia_Susan Lipiec (Participant)
Whitney Bargerstock (Moderator)
Cukauskas_Gina Mallon (Participant)
Witman_Sam Bonniger (Participant)
Fisher-Maryann Johnson (Participant)
Lucia_Cortney Barkley (Participant)
Lucia_Jenna Dietrich 1 (Participant)
Morgan Witman (Participant)
Johnson_Sarah Pittman (Participant)
Lucia_Brittany Grafton (Participant)
Johnson_Brittney Cantwell (Participant)
Lucia_Jessica Reese (Participant)
Lucia_Bridget Ellis (Participant)
Lucia_Julie Doebereiner (Participant)
Jen Lucia (Participant)
Natale_Keri Shannon (Participant)
Montgomery_Carol Bryan (Participant)
Dieter_Jennifer McGinty (Participant)
Erinn Slacktish (Participant)
Schall_Terri Hunkele (Participant)
Colleen Freyvogel Bruss (Participant)
Fisher_Shelley Stump (Participant)
Amber Brisbane (Participant)
Barb Harvey (Participant)

SEAO Training 2: Testing Resources

Today's Agenda

- *SEAO Resource Folder Overview*
- *Accommodations Overview*
- *Important Reminders*
- *PASA/DLM*

All the things you need to survive TESTING

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Meeting Summary

Total Number of Participants 12
 Meeting Title SEAO Training: Part 3
 Meeting Start Time "5/14/2021, 11:51:46 AM"
 Meeting End Time "5/14/2021, 12:14:09 PM"

Full Name	Join Time	Leave Time	Duration	Email	Role
Whitney Bargerstock	"5/14/2021, 11:51:46 AM"	"5/14/2021, 12:14:07 PM"	22m 21s	wbargerstock@agora.org	Presenter
Danielle Schall	"5/14/2021, 11:54:08 AM"	"5/14/2021, 12:12:48 PM"	18m 39s	dschall@agora.org	Presenter
Keri Shannon	"5/14/2021, 11:54:30 AM"	"5/14/2021, 12:12:54 PM"	18m 24s	kshannon@agora.org	Presenter
Laurie Super	"5/14/2021, 11:55:38 AM"	"5/14/2021, 12:14:07 PM"	18m 28s	lsuper@agora.org	Presenter
Jesse Capitano	"5/14/2021, 11:56:07 AM"	"5/14/2021, 12:14:09 PM"	18m 1s	jcapitano@agora.org	Presenter
Michelle Olsavsky	"5/14/2021, 11:56:24 AM"	"5/14/2021, 12:13:00 PM"	16m 35s	molsavsky@agora.org	Presenter
Daniel Feldhaus	"5/14/2021, 11:56:26 AM"	"5/14/2021, 12:12:48 PM"	16m 21s	dfeldhaus@agora.org	Presenter
Samantha Bonniger	"5/14/2021, 11:57:00 AM"	"5/14/2021, 12:12:48 PM"	15m 48s	sbonniger@agora.org	Presenter
Terri Hunkele	"5/14/2021, 11:57:05 AM"	"5/14/2021, 12:12:58 PM"	15m 52s	thunkele@agora.org	Presenter
Heather Silberman	"5/14/2021, 11:59:22 AM"	"5/14/2021, 12:13:03 PM"	13m 40s	hsilberman@agora.org	Presenter
Melissa Hale-Patterson	"5/14/2021, 11:59:24 AM"	"5/14/2021, 12:12:56 PM"	13m 31s	mpatterson@agora.org	Organizer
Colleen Freyvogel Bruss	"5/14/2021, 12:03:34 PM"	"5/14/2021, 12:12:49 PM"	9m 15s	cfreyvogel@agora.org	Presenter

SEAO Training 1 Attendees_edcabcd8.txt - Notepad

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|1193241_MS. KIMBERLY FISCUS_AGORA TEACHER

Schall_Michelle Olsavsky (Moderator)

KIMBERLY FISCUS (Moderator)

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Natale_Jesse Capitano (Moderator)

Natale_Judy Deemer (Participant)

Natale_Heather Silberman (Participant)

Lucia_Susan Lipiec (Participant)

Whitney Bargerstock (Moderator)

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Witman_Sam Bonniger (Participant)

Fisher-Maryann Johnson (Participant)

Lucia_Cortney Barkley (Participant)

Lucia_Jenna Dietrich 1 (Participant)

Morgan Witman (Participant)

Johnson_Sarah Pittman (Participant)

Lucia_Brittany Grafton (Participant)

Johnson_Brittney Cantwell (Participant)

Lucia_Jessica Reese (Participant)

Lucia_Bridget Ellis (Participant)

Lucia_Julie Doebereiner (Participant)

Jen Lucia (Participant)

Natale_Keri Shannon (Participant)

Montgomery_Carol Bryan (Participant)

Dieter_Jennifer McGinty (Participant)

Erinn Slacktish (Participant)

Schall_Terri Hunkele (Participant)

Colleen Freyvogel Bruss (Participant)

Fisher_Shelley Stump (Participant)

Amber Brisbane (Participant)

Barb Harvey (Participant)

Meeting Agenda



- ✓ Review Metrics Information
- ✓ PA-EETP
- ✓ Review Cohort Schedule
- ✓ Review Differentiated Supervision
 - ✓ Purpose
 - ✓ Project Options
 - ✓ Descriptions
 - ✓ Timeline
- ✓ Next Steps
- ✓ Questions

Agenda

- * Team Referrals
- * Phases of the Special Education Process
- * Parent Referrals
- * Procedures

Questions to Follow

1225280_MS. ERINN SLACKTISH_AGORA TEACHER

AGORA ADMIN (Moderator)

Kate Giordano (Moderator)

Sczepakowski_Debra McTague (Participant)

Hornbake_Robin Hartman (Participant)

Hilson_RebeccaKenzkowski (Participant)

Kozar_Noreen Davish (Participant)

McCormick_Barbara Karp (Participant)

Montgomery_Jessi Eberly (Participant)

