REACH CYBER CS

Charter School Annual Report | 2024 - 2025

School Profile

LEA Name
Reach Cyber CS

AUN
115227871

Address 1
750 East Park Drive

Address 2
Suite 204

City
Harrisburg

State
PA

Zip Code
17111

Chief Administrator Name
Ms Jane Swan

Chief Administrator Email
jswan@reachcyber.org

Chief Administrator Phone
(570) 218-8475

Extension

Charter School Principal

Principal Name
Kelley McConnell

Principal Email
kmcconnell@reachcyber.org

Principal Phone
(717) 745-6268

Extension

Authorizing District(s)
Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload a summary of the Wellness Check Data collected from the previous school year (pdf only)
Wellness Data RCCS 24_25(1).pdf

Upload Current Charter (PDF only)
Signed Reach Charter 10_18_23.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
David Taylor		
Gail Hawkins-Bush		
Paul Donecker		
Marcella Arline		
Anthony Alexander		
Leigh Anne Kraemer-Naser		
Matthew Ryan		
T. Ralph Woodard		

There were no Board of Trustee Changes. (CHECKED)

Upload the Act 55 training certificates for all Board Members (pdf only)
2023_Advanced_Act 55_Taylor.pdf

2024_ACT 55_Ryan.pdf

2019_Act_55__Donnecker.pdf

2025_Advanced_Act 55_Marcella Arline.pdf

2023_ACT_55_Alexander.pdf

2023_Advanced_Act_55_Hawkins_Bush.pdf

2025_Advanced_Act 55_Woodword.pdf

2023_ACT 55_Naser.pdf

Board of Trustees Meeting Schedule

Location	Date	Time
750 East Park Drive, Harrisburg, PA and zoom https://reachcyber-org.zoom.us/j/99390179835?pwd=MTV2T2xXcFI1S0pMc3Bwa1ZDWmhqUT09	2024-07-17	9:00 am
750 East Park Drive, Harrisburg, PA and zoom https://reachcyber-org.zoom.us/j/99390179835?pwd=MTV2T2xXcFI1S0pMc3Bwa1ZDWmhqUT09	2024-08-28	9:00 am
750 East Park Drive, Harrisburg, PA and zoom https://reachcyber-org.zoom.us/j/99390179835?pwd=MTV2T2xXcFI1S0pMc3Bwa1ZDWmhqUT09	2024-09-18	9:00 am
800 East Park Drive, Harrisburg, PA and zoom https://reachcyber-org.zoom.us/j/99390179835?pwd=MTV2T2xXcFI1S0pMc3Bwa1ZDWmhqUT09	2024-10-16	9:00
https://reachcyber-org.zoom.us/j/99390179835?pwd=MTV2T2xXcFI1S0pMc3Bwa1ZDWmhqUT09	2024-11-20	9:00 am
https://reachcyber-org.zoom.us/j/99390179835?pwd=MTV2T2xXcFI1S0pMc3Bwa1ZDWmhqUT09	2025-01-15	9:00 am
https://reachcyber-org.zoom.us/j/99390179835?pwd=MTV2T2xXcFI1S0pMc3Bwa1ZDWmhqUT09	2025-02-19	9:00 am
https://reachcyber-org.zoom.us/j/99390179835?pwd=MTV2T2xXcFI1S0pMc3Bwa1ZDWmhqUT09	2025-04-16	9:00 am
https://reachcyber-org.zoom.us/j/99390179835?pwd=MTV2T2xXcFI1S0pMc3Bwa1ZDWmhqUT09	2025-05-21	9:00 am
https://reachcyber-	2025-	9:00

org.zoom.us/j/99390179835?pwd=MTV2T2xXcFI1S0pMc3Bwa1ZDWmhqUT09	06-18	am

Upload Board Minutes

2024_07_17_board_meeting_minutes.pdf

2025_02_19_board_meeting_minutes.pdf

2024_09_18_board_meeting_minutes.pdf

2025_05_21_board_meeting_minutes.pdf

2024_10_16_board_meeting_minutes.pdf

2025_06_18_board_meeting_minutes.pdf

2024_11_20_board_meeting_minutes.pdf

2024_08_28_board_meeting_minutes.pdf

2025_04_16_board_meeting_minutes.pdf

2025_01_15_board_meeting_minutes.pdf

Leadership Team

Name	Title/Position	Check if New Member
Jane Swan	Chief Administrator	
LeeAnn Ritchie	Chief Academic Officer	
Rachel Graver	Other	

Karen Yeselavage	Fiscal Management Officer	
Michael Garman	Human Resource Officer	
Gregory McCurdy	Director of Special Education	
Kelley McConnell	Other	
Andrew Gribbin	Other	
Cody Smith	Principal	
Alicia Swope	Principal	
Devin Meza Rushanan	Principal	
Nate Laird	Other	**(CHECKED)**
Stephanie Lane	Other	
Brandie Karpew	Other	

Kim Crandall	Other	

Explanation of Leadership Changes

Nate Laird was promoted from Desktop Manager in IT to Director of Technology after the resignation of Scott Shedd, Director of Technology. Kim Crandall was hired as the Director of Multi-Tiered School Supports (MTSS).

Upload of Professional Staff Member Roster (PDE-414 Form)

PDE414_2024-2025_Reach_Cyber_Charter_School.pdf

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	0	1
Chief Administrative Officer	1	1	0	0	1	1
Principal	3	3	0	0	1	3
Assistant Principal	18	18	0	0	2	16
Classroom Teacher (including Master Teachers)	377	377	0	0	24	360
Specialty Teacher	64	64	0	0	7	58

(including Master Teachers)						
Special Education Teacher (including Master Teachers)	113	113	0	0	5	109
Special Education Coordinator	52	52	0	0	2	52
Counselor	33	33	0	0	1	32
Psychologist	8	8	0	0	0	8
School Nurse	6	6	0	0	0	6
IT Director	1	0	1	0	1	1
Business Administrator	1	0	0	0	0	1
ISD, Curriculum Developers, Tech Support	20	20	0	0	0	19
HR Manager	1	1	0	0	0	1
Student Support Manager, Facilities Manager	0	0	0	0	0	0
Business Office, Administrative Support Staff, Teaching Assistants	69	0	0	0	4	65
Other	148	0	0	0	8	141

Totals	916	697	1	0	56	874

There were no substantial differences. (CHECKED)

Fiscal Matters

Major Fundraising Activities

None

Fiscal Solvency Policies

The Fiscal Solvency policy and procedures were updated in 2019-2020. Reach Cyber uses sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures to any restrictions placed on such revenue.

Accounting System

Reach Cyber Charter School follows an accounting plan that is compliant with generally accepted accounting principles (GAAP). The school uses industry standard accounting software to ensure proper bookkeeping. The school maintains detailed accounting records consistent with the accounting and financial reporting manuals prescribed by PDE. The financial systems Reach uses is Sage Intaact to record all activity.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances are attached.

Upload Statements of Revenues, Expenditures & Fund Balances

Prelim Stmt of Rev Exp FB 6.30.25.pdf

Financial Audit Basics

Audit Firm

Barbacane Thornton & Company LLP

Date of Last Audit

2025-03-19

Fiscal Year Last Audited

6/30/24

Explanation of the Report

The auditor's report of Reach Cyber Charter School reviewed the management's responsibility for the financial statements of the governmental activities and the major fund of the school. The financial statements presented fairly, in all material aspects, the respective financial position of the governmental activities and the major fund of Reach as of June 30, 2024. The report is intended to serve as an introduction to the School's basic financial statements and is comprised of four components: Management's Discussion and Analysis, the basic financial statements, supplementary information and single audit requirements for the year 2023-2024. Financial highlights include: total revenues decreased by $3,171,422 due primarily to decreased revenue received from school districts; at the close of the fiscal year, the General Fund had an ending fund balance of $73,274,224, an decrease of $12,602,355 from the previous year. Summary of the Reach Cyber Charter School Audit results, attached below, indicates no material weaknesses or significant deficiencies, no instance of noncompliance material to the financial statements, and no audit findings. The programs tested as major programs included the Elementary and Secondary School Emergency Relief, Assistance Listing No. 84.425 and Individuals with Disabilities Cluster (Assistance Listings No. 84.027 and 84.173) The threshold for distinguishing Types A and B programs was $750,000.