Hilson_Bri Ryen (Participant)

Kozar_Casey Oakes (Participant)

Nagy_Beth Ryan (Participant)

Kozar_Luke Lubich (Participant)

Allen_Barbara Thayer (Participant)

Montgomery_Megan Kiebler (Participant)

Kozar_Heidi Lucier (Participant)

Hilson_Sarah Rau (Participant)

Nagy_Judy Marsiliano (Participant)

Sczepakowski_Chris Moser (Participant)

Hawk_Jennifer Connelly (Participant)

Nagy_Gil McGlynn (Participant)
Allen_Allison Read (Participant)
Hawk_Erin Nawn (Participant)
Hilson_Heather Stiles (Participant)
Sczepakowski_Renee Dachenhausen (Participant)
Bianconi_Linda Dupes (Participant)
Montgomery_Laurel Breyak (Participant)
Montgomery_Melissa Erdmann (Participant)
Buffington_Amy Barrett (Participant)
Hornbake_Katie Wright (Participant)
Keth_Laurie Daugherty (Participant)
McCormick_Alison Force (Participant)
Kreider_Amanda Mullen (Participant)
Goldman_Jeannine Rogers (Participant)
Hawk_Tammy Saad (Participant)
Buffington_Selina Shepard (Participant)
Allen_Aggie Patrick (Participant)
McCormick_Nicole Camaioni (Participant)
Goldman_Jenn Szerlag (Participant)
McCormick_Wes Marquis (Participant)
Montgomery_Lisa Salony (Participant)

shebeck_brigitt watts (Participant)
Sczepkowski_Nancy Janelli (Participant)
Shebeck_Sharon Lynn (Participant)
Sczepkowski_Cassie Thomas (Participant)
Buffington_Suzanne Postler (Participant)
Keth_Ryan Baird (Participant)
Allen_Tovah MacLacklin (Participant)
Hilson_Ericka Nicol (Participant)
Montgomery_Jennifer Thompson (Participant)
Kozar_Erin Howe (Participant)
Sczepkowski_Carrie Yapple (Participant)
Nagy_Steve Gussow (Participant)
Hilson_Lisa Karosas (Participant)
Allen_Jordan Alderson (Participant)
Hornbake_Denise Curry (Participant)
Hawk_Felicia Rizzo (Participant)
Sczepkowski_Angie Green (Participant)
Allen_Samantha Miller (Participant)
Montgomery_Christy Nickerson-Little (Participant)
Bianconi_Dorry Altman (Participant)
McCormick_Jaclyn Scherrbaum (Participant)

Goldman_Tiffany Joyner (Participant)
McCormick_Ocie Hill (Participant)
Kozar_Lauren Schlager (Participant)
Buffington_Catherine Brand (Participant)
Kozar_Pam Sieger (Participant)
Hawk_Olivia Schwartz (Participant)
Kreider_Jen Barrios (Participant)
Sczepakowski_Chad Mullen (Participant)
Sczepakowski_Tara Brandt (Participant)
Keth_Lillian Marquez (Participant)
Bianconi_MelanieHathaway (Participant)
Montgomery_Beth Maines (Participant)
Nagy_Kimberly Worrell (Participant)
Keth_Stella Petraglia (Participant)
Montgomery_Jean Brennan (Participant)
Butler_Jeff Miller (Participant)
Sczepakowski_Michael Chapman (Participant)
Sczepakowski_Shelley Rex (Participant)
Goldman_Michael Reaves :) (Participant)
Hawk_Tawny Binder (Participant)
ward (Participant)

Allen_Darian Kiger (Participant)
Bianconi_Mike Smyntek (Participant)
Sczepkowski_Gaila Swindell (Participant)
Buffington_Brandon Bird (Participant)
Miller_Annie Mueller (Participant)
Montgomery_Jen Johnston (Participant)
Detwiler_William Kunkel (Participant)
Montgomery_Connie Barber (Participant)
Detwiler_Jessica Porreca (Participant)
Bianconi_Dean Griffith (Participant)
Kreider_Susan Detwiler (Participant)
Sczepkowski_Ginger Shaffer (Participant)
Goldman_Melissa Rodway (Participant)
McCormick_Susan Clark (Participant)
Keth_David Steinfurth (Participant)
Nagy_Marcy Purdy (Participant)
Buffington_Robert Pratt (Participant)
Detwiler_Carla Krochak (Participant)
Buffington_Marisa Walter (Participant)
Montgomery_Jill Schar (Participant)
Montgomery_Jamie Shaffer (Participant)

Hawk_Camille Arcuri (Participant)
Kozar_Laurie Pastin (Participant)
Buffington_Barb Harvey (Participant)
Montgomery_Adrienne McCreary (Participant)
Kozar_Ali Shaltes (Participant)
Keth_Janet Panza (Participant)
Hawk_Jenn Royer (Participant)
Montgomery_Lauren Witmer (Participant)
Bianconi_Gabrielle Ferrara (Participant)
Shebeck_Elley Jimenez (Participant)
Montgomery_Shauna Rosenberger (Participant)
Bianconi_Dayna Houseknecht (Participant)
Detwiler_Chakola Hall (Participant)
Montgomery_Jill Mahon (Participant)
Miller_Frank Nagy (Participant)
Montgomery_Carol Bryan (Participant)
Montgomery_Melissa Creaven (Participant)
Bianconi_Jacque Monterroso (Participant)
Goldman_Jessica Martinez (Participant)
Keth_Rich Lipski (Participant)
Hawk_Melissa Mikkelsen (Participant)

Montgomery_Kristen Lanzilotta (Participant)

Miller_Regan Shebeck (Participant)

Montgomery_Kim Strong (Participant)

Hawk_Jaymee Stadler (Participant)

Montgomery_Melissa McCready (Participant)

Allen_Kelly Pease (Participant)

Montgomery_Shannon Angelo (Participant)

Bianconi_Anne Dillon (Participant)

Hilson_Joseph B Smith (Participant)

Keth_Stephanie Lyman (Participant)

Shebeck_Brynne Allcorn (Participant)

Buffington_Tammy Barger (Participant)

Nagy_Daniel Berkey (Participant)

Steve Nugent (Participant)

Bianconi_Roberta Love (Participant)

Shebeck_Danielle Horton 1 (Participant)

Detwiler_Heather Ronco (Participant)

Hilson_Cindy Shonberg (Participant)

Montgomery_Krista Kowalok (Participant)

Shebeck_Jay Vasil (Participant)

Buffington_Scott Radio (Participant)

Nagy_Rebecca Adams (Participant)
Miller_Heather McCormick (Participant)
Allen_Mary Walsh (Participant)
Palme_Suzanne Klein (Participant)
Allen_Rosalyn Finlayson (Participant)
Keth-MichelleGeorge (Participant)
Miller_Erin Hilson (Participant)
Sczepakowski_Sara Stephenson (Participant)
Montgomery_Jill Buck (Participant)
Hilson_Diane Kunitsky (Participant)
Hilson_Taryn Morgan (Participant)
Dani Pricer (Moderator)
Palme_Roxanne Zeisloft (Participant)
Nagy_JeremyCarver (Participant)
Shebeck_Tom Shields (Participant)
Hornbake_Mike Floyd (Participant)
Montgomery_Ashley Alcorn (Participant)
Montgomery_Kim Gallis (Participant)
Buffington_Mark Laser (Participant)
Montgomery_Rachel Sams (Participant)
Detwiler_Tyler Bui (Participant)

Detwiler_Chris Wrigley (Participant)
Goldman_Stephanie Whitted (Participant)
Nagy_Paul Folmar (Participant)
Kozar_Michelle Tilsner (Participant)
Montgomery_Jessica Boyer (Participant)
Goldman_Ahrin Gibbons (Participant)
Detwiler_Melissa Evangelista (Participant)
Shebeck_Jennifer Dumas (Participant)
Shebeck_Marc Kramer (Participant)
Bianconi_Valerie McCarthy (Participant)
Goldman_Mara Sears (Participant)
Keth_Pam Holtzman (Participant)
Quisito_Mike Mirth (Participant)
Detwiler_Jessica Porreca 1 (Participant)
Kozar_John Thomas (Participant)
Hawk_Shannon Ciarlone 1 (Participant)
Kozar_Kim Kreseski (Participant)
Buffington_Ashley Smith (Participant)
Kozar_Colleen Richardson (Participant)
Sczepkowski_Judy Willison (Participant)
Keth_Molly Pratt (Participant)

Kreider_ Pam Keth (Participant)
McCormick_Christopher Weisz (Participant)
Lynn Wilson (Participant)
Montgomery_Natalie Steinberg (Participant)
Hilson_Marianne Keck (Participant)
Hilson_Emily Nugent (Participant)
Hilson_Christina Abul-Ela (Participant)
Shebeck_Jason Donley (Participant)
Kozar_Liz McEwen (Participant)
Detwiler_Monique Ketter (Participant)
Buffington_Amy Cadwallader (Participant)
Allen_John Riggs (Participant)
Shebeck_Trisa Lesczynski (Participant)
Montgomery_Amanda Tomik (Participant)
Kozar_Tracy Harris (Participant)
Hawk_Laura Logan (Participant)
Montgomery_Tammy McCauley (Participant)
Keth_Kristen Lake (Participant)
Nagy_Jill Boisvert (Participant)
Kreider_Kristin Thatcher (Participant)
McCormick_Christine Barney (Participant)

McCormick_Jon Pytko (Participant)
Allen_Shelly McGlothlin (Participant)
Detwiler_Cathy Stabilito (Participant)
Goldman_Taché Burnett (Participant)
Allen_Amber Tkach (Participant)
Nagy_Cathy Boyer (Participant)
Allen_Janelle McKeown (Participant)
Montgomery_Casey Marshall (Participant)
Kozar_Beth Largent (Participant)
McCormick_Katie DiStefano (Participant)
Shebeck_Sarah Weikert (Participant)
Hawk_Ashley Wise (Participant)
Hornbake_Jim Montgomery (Participant)
Keth_Kimberly Watson (Participant)
Hawk_Grace Fiscus (Participant)
Hilson_Kate McAndrew (Participant)
Sczepakowski_Kim Gruver (Participant)
Hilson_Julie McCrea (Participant)
Hawk_Chelsea Noss (Participant)
Kozar_Heather Bianconi (Participant)
Keth_Cindy Imbarlina (Participant)

Detwiler_Jessica Porreca 2 (Participant)
Montgomery_Katey Curry-Puskar (Participant)
Goldman_Kimyatta Woods (Participant)
Goldman_Jaime Sosonkin (Participant)
Detwiler_Katie Renner (Participant)
Kreider_Erin Owen (Participant)
McCormick_Jesse Nicholas (Participant)
Kreider_Eileen Nelson (Participant)
Hawk_Michelle Staab (Participant)
Sczepakowski_Sandy Cashman (Participant)
McCormick_Jessica Whitmoyer (Participant)
Bianconi_Kelly Snyder (Participant)
Bianconi_Jill Phillips (Participant)
Nagy_Susan Tybl (Participant)
Butler_Tim Kreider (Participant)
Kreider-Laura Goldman (Participant)
Allen_Meghan Stalebrink (Participant)
Morgan Witman (Participant)
Allen_Jaime Lombardo (Participant)
Bianconi_Emily Sattler (Participant)
Miller_Morgan Galonski (Participant)

Nagy_Maureen Donnelly (Participant)
Buffington_Arlene Sheffo (Participant)
Montgomery_Janet Whippo (Participant)
Hawk_Michelle Verbecken (Participant)
Nagy_Michael_McNulty (Participant)
Shebeck_Melissa Jusko (Participant)
Quisito_Amy Shea (Participant)
Goldman_Colleen Egan (Participant)
Hornbake_Kristie Hawk (Participant)
Butler_Jansen Hornbake (Participant)
Buffington_Michelle Klara (Participant)
Hilson_Melanie Walters (Participant)
Hawk_Lisa Hill (Participant)
Hawk_Elyse Alcott (Participant)
Hawk_Ashley Huff (Participant)
Montgomery_Ken Sarber (Participant)
Quisito_Erica Lee (Participant)
Buono_James Lisk (Participant)
Hilson_Caleb Cragle (Participant)
Shebeck_LorySoda (Participant)
Keth_Misty Wilson (Participant)