Upload Financial Audit Document(s)
Reach Cyber CS FS 063024.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
None	N/A

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)
Yes

Upload Available Federal Programs Consolidated Review Document(s)
22-23 Fed Programs Consolidated Combined Review (every 3 years).pdf

Title I Status
Yes

Title I First Year Status
No

Date of Last Federal Programs Consolidated Review
2023-08-09

School Years Reviewed
2022-2023

Federal Programs Consolidated Review Report
115227871_NOCAVLetter_52447147_Draft.pdf

Consolidated Review/Annual Report

Dear Jane Swan, I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2022-23 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Reach Cyber CS compliance. At this time, all documents uploaded to Fedmonitor have been reviewed and no further action is required. The 2022-23 Consolidated Monitoring is now closed. You may print off a copy of your completed Monitoring Instrument at https://www.federalmonitor.com/pa. If you have any questions, please feel free to contact your regional coordinator. Thank you for your cooperation. Sincerely, Susan McCrone Chief Division of Federal Programs

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
None	NA

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
1 Elementary Special Education Teacher	Reach Cyber Charter School	25	5	8
2 Elementary Special Education Teacher	Reach Cyber Charter School	17	7	9
3 Elementary Special Education Teacher	Reach Cyber Charter School	13	7	9
4 Elementary Special Education Teacher	Reach Cyber Charter School	16	11	12
5 Elementary Special Education Teacher	Reach Cyber Charter School	12	9	10
6 Elementary Special Education Teacher	Reach Cyber Charter School	20	9	10
7 Elementary Special Education Teacher	Reach Cyber Charter School	18	11	12
8 Elementary Special Education Teacher	Reach Cyber Charter School	20	9	10
9 Elementary Special Education Teacher	Reach Cyber Charter School	21	9	10
10 Elementary Special Education Teacher	Reach Cyber Charter School	18	7	9
11 Elementary Special Education	Reach Cyber Charter School	15	11	12

Teacher				
12 Elementary Special Education Teacher	Reach Cyber Charter School	17	7	9
13 Elementary Special Education Teacher	Reach Cyber Charter School	24	5	8
14 Elementary Special Education Teacher	Reach Cyber Charter School	24	5	8
15 Elementary Special Education Teacher	Reach Cyber Charter School	17	11	12
1 Elementary Autistic Support Teacher	Reach Cyber Charter School	10	5	8
2 Elementary Autistic Support Teacher	Reach Cyber Charter School	10	9	11
1 Elementary Life Skills Support Teacher	Reach Cyber Charter School	13	5	8
2 Elementary Life Skills Support Teacher	Reach Cyber Charter School	12	5	8
3 Elementary Life Skills Support Teacher	Reach Cyber Charter School	12	5	8
1 Middle School Special Education Teacher	Reach Cyber Charter School	12	12	13
2 Middle School Special Education Teacher	Reach Cyber Charter School	14	12	13

3 Middle School Special Education Teacher	Reach Cyber Charter School	13	12	13
4 Middle School Special Education Teacher	Reach Cyber Charter School	12	11	12
5 Middle School Special Education Teacher	Reach Cyber Charter School	15	12	13
6 Middle School Special Education Teacher	Reach Cyber Charter School	19	11	12
7 Middle School Special Education Teacher	Reach Cyber Charter School	16	11	12
8 Middle School Special Education Teacher	Reach Cyber Charter School	15	11	12
9 Middle School Special Education Teacher	Reach Cyber Charter School	15	12	13
10 Middle School Special Education Teacher	Reach Cyber Charter School	11	13	14
11 Middle School Special Education Teacher	Reach Cyber Charter School	16	12	13
12 Middle School Special Education Teacher	Reach Cyber Charter School	14	12	13
13 Middle School Special Education Teacher	Reach Cyber Charter School	13	12	13
14 Middle School Special Education Teacher	Reach Cyber Charter School	17	13	14

15 Middle School Special Education Teacher	Reach Cyber Charter School	12	13	14
16 Middle School Special Education Teacher	Reach Cyber Charter School	10	13	14
17 Middle School Special Education Teacher	Reach Cyber Charter School	12	12	13
18 Middle School Special Education Teacher	Reach Cyber Charter School	14	11	12
19 Middle School Special Education Teacher	Reach Cyber Charter School	12	13	14
20 Middle School Special Education Teacher	Reach Cyber Charter School	17	13	14
21 Middle School Special Education Teacher	Reach Cyber Charter School	19	13	14
22 Middle School Special Education Teacher	Reach Cyber Charter School	16	13	14
23 Middle School Special Education Teacher	Reach Cyber Charter School	17	13	14
1 Middle School Life Skills Support Teacher	Reach Cyber Charter School	15	11	12
2 Middle School Life Skills Support Teacher	Reach Cyber Charter School	15	12	13
3 Middle School Life Skills	Reach Cyber Charter School	12	13	14

Support Teacher				
4 Middle School Life Skills Support Teacher	Reach Cyber Charter School	13	13	14
1 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
2 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
3 High School Special Education Teacher	Reach Cyber Charter School	17	16	19
4 High School Special Education Teacher	Reach Cyber Charter School	17	16	19
5 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
6 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
7 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
8 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
9 High School Special Education Teacher	Reach Cyber Charter School	17	16	19
10 High School Special Education Teacher	Reach Cyber Charter School	18	15	18

11 High School Special Education Teacher	Reach Cyber Charter School	17	16	19
12 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
13 High School Special Education Teacher	Reach Cyber Charter School	18	15	18
14 High School Special Education Teacher	Reach Cyber Charter School	10	15	18
15 High School Special Education Teacher	Reach Cyber Charter School	16	16	19
16 High School Special Education Teacher	Reach Cyber Charter School	15	15	18
17 High School Special Education Teacher	Reach Cyber Charter School	16	15	18
18 High School Special Education Teacher	Reach Cyber Charter School	16	15	18
19 High School Special Education Teacher	Reach Cyber Charter School	17	16	19
20 High School Special Education Teacher	Reach Cyber Charter School	17	16	19
21 High School Special Education Teacher	Reach Cyber Charter School	18	16	19
22 High School Special Education Teacher	Reach Cyber Charter School	17	15	18

23 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
24 High School Special Education Teacher	Reach Cyber Charter School	18	15	18
25 High School Special Education Teacher	Reach Cyber Charter School	15	15	18
26 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
27 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
28 High School Special Education Teacher	Reach Cyber Charter School	18	15	18
29 High School Special Education Teacher	Reach Cyber Charter School	17	16	19
30 High School Special Education Teacher	Reach Cyber Charter School	17	16	19
31 High School Special Education Teacher	Reach Cyber Charter School	17	16	19
32 High School Special Education Teacher	Reach Cyber Charter School	17	14	17
33 High School Special Education Teacher	Reach Cyber Charter School	16	15	18
34 High School Special Education	Reach Cyber Charter School	17	16	19

Teacher				
35 High School Special Education Teacher	Reach Cyber Charter School	16	15	18
36 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
37 High School Special Education Teacher	Reach Cyber Charter School	16	15	18
38 High School Special Education Teacher	Reach Cyber Charter School	18	15	18
39 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
40 High School Special Education Teacher	Reach Cyber Charter School	17	17	20
41 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
42 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
43 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
44 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
45 High School Special Education Teacher	Reach Cyber Charter School	17	16	19