Nagy_Lauren Goughnour (Participant)
Shebeck_Kate Brown (Participant)
Butler_Bridget Kozar (Participant)
Shebeck_Jennifer Martin (Participant)
Hornbake_Candace Kreutzer (Participant)
Shebeck_Erin Jackson (Participant)
Miller_Gina Evangelista (Participant)
Allen_Dena Petruzzelli (Participant)
Detwiler_Gwen Fredette (Participant)
Buffington_Karen Hamburger (Participant)
Hawk_Deborah LaVacca (Participant)
Goldman_Lauren Napoli (Participant)
Kozar_Bridget Kozar (Participant)
Shebeck_Megan Sinan (Participant)
McCormick_JP Tumas (Participant)
Montgomery_Kelli Moreno (Participant)
Goldman_Michele Pelipesky 1 (Participant)
Shebeck_Nicole Bowie (Participant)
Shebeck_Kevin McCracken (Participant)
Erinn Slacktish (Participant)
Montgomery_Autumn Whitebread (Participant)

Hilson_Matthew Bruenn (Participant)
Sczepakowski_Deb Garrison (Participant)
Shebeck_Pam Heard 1 (Participant)
Keth_Carissa Ondesko Bost (Participant)
Hilson_Bob Galonski (Participant)
Allen_Sharon Kelso (Participant)
Buffington_Erin Tainter (Participant)
Montgomery_Ellen Hopkins 1 (Participant)
McCormick_Anita Deloe (Participant)
Nagy_Patty Smith (Participant)
Goldman_Mary Johnson (Participant)
Nagy_Daniel McMullen (Participant)
Shebeck_Rhonda Williams (Participant)
Detwiler_Jeremy Smith (Participant)
Shebeck-Keith Platt (Participant)
Shebeck_Victoria E. Brownlie (Participant)
Allen_Danielle Kerner (Participant)
Goldman_Ashley Von Grossen (Participant)
Shebeck_Diane Broniszewski (Participant)
Hawk_Jalina Robosky (Participant)
Allen_Starr Whitten (Participant)

Shebeck_Jamie McCarthy (Participant)
Hawk_Grace CuvIELlo (Participant)
McCormick_David Clagett (Participant)
Shebeck_Ryan Webb (Participant)
Allen_Erica Macuga (Participant)
Bianconi_Leslie Laudenslager (Participant)
Miller_Holly Allen (Participant)
Montgomery_Caitlin Johnson (Participant)
Keth_Andrea Baker (Participant)
Hilson_Cara Schweizer (Participant)
Shebeck_Meghan_Lynn (Participant)
Buffington_Thy Schmick (Participant)
Allen_Ashly Staley (Participant)
Bianconi_Zoleanne Ruffner (Participant)
Kreider_Gina Sczepkowski (Participant)
McCormick_Jennine Thomas (Participant)
Shebeck_Sally Devinney (Participant)
Hawk_Beth Shoop (Participant)
Quisito_Kelly Noss (Participant)
Detwiler_Michele Trobman (Participant)
Hilson_Heather Coyne (Participant)

Bianconi_Kelly McCullough (Participant)
Hilson_MelissaHL (Participant)
Buffington_Andrew White (Participant)
Nagy_Sharon Berry (Participant)
Hilson_Shila Cramer (Participant)
Kozar_Jenna Gruber (Participant)
McCormick_Stephen Shuttleworth (Participant)
Bianconi_Corey McNulty (Participant)
McCormick_Sarah Menzler (Participant)
Montgomery_Karen Girard (Participant)
Nagy_Joanne Mulvey (Participant)
Keth_Kelly McQuaide #2 (Participant)
Hawk_Angela Majzlik (Participant)
McCormick_Angela Hetrick (Participant)
Nagy_Lori Andrews (Participant)
Kreider_Amy Shehan (Participant)

Timestamp	Email Address	Name		PPID	Supervisor
8/11/2020 16:09:17	eslacktish@agora.org	First Name	Last Name	ANSWER KEY	
8/10/2020 16:17:54	bfroehlich@agora.org	Brittany	Froehlich		Lucia
8/11/2020 9:47:35	lolbryk@agora.org	Lacey	Olbryk		Lucia
8/11/2020 14:10:36	asweeney@agora.org	Allison	Sweeney		Natale
8/11/2020 14:39:46	cmack@agora.org	Cathryn	Mack		Johnson
8/11/2020 15:46:09	twalker@agora.org	Tara	Walker		Schall
8/11/2020 22:22:43	lsvonavec@agora.org	Lauren	Svonavec		Johnson
8/12/2020 7:39:19	bscears@agora.org	Breanne	Scears		Val Natale
8/12/2020 9:11:40	jshaffer3@agora.org	Janelle	Shaffer		Freyvogel
8/12/2020 9:15:59	kbeadle@agora.org	Karla	Beadle		Cukauskas
8/12/2020 12:09:49	jdepietro@agora.org	Jenn	DePietro		Witman
8/12/2020 12:35:02	jdeemer@agora.org	Judy	Deemer		Natale
8/12/2020 15:02:45	jbeeken@agora.org	Jennifer	Beeken		Freyvogel
8/12/2020 20:06:27	bcantwell@agora.org	Brittney	Cantwell		Johnson
8/13/2020 10:07:21	svietmeier@agora.org	Stacy	Vietmeier		Johnson
8/13/2020 10:45:26	aschmidt@agora.org	Ashley	Schmidt		Cukauskas
8/13/2020 11:28:25	cbarkley@agora.org	Cortney	Barkley		Lucia
8/13/2020 13:36:30	lstapf@agora.org	Laura	Stapf		Natale
8/13/2020 13:59:15	chartman@agora.org	Cathrine	Hartman		Cukauskas
8/13/2020 15:48:05	slelko@agora.org	Susan	Lelko		Natale
8/13/2020 15:48:19	nreimers@agora.org	Nancy	Reimers		Schall
8/14/2020 13:51:48	rperri@agora.org	Renee	Perri		Natale
8/14/2020 14:24:45	cganter@agora.org	Crysta	Ganter		Cukauskas
8/14/2020 17:38:21	lbrestensky@agora.org	Lisa	Brestensky		Freyvogel
8/14/2020 22:27:50	jreese@agora.org	Jessica	Reese		Lucia
8/17/2020 8:13:08	ckirchner@agora.org	Carly	Kirchner		Freyvogel
8/17/2020 10:45:27	cbryan@agora.org	Carol	Bryan		Cukauskas
8/17/2020 13:10:54	jfecik@agora.org	Justine	Fecik		Schall
8/17/2020 13:37:32	dfurka@agora.org	David	Furka		Johnson
8/17/2020 13:39:05	jhuffman@agora.org	Jena	Huffman		Natale
8/17/2020 20:06:34	klapsker@agora.org	Kristina	Lapsker		
8/18/2020 11:05:17	aarmstrong@agora.org	Amanda	Armstrong		Freyvogel
8/18/2020 11:05:19	mgaso@agora.org	Melissa	Gasco		Natale
8/18/2020 11:48:33	nkrol@agora.org	Nicole	Krol		Freyvogel
8/18/2020 12:19:35	kfitzgerald@agora.org	Kim	Fitzgerald		Lucia
8/18/2020 13:35:37	jdunlap@agora.org	Jill	Dunlap		Freyvogel
8/18/2020 13:39:38	lradico@agora.org	Lauren	Radico		Freyvogel
8/18/2020 13:57:21	dodonnell@agora.org	Dana	O'Donnell		Johnson
8/18/2020 15:21:25	oeckels@agora.org	Olivia	Eckels		Cukauskas
8/18/2020 15:38:49	slipiec@agora.org	Susan	Lipiec		Lucia
8/18/2020 15:51:27	jcapitano@agora.org	Jesse	Capitano		Freyvogel
8/18/2020 16:32:45	mstump@agora.org	Melissa	Stump		Natale
8/18/2020 17:23:11	adenham@agora.org	Angie	Denham		Witman
8/18/2020 19:19:32	kcostanzo@agora.org	Kristal	Costanzo		Lucia
8/19/2020 12:29:00	cpanchura@agora.org	Chelsey	Panchura		Freyvogel
8/19/2020 13:04:57	lspratt@agora.org	Leslie	Spratt		Johnson
8/19/2020 13:28:28	kwelsh@agora.org	Kristy	Welsh		Natale
8/19/2020 14:04:01	thunkele@agora.org	Terri	Hunkele		Schall

Timestamp	Email Address	Name		PPID	Supervisor
8/19/2020 14:17:41	jdietrich@agora.org	Jenna	Dietrich		Lucia
8/19/2020 18:33:36	astaley2@agora.org	Amber	Staley		Freyvogel
8/19/2020 20:04:12	mpelissier@agora.org	Michelle	Pelissier		Johnson
8/19/2020 20:59:44	hsilberman@agora.org	Heather	Silberman		Schall
8/19/2020 21:11:16	jmoyer2@agora.org	Jill	Moyer		Schall
8/20/2020 13:30:53	rcongdon@agora.org	Rebekah	Congdon		Schall
8/20/2020 21:31:40	jbarnhart@agora.org	Jessica	Barnhart		Lucia
8/21/2020 9:26:40	mlove@agora.org	Melissa	Love		Schall
8/21/2020 9:50:17	tdraeger@agora.org	Theresa	Draeger		Schall
8/21/2020 12:44:58	jzollman@agora.org	Jennifer	Zollman		Natale
8/21/2020 23:42:12	mgarczynski@agora.org	Molly	Garczynski		Johnson
8/22/2020 10:20:46	alarge@agora.org	Allison	Large		Freyvogel
8/22/2020 13:49:32	skennedy@agora.org	Sabrina	Kennedy		Natale
8/23/2020 10:02:27	lkerns@agora.org	Lauren	Kerns		Natale
8/23/2020 16:54:22	syoun@agora.org	Sasha	Young		Schall
8/23/2020 17:39:05	amalec@agora.org	Ashley	Malec		Lucia
8/23/2020 17:46:49	dpacolay@agora.org	Dana	Pacolay		Freyvogel
8/23/2020 18:00:49	jseverino@agora.org	Jill	Severino		Lucia
8/23/2020 20:09:34	abrisbane@agora.org	Amber	Brisbane		Witman
8/24/2020 4:47:10	hcobert@agora.org	Heather	Cobert		Freyvogel
8/24/2020 9:26:21	cemrick@agora.org	Carissa	Emrick		Schall
8/24/2020 10:02:30	jbuss@agora.org	Jennifer	Buss		Cukauskas
8/24/2020 10:23:14	lpagliei@agora.org	Lynn	Pagliei		Schall
8/24/2020 10:30:20	gmallon@agora.org	Regina	Mallon		Cukauskas
8/24/2020 10:31:07	afarster@agora.org	Ashley	Farster		Cukauskas
8/24/2020 11:20:45	tambuka@agora.org	Tracey	Ambuka		Freyvogel
8/24/2020 14:47:00	akimmage@agora.org	Amanda	Moyer		Schall
8/24/2020 15:18:03	gfiscus@agora.org	Grace	Fiscus		Cukauskas
8/24/2020 16:55:32	cbaker@agora.org	Chris	Baker		Lucia
8/24/2020 19:29:17	kpaolino@agora.org	Kim	Paolino		Johnson
8/24/2020 20:00:40	jlinderman@agora.org	Jessica	Linderman		Johnson
8/24/2020 20:06:37	cwiddop@agora.org	Christen	Widdop		Cukauskas
8/24/2020 20:12:17	bpontious@agora.org	Brianna	Pontious		Lucia
8/24/2020 21:35:20	bfink@agora.org	Brittany	Fink		Johnson
8/24/2020 23:34:43	jdoebereiner@agora.org	Julie	Doebereiner		Lucia
8/25/2020 7:09:21	lsavitz@agora.org	Lisa	Savitz		Schall
8/25/2020 7:51:17	lsavitz@agora.org	Lisa	Savitz		Schall
8/25/2020 8:16:48	gdonch@agora.org	Gina	Rodriguez		Cukauskas
8/25/2020 14:24:16	jcadieus@agora.org	Jenn	Cadieus		Freyvogel
8/25/2020 15:32:19	hdodge@agora.org	Heidi	Dodge		Johnson
8/26/2020 12:28:55	cramsey@agora.org	Cathryn	Ramsey		Lucia
8/26/2020 12:32:17	ehenretta@agora.org	Erikka	Henretta		Cukauskas
8/26/2020 12:45:28	mbasso@agora.org	Maura	Basso		Lucia
8/31/2020 13:21:53	mbotti@agora.org	Michelle	Botti		Lucia
9/1/2020 13:51:36	khoffman@agora.org	Kaelyn	Hoffman		Lucia
9/3/2020 10:23:57	kshannon@agora.org	Keri	Shannon		Natale
9/7/2020 13:21:15	bcooper@agora.org	Barb	Cooper		Schall
9/8/2020 11:11:54	mmccracken@agora.org	Melissa	McCracken		Freyvogel