46 High School Special Education Teacher	Reach Cyber Charter School	17	16	19
47 High School Special Education Teacher	Reach Cyber Charter School	17	15	18
1 Work Experience Facilitator	Reach Cyber Charter School	0	0	0
2 Work Experience Facilitator	Reach Cyber Charter School	0	0	0
1 Child Find Specialist	Reach Cyber Charter School	0	0	0
1 Social Worker (Special Education)	Reach Cyber Charter School	0	0	0
1 School Psychologist K-2	Reach Cyber Charter School	0	0	0
2 School Psychologist 3-4	Reach Cyber Charter School	0	0	0
3 School Psychologist 4-5	Reach Cyber Charter School	0	0	0
4 School Psychologist 5-6	Reach Cyber Charter School	0	0	0
5 School Psychologist 7-8	Reach Cyber Charter School	0	0	0
6 School Psychologist 9-10	Reach Cyber Charter School	0	0	0
7 School Psychologist 10-11	Reach Cyber Charter School	0	0	0
8 School Psychologist 11-12	Reach Cyber Charter School	0	0	0
1 Related Service Coordinator	Reach Cyber Charter School	0	0	0

1 Related Service Specialist	Reach Cyber Charter School	0	0	0
1 Board Certified Behavioral Analyst	Reach Cyber Charter School	0	0	0
2 Board Certified Behavioral Analyst	Reach Cyber Charter School	0	0	0
1 Paraprofessional	Reach Cyber Charter School	0	0	0
2 Paraprofessional	Reach Cyber Charter School	0	0	0
3 Paraprofessional	Reach Cyber Charter School	0	0	0
4 Paraprofessional	Reach Cyber Charter School	0	0	0
5 Paraprofessional	Reach Cyber Charter School	0	0	0
6 Paraprofessional	Reach Cyber Charter School	0	0	0
7 Paraprofessional	Reach Cyber Charter School	0	0	0
8 Paraprofessional	Reach Cyber Charter School	0	0	0
1 Occupational Therapist	Reach Cyber Charter School	34	8	15
2 Occupational Therapist	Reach Cyber Charter School	42	6	17
3 Occupational Therapist	Reach Cyber Charter School	39	6	14

4 Occupational Therapist	Reach Cyber Charter School	32	5	18
5 Occupational Therapist	Reach Cyber Charter School	37	5	19
6 Occupational Therapist	Reach Cyber Charter School	32	12	21
7 Occupational Therapist	Reach Cyber Charter School	26	5	16
8 Occupational Therapist	Reach Cyber Charter School	28	5	10
9 Occupational Therapist	Reach Cyber Charter School	25	7	16
10 Occupational Therapist	Reach Cyber Charter School	34	7	17
11 Occupational Therapist	Reach Cyber Charter School	44	9	19
12 Occupational Therapist	Reach Cyber Charter School	48	5	19
1 Certified OT Assistant	Reach Cyber Charter School	39	6	14
2 Certified OT Assistant	Reach Cyber Charter School	46	7	17
1 Speech Language Pathologist	Reach Cyber Charter School	22	5	10
2 Speech Language Pathologist	Reach Cyber Charter School	27	11	14
3 Speech Language Pathologist (Evaluator)	Reach Cyber Charter School	0	0	0
4 Speech Language Pathologist	Reach Cyber Charter School	27	10	13

5 Speech Language Pathologist	Reach Cyber Charter School	32	10	13
6 Speech Language Pathologist	Reach Cyber Charter School	25	8	11
7 Speech Language Pathologist	Reach Cyber Charter School	27	13	16
8 Speech Language Pathologist	Reach Cyber Charter School	21	5	8
9 Speech Language Pathologist	Reach Cyber Charter School	24	12	15
10 Speech Language Pathologist	Reach Cyber Charter School	23	11	14
11 Speech Language Pathologist	Reach Cyber Charter School	35	16	19
12 Speech Language Pathologist	Reach Cyber Charter School	30	16	19
13 Speech Language Pathologist (Evaluator)	Reach Cyber Charter School	0	0	0
14 Speech Language Pathologist	Reach Cyber Charter School	22	9	12
15 Speech Language Pathologist	Reach Cyber Charter School	35	11	14
16 Speech Language Pathologist	Reach Cyber Charter School	33	12	15
17 Speech Language Pathologist	Reach Cyber Charter School	30	13	16
18 Speech Language Pathologist	Reach Cyber Charter School	25	5	8
19 Speech Language Pathologist	Reach Cyber Charter School	19	10	13

20 Speech Language Pathologist	Reach Cyber Charter School	21	8	11
21 Speech Language Pathologist	Reach Cyber Charter School	31	17	22
22 Speech Language Pathologist (Evaluator)	Reach Cyber Charter School	0	0	0
23 Speech Language Pathologist	Reach Cyber Charter School	23	5	8
24 Speech Language Pathologist	Reach Cyber Charter School	10	9	12
25 Speech Language Pathologist	Reach Cyber Charter School	25	5	10
1 Mental Health Counselor	Reach Cyber Charter School	39	8	19
2 Mental Health Counselor	Reach Cyber Charter School	38	13	17
3 Mental Health Counselor	Reach Cyber Charter School	30	8	19
1 High School Autistic Support Teacher	Reach Cyber Charter School	13	15	18
1 High School Life Skills Support Teacher	Reach Cyber Charter School	10	16	19
2 High School Life Skills Support Teacher	Reach Cyber Charter School	10	18	21
3 High School Life Skills Support Teacher	Reach Cyber Charter School	10	16	19
4 High School Life Skills Support Teacher	Reach Cyber Charter School	11	15	18

5 High School Life Skills Support Teacher	Reach Cyber Charter School	10	18	21
6 High School Life Skills Support Teacher	Reach Cyber Charter School	10	15	19
7 High School Life Skills Support Teacher	Reach Cyber Charter School	10	15	18
9 Paraprofessional	Reach Cyber Charter School	0	0	0
10 Paraprofessional	Reach Cyber Charter School	0	0	0
4 Mental Health Counselor	Reach Cyber Charter School	33	14	20

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Connecting the Pieces	24 Hours/Week, Monday through Friday	Contractor	5
Therapy Source	68.4 Hours/Week, Monday through Friday	Contractor	65
Axis	21 Hours/Week, Monday through Friday	Contractor	49
Montgomery IU 23	4 Hours/Week, Monday through Friday	Intermediate Unit	3
Capital Area IU 15	30 Mins/Week, Friday	Intermediate Unit	1
Peak Therapy	4.5 Hours/Week	Contractor	8

Maxim Health	4 Hours/Monthly, Friday	Contractor	2
Living Unlimited	8 Hours/Monthly, Thursday through Friday	Contractor	8
Central Penn Associates	Varies for Spec. Ed Evaluations	Contractor	70
Bowersox Associates	Varies for Special Ed. Evaluations	Contractor	10

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring
2024-04-15

Upload Executive Summary (pdf only)
Reach_Cyber_CS_Executive_Summary_CS_2023.pdf

Administrative Procedures for Internal Controls of IEP Development- upload policies and procedures surrounding IEP development (pdf only)
Internal Controls for IEP Development 25 26.pdf

Did you receive a corrective action report?
Yes

Upload Corrective Action report (pdf only)
Reach Cyber CS_Corrective Action Verification_CS_2023_638856862790119631.pdf

Special Education Personnel Development

Autism

Description of Training

Threading the Needle			
Lead Person/Position		**Year of Training**	
Amy Turner, Special Education Supervisor		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	LEA	Special Education Staff

Training Date Complete

2025-05-02

5.2.25 Threading the Needle of Strengths and Needs in IEPs .pptx_073ac9ff.pdf

5.2.25 Attendance Threading the Needle of Strengths and Needs in IEPs.pdf

BehaviorSupport

Description of Training			
Functional Behavior/Positive Behavior Support Plans			
Lead Person/Position		**Year of Training**	
Shelly Pomo, BCBA and Leslie Hartos, School Psychologist		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	LEA	Special Education Staff

Training Date Complete

2024-12-13

12.13.24 Attendance FBAs to PBSPs.pdf

12.13.24 FBAs to PBSPs.pptx_6d40b634.pdf

Paraprofessional

Description of Training			
Brolly Training			
Lead Person/Position		**Year of Training**	
Stacey Baker		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
2	2	LEA/Brolly Corporation	Paraprofessionals and Special Ed. Staff

Training Date Complete

2025-02-21

Brolly Progress Monitoring with signature sheet.pdf

Brolly Attendance.pdf

Training Date Complete

2025-01-17

HOT 1 17 2025.pdf

Part 2 HOT.pdf

Attendance for HOT Part 1.pdf

Attendance for HOT Part 2.pdf

Transition

Description of Training			
Transition Planning for Secondary Students			
Lead Person/Position		**Year of Training**	
Jennifer Hottenstein, Work Experience Facilitator		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	LEA	Special Education Staff

Training Date Complete

2024-11-22

PLC 11_22_24 Transition.pptx.pdf

11-22-2025 Transition Attendance.pdf

ScienceofLiteracy

Description of Training			
Science of Reading			
Lead Person/Position		**Year of Training**	
Megan Zacherro Speech Language Pathologist, Amy Turner, Supervisor of Special Education		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	LEA	Special Education Staff

Training Date Complete

2025-01-31
Science of Reading 1-31-2025.pptx.pdf
1-31-2025 Attendance Science of Reading.pdf

ParentTraining

Description of Training			
Transition: Adult Planning for Special Needs Students (Panel Questions/Answers)			
Lead Person/Position		**Year of Training**	
Jennifer Hottenstein		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	LEA/Community Agency Reps	Parents

Training Date Complete
2024-10-24
Registration Report 10.2024 Event_cf76cfc3.pdf
Parent Meeting Agenda.pdf

IEPDevelopment

Description of Training			
IEP Goal Writing			
Lead Person/Position		**Year of Training**	
Shannon Wonders		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	LEA	Special Education Staff

Training Date Complete
2025-03-21
IEP Goal Writting and sign is sheet.pdf
IEP Goal Writting and sign is sheet.pdf
Training Date Complete
2024-10-04
Documentation Mistakes and sign in.pdf
Documentation Mistakes and sign in.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25 Speech Language Pathologist	Elementary	Full-time (1.0)	07/18/2025 12:28 PM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Students outside the age range are in separate sessions.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21 Speech Language Pathologist	Secondary	Full-time (1.0)	07/18/2025 12:27 PM

Building Name
Reach Cyber CS
Support Type
Speech And Language Support
Support Sub-Type
Speech And Language Support

Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 22
Age Range Justification		**FTE %**
Students outside of age range are in separate sessions.		0.48

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 Speech Language Pathologist	Elementary	Full-time (1.0)	07/18/2025 12:26 PM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Students outside of age range are in separate sessions.		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
4 Mental Health Counselor	Secondary	Full-time (1.0)	07/18/2025 12:24 PM

Building Name
Reach Cyber CS
Support Type
Emotional Support
Support Sub-Type

Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		33
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 20
Age Range Justification		**FTE %**
Counselor meets in one-on-one sessions.		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10 Paraprofessional	Multiple	Full-time (1.0)	07/18/2025 12:16 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9 Paraprofessional	Multiple	Full-time (1.0)	07/18/2025 12:15 PM

Building Name	
Reach Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	0

Identify Classroom	Classroom Location	Age Range
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24 Speech Language Pathologist	Multiple	Full-time (1.0)	07/18/2025 10:31 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	9 to 12
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23 Speech Language Pathologist	Elementary	Full-time (1.0)	07/18/2025 10:29 AM

Building Name	
Reach Cyber CS	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.35

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
22 Speech Language Pathologist (Evaluator)	Multiple	Full-time (1.0)	07/18/2025 10:29 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
20 Speech Language Pathologist	Elementary	Full-time (1.0)	07/18/2025 10:27 AM

Building Name
Reach Cyber CS
Support Type
Speech And Language Support
Support Sub-Type
Speech And Language Support

Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19 Speech Language Pathologist	Multiple	Full-time (1.0)	07/18/2025 10:26 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	10 to 13
Age Range Justification		**FTE %**
		0.29

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18 Speech Language Pathologist	Elementary	Full-time (1.0)	07/18/2025 10:26 AM

Building Name
Reach Cyber CS
Support Type
Speech And Language Support
Support Sub-Type

Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.38

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
17 Speech Language Pathologist	Secondary	Full-time (1.0)	07/18/2025 10:25 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 16
Age Range Justification		**FTE %**
		0.46

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
16 Speech Language Pathologist	Secondary	Full-time (1.0)	07/18/2025 10:25 AM

Building Name
Reach Cyber CS
Support Type
Speech And Language Support

Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		33
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
		0.51

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
15 Speech Language Pathologist	Secondary	Full-time (1.0)	07/18/2025 10:24 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		35
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.54

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
14 Speech Language Pathologist	Multiple	Full-time (1.0)	07/18/2025 10:24 AM

Building Name
Reach Cyber CS
Support Type

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	9 to 12
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
13 Speech Language Pathologist (Evaluator)	Multiple	Full-time (1.0)	07/18/2025 10:23 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
12 Speech Language Pathologist	Secondary	Full-time (1.0)	07/18/2025 10:23 AM

Building Name
Reach Cyber CS

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.46

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
11 Speech Language Pathologist	Secondary	Full-time (1.0)	07/18/2025 10:22 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		35
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.54

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
10 Speech Language Pathologist	Secondary	Full-time (1.0)	07/18/2025 10:22 AM

Building Name

Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9 Speech Language Pathologist	Multiple	Full-time (1.0)	07/18/2025 10:21 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	12 to 15
Age Range Justification		**FTE %**
		0.37

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8 Speech Language Pathologist	Elementary	Full-time (1.0)	07/18/2025 10:20 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.37

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
7 Speech Language Pathologist	Multiple	Full-time (1.0)	07/18/2025 10:19 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	13 to 16
Age Range Justification		**FTE %**
		0.42

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
6 Speech Language Pathologist	Multiple	Full-time (1.0)	07/18/2025 10:19 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	8 to 11
Age Range Justification		**FTE %**
		0.38

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
5 Speech Language Pathologist	Multiple	Full-time (1.0)	07/18/2025 10:18 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	10 to 13
Age Range Justification		**FTE %**
		0.49

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
4 Speech Language Pathologist	Multiple	Full-time (1.0)	07/18/2025 10:17 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	10 to 13
Age Range Justification		**FTE %**
		0.42

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
3 Speech Language Pathologist (Evaluator)	Multiple	Full-time (1.0)	07/18/2025 10:17 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2 Speech Language Pathologist	Secondary	Full-time (1.0)	07/18/2025 10:16 AM

Building Name		
Reach Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.42

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
7 High School Life Skills Support Teacher	Secondary	Full-time (1.0)	07/18/2025 10:14 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
6 High School Life Skills Support Teacher	Secondary	Full-time (1.0)	07/18/2025 10:14 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
5 High School Life Skills Support Teacher	Secondary	Full-time (1.0)	07/18/2025 10:13 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	18 to 21
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
4 High School Life Skills Support Teacher	Secondary	Full-time (1.0)	07/18/2025 10:13 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.55

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
3 High School Life Skills Support Teacher	Secondary	Full-time (1.0)	07/18/2025 10:12 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2 High School Life Skills Support Teacher	Secondary	Full-time (1.0)	07/18/2025 10:12 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	18 to 21
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 High School Life Skills Support Teacher	Secondary	Full-time (1.0)	07/18/2025 10:11 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 High School Autistic Support Teacher	Secondary	Full-time (1.0)	07/18/2025 10:11 AM

Building Name		
Reach Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		1.62

This individual has exceeded 1FTE

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
3 Mental Health Counselor	Multiple	Full-time (1.0)	07/18/2025 12:23 PM

Building Name		
Reach Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	8 to 19
Age Range Justification		**FTE %**
Counselor meets in one-on-one sessions		0.6

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2 Mental Health Counselor	Secondary	Full-time (1.0)	07/18/2025 12:22 PM

Building Name		
Reach Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		38
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 17
Age Range Justification		**FTE %**
		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1 Mental Health Counselor	Multiple	Full-time (1.0)	07/18/2025 12:21 PM

Building Name		
Reach Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		39
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	8 to 19
Age Range Justification		**FTE %**
Counselor meets in one-on-one sessions only		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8 Paraprofessional	Multiple	Full-time (1.0)	07/18/2025 09:59 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
7 Paraprofessional	Multiple	Full-time (1.0)	07/18/2025 09:58 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
6 Paraprofessional	Multiple	Full-time (1.0)	07/18/2025 09:58 AM