Timestamp	Email Address	Name		PPID	Supervisor
9/15/2020 9:25:05	llamison@agora.org	Lauren	Lamison		Natale
9/15/2020 9:46:24	scostello@agora.org	Serena	Costello		Natale
9/15/2020 11:00:20	nhollenbach@agora.org	Nicolette	Hollenbach		Natale
9/16/2020 15:45:42	araught@agora.org	Amy	Raught		Freyvogel
9/16/2020 22:36:17	tkozak@agora.org	Tamara	Kozak		Natale
9/29/2020 11:14:06	hgallagher@agora.org	Heather	Gallagher		Natale
10/8/2020 16:17:43	akammermeier@agora.org	Amanda	Kammermeier		Natale



*WHAT IS
EVERYONE'S ROLE?*

HOW WOULD YOU IDENTIFY YOUR PERSPECTIVE

K12_4357350

Morgan Witman A18004357350 T18004357350
(Moderator)

Lucia_Theresa Bash (Participant)

Natale_Laura Stapf (Participant)

Lucia_Cortney Barkley (Participant)

Lucia_Ashley Malec (Participant)

Rachel Carmichael (Participant)

Lucia_Kristal Costanzo (Participant)

Lucia_Brianna Pontious (Participant)

Natale_Serena Costello (Participant)

Lucia_Susan Lipiec (Participant)

Freyvogel_Melissa McCracken (Participant)

Lucia_Bridget Ellis (Participant)

Maura Basso (Participant)

Butler_Jansen Hornbake (Participant)

Sue Lelko (Participant)

Natale_Heather Silberman (Participant)

Lucia_Jessica Reese (Participant)

Judy Deemer (Participant)

Lilly Sellers (Moderator)

Lucia_Jenna Dietrich (Participant)

Freyvogel_Whitney Bargerstock (Participant)

Chris Baker #3 (Participant)

Jena Huffman (Participant)

Natale_Allison Sweeney (Participant)

Chiara Scaramuzzo (Participant)

Schall_Michelle Olsavsky (Participant)

Lisa DiGiovanni (Participant)

Kaelyn Hoffman (Participant)

Sarah Pittman (Participant)

Angie Denham (Participant)

Schall_Carissa Emrick (Participant)

Kozar_Eric Buffington (Participant)

Witman_Sam Bonniger (Participant)

Lisa Savitz (Participant)

Shari Widlund (Participant)

Lauren Lamison (Participant)

Jessica Barnhart (Participant)

Jennifer DePietro (Participant)
amber brisbane (Participant)
Kozar_John Thomas (Participant)
McCormick_Mike Scheirer (Participant)
Nicolette Hollenbach (Participant)
Liz McEwen (Participant)
Johnson_Anna Lepsch (Participant)
Erinn Slacktish (Participant)
Schall_Becky Congdon (Participant)
Natale_Lauren Kerns (Participant)
Schall_Terri Hunkele (Participant)
Natale_Jess Capitano (Participant)
Natale_Keri Shannon (Participant)
Freyvogel_Jenn Cadieux (Participant)
Freyvogel_Janelle Shaffer (Participant)
Angela Bayly (Participant)
Schall_Sasha Young (Participant)
Schall_Theresa Draeger (Participant)
Lucia_Anna Baranoski (Participant)
Alina Kitchell (Participant)

Schall_Jill Moyer (Participant)
Valerie Natale (Moderator)
Jackie O_Reilly (Participant)
Natale_Sabrina Kennedy (Participant)
Katie DiStefano (Participant)
Natale_Tamara Kozak (Participant)
Caleb Cragle (Participant)
Laura Goldman (Participant)
Alyson Scheib (Participant)
Freyvogel_Chelsey Panchura (Participant)
Julie Doebereiner (Participant)
Jill Severino (Participant)
Steve Nugent (Participant)
Mindy Wesley (Participant)
Natale_Breanne Scears (Participant)
Freyvogel_Lauren Radico (Participant)
Kimberly Paolino (Participant)
Colleen Freyvogel Bruss (Participant)
Bridget Kozar (Participant)
Johnson_Jessica Linderman (Participant)

Natale_Melissa Stump (Participant)

Brittany Fink (Participant)

Leslie Spratt (Participant)

Melissa Jusko (Participant)

Teleconference (Participant)

Val Volpe (Participant)

Caitlyn Jones 2 (Participant)

Freyvogel Erin Scrip (Participant)

Heather Bianconi (Participant)

Ali Hrasok 2 #2 (Moderator)