Building Name
Reach Cyber CS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5 Paraprofessional	Multiple	Full-time (1.0)	07/18/2025 09:58 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4 Paraprofessional	Multiple	Full-time (1.0)	07/18/2025 09:57 AM

Building Name
Reach Cyber CS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3 Paraprofessional	Multiple	Full-time (1.0)	07/18/2025 09:57 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2 Paraprofessional	Multiple	Full-time (1.0)	07/18/2025 09:56 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**

School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1 Paraprofessional	Multiple	Full-time (1.0)	07/18/2025 09:56 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2 Board Certified Behavioral Analyst	Multiple	Full-time (1.0)	07/18/2025 09:55 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0

Age Range Justification	FTE %
	0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1 Board Certified Behavioral Analyst	Multiple	Full-time (1.0)	07/18/2025 09:55 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1 Related Service Specialist	Multiple	Full-time (1.0)	07/18/2025 09:54 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**

School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 Related Service Coordinator	Multiple	Full-time (1.0)	07/18/2025 09:54 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
8 School Psychologist 11-12	Secondary	Full-time (1.0)	07/18/2025 09:53 AM

Building Name	
Reach Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	0

Identify Classroom	Classroom Location	Age Range
School District	Secondary	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7 School Psychologist 10-11	Secondary	Full-time (1.0)	07/18/2025 09:53 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6 School Psychologist 9-10	Secondary	Full-time (1.0)	07/18/2025 09:52 AM

Building Name	
Reach Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5 School Psychologist 7-8	Secondary	Full-time (1.0)	07/18/2025 09:52 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4 School Psychologist 5-6	Elementary	Full-time (1.0)	07/18/2025 09:52 AM

Building Name
Reach Cyber CS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3 School Psychologist 4-5	Elementary	Full-time (1.0)	07/18/2025 09:51 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2 School Psychologist 3-4	Elementary	Full-time (1.0)	07/18/2025 09:51 AM

Building Name
Reach Cyber CS
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 School Psychologist K-2	Elementary	Full-time (1.0)	07/18/2025 09:50 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 Social Worker (Special Education)	Multiple	Full-time (1.0)	07/18/2025 09:50 AM

Building Name
Reach Cyber CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 Child Find Specialist	Multiple	Full-time (1.0)	07/18/2025 09:49 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2 Work Experience Facilitator	Secondary	Full-time (1.0)	07/18/2025 09:48 AM

Building Name
Reach Cyber CS
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 Work Experience Facilitator	Secondary	Full-time (1.0)	07/18/2025 09:48 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	0 to 0
Age Range Justification		**FTE %**
		0

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
47 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:46 AM

Building Name
Reach Cyber CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
46 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:46 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
45 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:45 AM

Building Name
Reach Cyber CS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
44 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:45 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
43 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:45 AM

Building Name
Reach Cyber CS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
42 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:44 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
41 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:44 AM

Building Name

Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
40 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:43 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 20
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
39 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:43 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
38 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:42 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.36

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
37 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:42 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.32

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
36 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:41 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
35 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:41 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.32

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
34 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:41 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
33 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:40 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.32

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
32 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:40 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
31 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:40 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
30 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:39 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
29 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:39 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
28 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:38 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.36

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
27 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:38 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
26 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:37 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
25 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:37 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.3

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
24 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:37 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.36

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
23 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:36 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
22 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:36 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
21 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:35 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.36

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
20 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:35 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
19 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:34 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
18 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:34 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.32

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
17 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:33 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.32

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
16 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:33 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.3

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
15 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:33 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.32

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
14 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:32 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.2

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
13 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:32 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.36

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
12 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:31 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
11 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:31 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
10 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:31 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.36

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
9 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:30 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
8 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:30 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
7 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:29 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
6 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:29 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
5 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:29 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
4 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:28 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
3 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:28 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:27 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1 High School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:27 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
4 Middle School Life Skills Support Teacher	Secondary	Full-time (1.0)	07/18/2025 09:26 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.65

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
3 Middle School Life Skills Support Teacher	Secondary	Full-time (1.0)	07/18/2025 09:26 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.6

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2 Middle School Life Skills Support Teacher	Secondary	Full-time (1.0)	07/18/2025 09:25 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.75

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 Middle School Life Skills Support Teacher	Secondary	Full-time (1.0)	07/18/2025 09:25 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:24 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:24 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.32

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
21 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:23 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.38

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
20 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:23 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
19 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:22 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.24

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
18 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:22 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.28

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
17 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:22 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.24

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
16 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:21 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.2

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
15 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:21 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.24

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
14 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:20 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
13 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:20 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.26

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
12 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:19 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:19 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:18 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.22

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
9 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:18 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.3

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
8 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:18 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.3

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
7 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:17 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.32

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
6 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:17 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.38

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
5 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:16 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.3

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
4 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:16 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.24

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
3 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:15 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.26

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:15 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.28

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 Middle School Special Education Teacher	Secondary	Full-time (1.0)	07/18/2025 09:14 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.24

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
3 Elementary Life Skills Support Teacher	Elementary	Full-time (1.0)	07/18/2025 09:13 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.6

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2 Elementary Life Skills Support Teacher	Elementary	Full-time (1.0)	07/18/2025 09:12 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.6

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 Elementary Life Skills Support Teacher	Elementary	Full-time (1.0)	07/18/2025 09:11 AM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.65

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2 Elementary Autistic Support Teacher	Elementary	Full-time (1.0)	07/18/2025 09:10 AM

Building Name		
Reach Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		1.25

This individual has exceeded 1FTE

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 Elementary Autistic Support Teacher	Elementary	Full-time (1.0)	07/18/2025 09:09 AM

Building Name		
Reach Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		1.25

This individual has exceeded 1FTE

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
15 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/18/2025 08:55 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	11 to 12
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
14 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:51 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.48

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
13 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:51 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.48

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
12 Elementary Special Education	Elementary	Full-time (1.0)	07/17/2025 02:50

Teacher			PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.34

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.48

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
11 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:49 PM

Building Name
Reach Cyber CS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
		0.3

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
10 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:48 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.36

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
9 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:48 PM

Building Name
Reach Cyber CS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:47 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:47 PM

Building Name

Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
		0.36

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
6 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:46 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.4

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
5 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:45 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:44 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:43 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.26

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:40 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.34

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
1 Elementary Special Education Teacher	Elementary	Full-time (1.0)	07/17/2025 02:39 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.5

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Office Furniture/ Fixtures	750 East Park Drive, Harrisburg, PA 17111	1,349.77
Apple iPad Bulk Purchase	750 East Park Drive, Harrisburg, PA 17111	29,725.00
Bulk Computer Equip Purchase- Dell OptiPlex All-in-One	750 East Park Drive, Harrisburg, PA 17111	172,446.00
Bulk Computer Equip Purchase- Dell Latitude 3550	750 East Park Drive, Harrisburg, PA 17111	829,670.00
Building Purchase to replace leased space	1826 Good Hope Road, Enola, PA 17025	4,465,995.97

Facility Plans and Other Capital Needs

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

June 2025 purchase of building at 1826 Good Hope Road in Enola will eliminate need for leased space at 750 East Park Drive in Harrisburg. Current building lease expires 8/31/25. Computer hardware acquisitions have increased in recent years due to Reach taking over all school functions from previous education management partner. This includes technology equipment for all staff and students.

Memorandum of Understanding

Organization	Purpose
The Center for Aquatic Sciences	Job shadow, virtual workshops and summer camp provides experiences in environmental science, STEM, and leadership.

Moore College or Art Young Artists Workshop	10 week course engages artists to be thinkers, innovators and build confidence!
Made Junior Fashion Club Online Sewing	Live virtual workshops with fashion designers provide students with beginner level sewing techniques that will be built upon to create more advanced sewing projects. and exposure to the fashion community
Elmwood Park Zoo	Live 3-hour experience to learn what it is like to be a zookeeper.
Harrisburg Area Community College	220 hour training to be an Emergency Medical Technician, EMT.
The Finishing Trades Institute	Hybrid format led provides students with the concepts, rules, procedures and more to enter into the building trades.
Media Ed Tech Institute	10-week course leads to understanding of digital storytelling through contemporary media formats ,applying basic production skills to create a podcast and demonstrating, how to publish, present and disseminate a cultivated show.
Carnegie Museum of Natural History Pittsburgh	Museum passes, group visits, classroom workshops and miniature railroad and village sponsorship
Carnegie Science Center Pittsburgh	Museum passes, group visits, virtual field trips, and Discovery Basecamp exhibit sponsorship
Keystone Kidspace York PA	In person STEAM camps, metal working, carpentry and educational activities for Reach events.
DaVinci Science Center	Field trips, Reach Winter STEM challenge location, Read Across America location,, summer camp and career experience opportunities.
Westmoreland	4 weeks, 2 meetings weekly to introduce students to healthcare careers.

County Health Care	
Penn State University	Entrepreneurship challenge: Develop entrepreneurial skills including creativity, problem-solving, collaboration, and resiliency. • Understand how innovation, collaboration, and an entrepreneurial mindset contributes to career growth and development. • Learn key strategies to starting a business. • Learn from real-world experiences and examples. • The Entrepreneurship Challenge culminates in a pitch competition to a group of entrepreneur judges who will provide feedback
WQED	Spring Learning course held February to May for multimedia career exposure.
La La Nail Academy	Beginner and intermediate virtual acrylic master classes, beauty industry education and mentorship.
Pittsburgh Drone Services_Dr. Paluti	Introduction to Drones and The FAA Drone Certification Program are to provide theory and hands on based opportunities for students to assist with career planning and to help assist them with acquiring the knowledge to enter the drone industry.
WQED MultiMedia	Film academy offerings in the form of courses, mentorship, and internship.
ABC Keystone	Trades Pre Apprenticeship opportunity for all types of building trades.
Taste Buds Kitchen	Virtual interactive cooking classes that include creating menus and cooking in students homes.
Weary Arts Group LLC	Explore a career in performing arts through the WAG Performing Arts Career Prep (WAG PAC Prep). Additionally, students in grades 6-8 will have an opportunity to engage in a performing arts experience through the WAG Virtual Studio Academy (WAG VSA).
The Jason Phillips Team LLC	Real Estate 101 after school program educates students about a career in real estate. 201 next level experiences educates studens about managing a businesss.t managing
Pennsylvania	Pre apprenticeship program offers experience to work with electrical

Independent Electrical Contractors	contractors.
Level Up Beauty Academy	he purpose of this program is to increase the knowledge and skill set of high school students interested in pursuing a career in Cosmetology.
Discovery Space & tHE rIVET	To spark creativity, curiosity, and imagination, twice monthly during in person STEM camps and other educational programming.

**Upload of Memorandum of Understanding Document(s)
Do not include MOUs already reported in the Safe Schools Reports.**

TMSI Aquarium Reach Cyber Charter MOU 2024-25.pdf

24 25 Keystone Kidspace.pdf

DrPalutiMOUAgreement24.pdf

24-25_REACH___IEC_MOU (1).pdf

Reach + Made Sewing MOU 2024-25.pdf

REACH Cyber MOU healthcare.pdf

ABC Keystone MOU 2425 SY.pdf

MOU with Elmwood Park Zoo.pdf

Media Ed Tech MOU 2024-2025.pdf

Reach Cyber Summer 25 MOA Penn State.pdf

Taste Buds Kitchen MOU - winter 2025.pdf

HACC EMT & Reach Charter School 2024-2025 (1) (1) (1).pdf

24 25 Carnegie MofNH.pdf

WQED Spring 2025 TCA Cohort.pdf

MOU WAG.SY2425.pdf

FTI Reach MOU 2024.pdf

24 25 Carnegie Science Center.pdf

LaLas 24-25 MOU.pdf

Real_Estate_MOU_renewal_24-25.pdf

FY25_Memorandum-of-Understanding_-_Moore_College_of_Art_&_Design_-_Signed[1].pdf

24v 25 SIGNED Da Vinci Science Center.pdf

WQED and REACH Career Mentorship Agreement 24-25-2.pdf

Discovery Space MOU.pdf

Articulation Agreements

Partnering Institution
Mercyhurst College

Agreement Type

Program/Course Area
Core subjects or other identified subjects as approved by High School Principal

Upload Articulation Agreement
Mercyhurst Dual Enrollment.pdf

Partnering Institution
Moravian University

Agreement Type

Program/Course Area
Core subjects or other identified subjects as approved by High School Principal

Upload Articulation Agreement
Moravian Dual Enrollment.pdf

Partnering Institution
Cedar Crest College

Agreement Type

Program/Course Area
Core subjects or other indentified subjects as approved by High School Principal

Upload Articulation Agreement
Cedar Crest Dual Enrollment.pdf

Partnering Institution
Northern PA Regional College

Agreement Type

Program/Course Area
Core subjects or other identified subjects as approved by High School Principal

Upload Articulation Agreement

Northern PA Regional College Dual Enrollment.pdf

Management Survey

Charter School Management Survey

Charter School Name
Reach Cyber CS

Point of Contact Name
Jane Swan

Point of Contact Telephone Number
5702188475

Extension

Point of Contact Email
jswan@reachcyber.org

Management Organization Information

As of the start of the current school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?
No

Does the charter school plan to add a management organization in the Future?
No

Signatures and Affirmations

Upload Board Affirmation Statement
25_26 RCCS Board Affirmations_AR.pdf

Date of Approval
2025-07-29

Charter School Annual Report Affirmation

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

Chief Administrator
Jane Swan

Charter School Law Affirmation

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

Chief Administrator
Jane Swan

Ethics Act Affirmation

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

Chief Administrator
Jane Swan

Charter School Annual Background Check Affirmation

Board President

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

Chief Administrator

Jane Swan

Charter Annual Administrative Certification Affirmation

Board President

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

Chief Administrator

Jane Swan

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

Board President

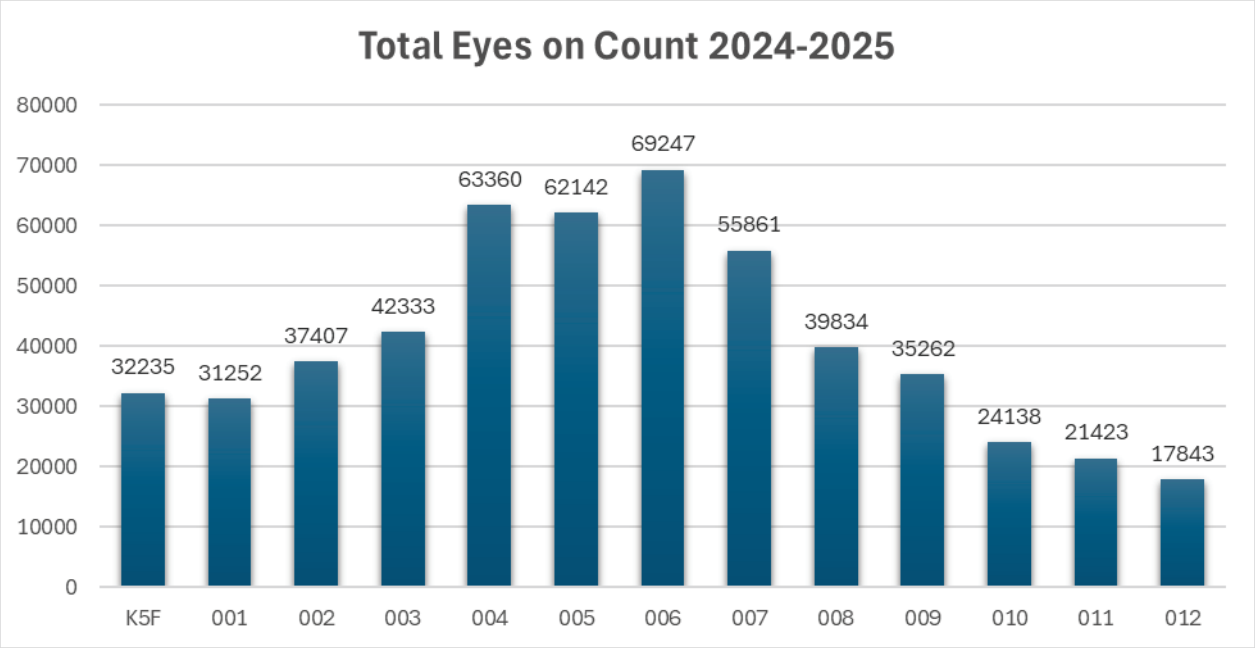
Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Administrator