K12_4357350

Ali Hrasok (Moderator)

Natale_Laura Stapf (Participant)

Schall_Michelle Olsavsky (Participant)

Johnson_Jessica Linderman (Participant)

Johnson_Cathryn Mack (Participant)

Natale_Allison Sweeney (Participant)

Frank Nagy (Participant)

Morgan Witman A18004357350 T18004357350 (Moderator)

Schall_Theresa Draeger (Participant)

Freyvogel_Janelle Shaffer (Participant)

Lucia_Lacey Olbryk (Participant)

John Thomas (Participant)

Tamara Kozak (Participant)

Lilly Sellers (Moderator)

Davud Furka (Participant)

Johnson_Maria Harlan (Participant)

Johnson_Lauren Svonavec (Participant)

Natale_Breanne Scears (Participant)

Schall Melissa Love (Participant)

Lucia_Melissa Patterson (Participant)
Regina Kubica 1 (Participant)
Heather Silberman (Participant)
Natale_Kristy Welsh (Participant)
Valerie Natale (Participant)
Natale_Lauren Lamison (Participant)
Alyson Scheib (Participant)
Schall_Terri Hunkele (Participant)
Molly Garczynski (Participant)
Natale_Heather Gallagher (Participant)
Natale_Lauren Kerns (Participant)
Natale_Jennifer Zollman (Participant)
Stacy Vietmeier (Participant)
Jena Huffman (Participant)
Sue Lelko (Participant)
Witman_Sam Bonniger (Participant)
Sarah Mattis (Participant)
Freyvogel_Amanda Armstrong (Participant)
Tara Walker (Participant)
Mindy Wesley (Participant)
Lucia_Jenna Dietrich 2 (Participant)

Crystal Long (Participant)
Danielle Schall (Participant)
Alexis Wagner (Participant)
Steve Nugent (Participant)
Freyvogel Bruss_Lisa Brestensky (Participant)
Mike Scheirer (Participant)
Lucia_Brianna Pontious (Participant)
Maryann Johnson (Participant)
Witman_Angie Denham (Participant)
Natale_Serena Costello (Participant)
Lynn Pagliei (Participant)
Jeffrey Miller (Participant)
Schall_Sasha Young (Participant)
Jen Lucia (Participant)
Bridget Ellis (Participant)
Nagy_Rebecca Adams (Participant)
Natale_Keri Shannon (Participant)
Witman_Christi Thomas (Participant)
Schall_Carissa Emrick (Participant)
Johnson_Anna Lepsch (Participant)
Johnson_Kym Humanick (Participant)

Freyvogel_Susan Martin (Participant)
Erinn Slacktish (Participant)
Lucia_Ashley Malec (Participant)
Lucia_Anna Baranoski (Participant)
Schall_Mandi Moyer (Participant)
Natale_Jess Capitano (Participant)
Lucia_Theresa Bash (Participant)
Jennifer DePietro (Participant)
Amber Brisbane (Participant)
Schall_Jill Moyer (Participant)
Becky Congdon (Participant)
Natale_Melissa Stump (Participant)
Nicolette Hollenbach_Natale (Participant)
Lucia_Jill Severino (Participant)
Freyvogel_Chelsey Panchura (Participant)
Freyvogel_Kim Fiscus (Participant)
Mandy Kammermeier (Participant)
Natale_Sabrina Kennedy (Participant)
Justine Fecik (Participant)
Schall_Barb Cooper (Participant)
Freyvogel_Jennifer Cadieux (Participant)

Mrs_ Katie DiStefano (Participant)
Kelly Berstecher (Participant)
Miller_Regan Shebeck (Participant)
Melissa Jusko (Participant)
Schall_Lisa Savitz (Participant)
Freyvogel_Dana Pacolay #2 (Participant)
Maura Basso (Participant)
Lucia_Cortney Barkley (Participant)
Lucia_Jessica Reese (Participant)
Freyvogel_Erin Scrip Scrip (Participant)
Sarah Pittman (Participant)
Holly Allen (Participant)

Agenda

SEAOs for PASA

Prior to Testing

During Testing

After Testing



	First Name	Last Name
14-May-21	Kimberly	Fiscus
14-May-21	Lisa	Savitz
14-May-21	Stacy	Vietmeier
14-May-21	Cortney	Barkley
14-May-21	Maryann	Johnson
14-May-21	Anna	Lepsch
14-May-21	Kelly	Berstecher
14-May-21	Theresa	Bash
14-May-21	Samantha	Bonniger
14-May-21	Shelley	Stump
14-May-21	Colleen	Freyvogel Bruss
14-May-21	Laurie	Super
14-May-21	Melissa	Hale-Patterson
14-May-21	Kimberly	McLaughlin
14-May-21	Judy	Deemer
14-May-21	Dana	Pacolay
14-May-21	Lauren	Kerns

MEMORANDUM OF UNDERSTANDING

**MEMORANDUM OF UNDERSTANDING
BETWEEN**

**UPPER MERION TOWNSHIP POLICE DEPARTMENT
(Law Enforcement Authority)**

And

Agora Cyber Charter School

(July 28, 2016)

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
590 North Gulph Road
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 school 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. § 9101 *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 1303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
 - iv. Comply with the directives of the Individuals with Disabilities Act (IDEA) regarding the reporting of any crime committed by a child with a disability to law enforcement authorities (*See* 20 USC §1415 (k)(6)).
 - 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. (34 C.F.R. §99.31 (a) (10) of the FERPA regulations). In determining whether a health or safety emergency

As approved by the State Board of Education, Nov. 16, 2011, as revised on May 18, 2012, with authority of the State Board to conform to form and legality requirements.