Jane Swan

Reach Cyber Charter School

Total Eyes-On Contact 2024-2025: 532,337



Grade Level	Total Eyes on Count 2024-2025
K5F	32235
001	31252
002	37407
003	42333
004	63360
005	62142
006	69247
007	55861
008	39834
009	35262
010	24138
011	21423
012	17843

	September	October	November	December	January	February	March	April	May	June
Total	81%	88%	85%	80%	82%	86%	87%	82%	82%	43%
Kindergarten	95%	96%	94%	93%	95%	95%	98%	92%	95%	78%
1st Grade	94%	94%	94%	93%	94%	94%	95%	94%	92%	68%
2nd Grade	94%	95%	95%	93%	96%	96%	96%	94%	96%	69%
3rd Grade	97%	98%	95%	96%	98%	96%	98%	97%	98%	65%
4th Grade	94%	95%	96%	91%	90%	94%	93%	93%	93%	57%
5th Grade	95%	97%	93%	94%	96%	97%	96%	97%	95%	59%
6th Grade	93%	97%	91%	85%	92%	94%	94%	92%	87%	57%
7th Grade	92%	95%	91%	86%	87%	93%	93%	87%	84%	46%
8th Grade	88%	94%	89%	84%	85%	88%	89%	88%	81%	46%
9th Grade	69%	77%	78%	72%	74%	82%	83%	76%	77%	38%
10th Grade	69%	79%	78%	70%	71%	77%	83%	70%	87%	33%
11th Grade	70%	83%	78%	74%	74%	76%	76%	68%	78%	29%
12th Grade	64%	80%	72%	65%	65%	72%	71%	61%	50%	5%

COMMONWEALTH OF PENNSYLVANIA
CHARTER
to operate a public school known as
REACH CYBER CHARTER SCHOOL

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. § 17-1745-A, the Board of Trustees of **Reach Cyber Charter School** is hereby granted a Charter to operate a public cyber charter school for the period commencing on **July 1, 2024** and ending on **June 30, 2029**. The grant of this Charter was approved by the Pennsylvania Department of Education on October 5, 2023.

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

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

2) Reach Cyber Charter School may not expand its enrollment beyond 10,000 enrolled students. This enrollment parameter may not be surpassed during any period Reach Cyber Charter School retains the accountability designation of CSI or until a written amendment, which reflects a mutual agreement of Reach Cyber Charter School and the Pennsylvania Department of Education, modifies this enrollment parameter;

3) The granting of this Charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Renewal Application, submitted by the Board of Trustees on September 27, 2018, any previous application(s) approved by the Pennsylvania Department of Education, and the enrollment parameter stated herein. Said Renewal Application and previous application(s) are incorporated by reference as if fully set forth herein;

4) This Charter constitutes a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;

5) This Charter may be renewed for additional periods of five-year durations and upon any such renewal, a new charter shall be executed by the parties;

6) The Pennsylvania Department of Education reserves the right to continue to assess and review Reach Cyber Charter School's operation of the cyber charter school and notify Reach Cyber Charter School of any violation of this Charter or other applicable requirements and seek correction of the violation, and to take action against the Reach Cyber Charter School, if necessary, including revocation or nonrenewal of this Charter based on any information that was or could have been reviewed prior to this charter renewal or that may be discovered during future or ongoing assessments or reviews; and

7) This Charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this 18th day of October, 2023.

ATTEST:

BOARD OF TRUSTEES

Marcella K. Arline

ATTEST:

Lisa Dishong

PENNSYLVANIA DEPARTMENT OF EDUCATION

Khalid N. Mumin, Ed.D.
Secretary of Education

Reach Board of Directors*

April 17, 2019
6 of 6 members

pennsylvania
DEPARTMENT OF EDUCATION

Charter School Trustee Training Resources and Reflections

Training Webinar #1 Instruction and Academic Basics: This presentation is an overview of topics related to instruction and academic programs. The training covers the role of the board in overseeing academic outcomes, structure and purpose of the academic committee, data review and analysis, and key questions surrounding instruction and academic programs.

After viewing the webinar, you may choose to reflect on the questions below individually or with other members of your board:

Is your board aligned around how you measure academic excellence?

Yes, we employ an integrated process that includes school leader reporting, annual goals setting, strategic planning, staff evaluations and more on an annual basis. Monthly we review academic data, as well as metrics reporting.

Do you have at least one board member with an education background?

yes, we have board members with professional experience in K-12 teaching, K-12 administration, higher education administration, including charter school employment.

How well do you feel your board is doing on supporting the school leader in achieving the school's academic goals?

We feel the Board is doing very well in supporting our school leader through systematic and ongoing analysis of individual and school performance.

Resources:

PDE Standards Aligned System

https://www.pdesas.org/

We all maintain a continued focus on the school's mission, and related S.T.E.M. programs.

Future Ready PA Index

https://www.education.pa.gov/Pages/Future-Ready-PA.aspx

* The Board viewed all training module videos as a group and provided group responses in these pages. The responses reflect all members of the Board in attendance.

Training Webinar #2 Personnel Basics: This session is an overview of topics related to charter school personnel and effective charter school leadership. The training includes topics such as ensuring exceptional school leadership, planning for succession, and the requirements for both professional and administrative staffing.

After viewing the webinar, you may choose to reflect on the questions below individually or with other members of your board:

How would you describe your board's relationship with your School Leader?

All members of the Board volunteered what came to mind regarding their relationship: excellent, effective, lively, open, task-oriented, well-informed, cohesive, and full of candor.

How is your board doing on providing ongoing support to your Leader?

When called upon, Board members provide support and expertise. The Board and School Leader have an open door policy in all communications.

How is your board doing on executing a fair and transparent evaluation process?

The Board utilizes clear performance goals, with specific benchmarks and dashboard metrics.

What new ideas have you learned that you could you take back to your board?

Board members were able to identify new ways to support the School Leader in her initiaves regarding S.T.E.M. programs, middle school and at-risk students, and credit recovery options.

Resources:

Charter School Tools

http://www.charterschooltools.org/index.cfm

SAS Teacher Effectiveness: Charlotte Danielson

https://www.pdesas.org/Frameworks/TeacherFrameworks/TeacherEffectiveness

Training Webinar #3 Governance Basics: This session is an overview of topics related to effective charter school governance. The training includes topics such as a commitment to exemplary governance, with specific information about implementation of best governance practices, including board composition, and the structure of charter school board meetings.

After viewing the webinar, you may choose to reflect on the questions below individually or with other members of your board:

Does your board have a document that clearly outlines what it means to be a board member for your school?

Yes, the Board referenced the high-level board member job description, Board Code of Ethics policy and By-laws.

Is everyone on your board serving on a committee that meets regularly?

Every member of the Board is engaged and serves on the Audit Committee. Board members also regularly utilize Board member designee(s) for specific tasks and projects.

Does your board reflect a diverse group of voices?

Yes and no. The Board acknowledges that there is always room to improve, and further diversify, i.e. in geographic region representation, profession and age.

What new ideas have you learned that you could you take back to your board?

The Board would like to participate in more continuing education opportunities, and find additional ways to diversify.

Resources:

National Charter School Resource Center Webinar: Recruitment for Governing

https://charterschoolcenter.ed.gov/webinar/webinar-recruitment-governing-boards

National Charter School Resource Center Webinar: Charter School Governing Board Recruitment Tools

https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/NCSRC%20Board%20Governance%20Toolkit%20-%20Recruitment.pdf

Training Webinar #4 Operations Basics: This presentation is an overview of topics related to the basic operations of charter schools. The training includes topics such as the strategic direction for the charter school and an exploration of the ways in which the board of trustees may plan in a manner that balances oversight and management of the charter school.