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 Office¹ - what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

- d. The school entity should comply with the following exceptions to the prior consent requirement of the Federal Education Rights and Privacy Act (FERPA):
- To provide information from the school's law enforcement unit records (*See* §99.3 and §99.8 of the FERPA regulations).
 - To provide information in connection with a health or safety emergency (*See* §99.31 (a) (10) of the FERPA regulations).
 - To comply with a judicial order, a federal Grand Jury subpoena, or a subpoena for a law enforcement purpose and the court has ordered the school not to disclose the existence of the subpoena (*See* §99.31 (a) (9) of the FERPA regulations).
 - To provide information that the school district has designated as "directory information" (*See* §99.37 of the FERPA regulations). Directory information includes, but is not limited to; name, address and telephone, place of birth, major field of study, official activities, dates of attendance, height and weight for sports, degrees and honors received, most recent previous education institution and photograph.

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.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

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.

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 charges 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 "[a]ny 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 18 908(c) (relating to Pa.C.S. § 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 or 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 b. 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 students 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 programs, 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.
3. Recommended Notification

The School Entity should 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 2710 (relating to ethnic intimidation).
 - x. Section 4905 (relating to false alarms to agencies of public safety).
 - xi. Section 4952 (relating to intimidation of victim or witness).
 - xii. Section 4953 (relating to retaliation against witness, victim or party).
 - xiii. Section 7611-7661 (relating to computer offenses)
- b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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 5502 (relating to failure of disorderly persons to disperse upon official order).
 - ii. Section 5503 (relating to disorderly conduct).
 - iii. Section 6305 (relating to sale of tobacco).
 - iv. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - v. 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, as needed, 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 an 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 act to 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.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

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- 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.
- G. The school entity shall comply with the reporting requirements for incidents falling under the Child Protective Services Act, 23 Pa. C.S. §6301 et. seq. Notification of these

incidents shall also be immediately be given to the District Attorney's Office Detective Bureau, Lieutenant on-call, and local law enforcement.

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. For 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:

- a. 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. Actors/suspects Temporarily Detained

1. Students identified as actors/suspects in reported incidents may be temporarily detained at the discretion of a law enforcement officer for the purpose of an investigation.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being detained.

As approved by the State Board of Education, Nov. 16, 2011, as revised on May 18, 2012, with authority of the State Board to conform to form and legality requirements.

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.
- 3.

B. Notification of Parent or Guardian

1. After the school entity has notified the local police department of an incident and received assurance that prompt notification to the parent or guardian of a victim or suspect will not compromise an ongoing investigation, then the school entity shall notify as soon as practicable, the parent or guardian of a victim or suspect directly involved in an incident under Section IIA or IIB. Except in cases in which the suspect student has been injured and requires medical attention, the decision about when to notify a suspect's parents or guardians shall be at the discretion of law enforcement authorities.
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 assumes primary responsibility for a matter, the legal conduct of interviews, 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. When the law enforcement authority interviews a victim, the school entity may notify the parent or guardian of the victim, after consultation with the law enforcement authority.
- b. In the event a victim is interviewed by the law enforcement authority on school property, the determination of whether a guidance counselor, similarly designated personnel or other adult may be present during the interviewing process shall be at the discretion of the law enforcement authority based upon applicable law.

3. Witnesses

- a. When the law enforcement authority interviews a witness, the school entity may notify the parent or guardian of the witness, after consultation with the law enforcement authority.
- b. In the event a witness is interviewed by the law enforcement authority on school property, the determination of whether a guidance counselor, similarly designated personnel or other adult may be present during the interviewing process shall be at the discretion of the law enforcement authority based upon applicable law.

4. Suspects

- a. Upon request of the law enforcement authority, the school entity may help the law enforcement authority to secure the presence of at least one parent or guardian of a student suspect before that student is questioned by the law enforcement authority. In situations involving older juvenile suspects, it is within the discretion of the law enforcement authority on whether to acquire the presence of an interested adult prior to questioning considering the totality of the circumstances.
- b. When a parent or guardian is not present, school authorities should 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 later 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 indicate any discrepancies between the report and police incident data.
- 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 incident data, the school entity shall work collaboratively with the

As approved by the State Board of Education, Nov. 16, 2011, as revised on May 18, 2012, with authority of the State Board to conform to form and legality requirements.

law enforcement authority to facilitate up to date and current reports. Any discrepancies will be addressed by a meeting between the two parties. Corrections will be made at that point in time in agreement from both parties.

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.
- C. If changes in state or federal law require changes to this 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.

VI. Media Relations

- A. Release of Information
 - 1. The release of information concerning incidents reportable to law enforcement authority pursuant to the terms of this Memorandum of Understanding shall be coordinated between law enforcement authorities and school entities.
 - 2. The parties may release information as is allowable by law, after consultation with laws enforcement authorities, giving due deliberation to safety considerations, confidentiality limitations, investigative considerations and the need to limit disruption to school functions and protect the privacy of the students and staff involved.

AND NOW, this ___ day of _____, 2016, the parties herby acknowledge the foregoing as the terms and conditions of their understanding.

Chief School Administration

School Entity (School Entity)

Building Principal

School Building

Thomas M. Nolan

Chief Law Enforcement Authority

Upper Merion Township Police Dept.

Law Enforcement Authority

Witness: Kevin Steele, District Attorney

Date



1018 West 8th Avenue
King of Prussia, PA 19406
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www.agora.org

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 21st day of July, 2021

By: Karen DelGuercio (Signature of Board President)

Karen DelGuercio (Print Name)

Agora Cyber Charter School Board of Education

Charter School Law Affirmation

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

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

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

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

Affirmed on this 21st day of July, 2021

By: Karen DelGuercio (Signature of Board President)

Karen DelGuercio (Print Name)

Agora Cyber Charter School Board of Education

Charter Annual Background Check Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended. The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

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

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

Affirmed on this 21st day of July, 2021

By: Karen DelGuercio (Signature of Board President)

Karen DelGuercio (Print Name)

Agora Cyber Charter School Board of Education

Ethics Act Affirmation

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

Affirmed on this 21st day of July, 2021

By: Karen DelGuercio (Signature of Board President)

Karen DelGuercio (Print Name)

Agora Cyber Charter School Board of Education

Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this 21st day of July, 2021

By: Karen DelGuercio (Signature of Board President)

Karen DelGuercio (Print Name)

Agora Cyber Charter School Board of Education

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.