After viewing the webinar, you may choose to reflect on the questions below individually or with other members of your board:

Is your board work aligned around a 2-3-year strategic plan?

Yes, there is a section on nearly every board meeting agenda dedicated to the Board's strategic plan, including updates and initiatives.

Does your board work collaboratively with your leader to establish goals annually?

Yes, this work is integrated into the twice annual evaluation, professional development and School Improvement Plan.

Does the board share a common understanding of the role of the board versus the role of management?

Yes

What new ideas have you learned that you could you take back to your board?

We have identified new professional development options. We all feel a benefit to partnering with an established EMO and have the benefits of innovations developed within the network of CA Schools.

Resources:

National Charter School Resource Center Webinar: Charter School Board's Role in Oversight

https://charterschoolcenter.ed.gov/webinar/charter-school-board%3Fs-role-oversight

NACSA Leadership Conference Strategic Planning Workshop Samples

https://www.qualitycharters.org/wp-content/uploads/2016/10/Strategic-Planning-Workshop_Handout.pdf?pdf=Strategic-Planning-Workshop_Handout.pdf

Training Webinar #5 Fiscal Management Basics: This presentation includes an overview of topics related to charter school fiscal management. The training includes topics such as managing resources responsibly and the basics of charter school funding and budgets.

After viewing the webinar, you may choose to reflect on the questions below individually or with other members of your board:

Does the board regularly review financial data?

Yes, the full Board receives monthly financial reports and a full annual independent financial audit. The Board Treasurer also regularly reviews detail to the reports.

When discussing financial data, does your board connect the budget to academic implications?

Absolutely. The Board consistently aligns financial reports with strategic plans, school goals, etc.

Do you know your board's policy on fundraising?

In order to reduce risk of impropriety, the school and Board do not participate in outside fundraising.

Resources:

Charter School Funding

https://www.education.pa.gov/Documents/K-12/Charter%20Schools/Charter%20School%20Funding/CSFunding%2024PS17-1725-A.pdf

Division of School Facilities

https://www.education.pa.gov/Teachers%20-%20Administrators/School%20Construction%20and%20Facilities/Pages/Charter-Schools.aspx

A User's Guide to Fiscal Oversight: A Toolkit for Charter School Governing Boards

https://charterschoolcenter.ed.gov/sites/default/files/Fiscal%20Oversight%20Toolkit%20-%20Boards%20(1).pdf

Master Agreement:

http://www.education.pa.gov/Teachers%20-%20Administrators/Pages/PDE-Master-Standard-Terms-and-Conditions.aspx

Training Webinar #6 Ethics, Open Meetings, and Regulations: This session is an overview of topics related to maintaining legal and regulatory compliance. The training includes topics such as a review of Pennsylvania Charter School Law and other applicable statutes and regulatory requirements (inclusive of the Sunshine Act and the Public Official and Employee Ethics Act).

After viewing the webinar, you may choose to reflect on the questions below individually or with other members of your board:

Does every member of your board complete a conflict of interest statement annually?

Yes, per Board policy.

When is the last time your board reviewed and updated its bylaws?

2015, at the time of the charter application.

Do you have updated board and school policies saved in a place where all board members, school staff, and parents can easily access?

Yes

Resources:

Family Education Rights and Privacy Act

https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Pennsylvania's Sunshine Act (Open Meetings Law)

https://www.openrecords.pa.gov/SunshineAct.cfm

Public Officials and Employee Ethics Act

https://www.ethics.pa.gov/Ethics-Act/Pages/default.aspx

School Audits 101

https://www.paauditor.gov/school-audits-101

Pennsylvania Charter School Law and BECs: Division of Charter Schools

https://www.education.pa.gov/K-12/Charter%20Schools/Pages/default.aspx

General Charter Governance Resources

Board on Track

https://boardontrack.com/

Charter Board Partners

https://charterboards.org/

Charter School Board University: An Introduction to Effective Charter School Governance

https://nationalcharterschools.org/product/charter-school-board-university/

Governance Best Practices for Highly Effective Charter School Boards

http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/09/Paper-Goverance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf

National Charter School Resource Center: Board Governance

https://charterschoolcenter.ed.gov/category/focus-areas/board-governance

Attendees

	Printed Name	Signature
1.	David Biondo	
2.	Alex Schuh	
3.	Paul E Donecker	
4.	Joseph P. Harford	
5.	Gail A Hawkins Bush	
6.	David N. Taylor	

Reach Cyber Charter School

CERTIFICATE OF COMPLETION

is hereby presented to

Leigh Anne Kramer Naser

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

Brandie Karpew, Board Liaison

June 20, 2023

CERTIFICATE Of COMPLETION

Anthony Alexander

has completed a Pennsylvania Department of Education-approved Act 55 training program for New Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS

PRESENTED BY: *Cheryl Johnson Watts, Project Director*

ON THIS DAY: *7/21/2023*

CERTIFICATE Of COMPLETION

David Taylor

has completed a Pennsylvania Department of Education-approved Act 55 Advanced training program for Returning Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS



PRESENTED BY: *Cheryl Johnson Watts, Project Director*

ON THIS DAY: *10/3/2023*

CERTIFICATE Of COMPLETION

Gail Hawkins Bush

has completed a Pennsylvania Department of Education-approved Act 55 Advanced training program for Returning Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS



PRESENTED BY: *Cheryl Johnson Watts, Project Director*

ON THIS DAY: *10/3/2023*

Reach Cyber Charter School

CERTIFICATE OF COMPLETION

is hereby presented to

Matthew Ryan

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

Brandie Karpew, Board Liaison

January 21, 2024

CERTIFICATE COMPLETION

Marcella Arline

has completed a Pennsylvania Department of Education-approved Act 55 Advanced training program for Returning Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS



PRESENTED BY *Cheryl Johnson Watts, Project Director*

ON THIS DAY: *7/16/2025*

CERTIFICATE COMPLETION

Ralph Woodard

has completed a Pennsylvania Department of Education-approved Act 55 Advanced training program for Returning Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS

PRESENTED BY *Cheryl Johnson Watts, Project Director*

ON THIS DAY: *5/7/2025*

APPROVED

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time
Wednesday July 17, 2024 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), David Taylor (remote), Gail Hawkins Bush (remote), Leigh Kraemer-Naser (remote), Marcella Arline (remote), Matthew Ryan (remote), Paul Donecker (remote), Ralph Woodard (remote)

Trustees Absent
None

Guests Present
Alex Lewis (remote), Alicia Swope, Andy Gribbin (remote), Brandie Karpew (remote), Cody Smith, Daniel Daley (remote), Devin Meza-Rushanan (remote), Gregory McCurdy, JD Smith (remote), Jane Swan, Josh Hicks (remote), Karen Yeselavage, Kelly McConnell (remote), LeeAnn Ritchie (remote), Lisa Blickley (remote), Michael Garman, Patricia Hennessy (remote), Rachel Graver, Scott Shedd, Scott Stuccio, Stephanie Lane (remote)

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

David Taylor called a meeting of the board of trustees of Reach Cyber Charter School Board of Trustees to order on Wednesday Jul 17, 2024 at 9:11 AM.

II. Public Comment

A. Comments from the Public

There were no comments from the public at this time.

III. Routine Business

A. Approval of Agenda

David Taylor, Board President, asked the board to review the agenda distributed prior to the meeting and asked if any changes were needed.

Jane Swan advised that there was one addition to be made as an Action Item under Renewal and Approval of School Goals. There should be an additional item added to approve the school bonuses for this school year.

There were no other changes needed at this time.
Paul Donecker made a motion to approve the agenda.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

IV. Oral Reports

A. CEO's Report

Jane Swan, CEO, reviewed the current enrollment numbers for the school noting trends in
enrollment. Current enrollment for the 2024-25 school year stands at 5,518 students, with 181 of those being new enrollments. There are currently 1,789 students enrolled in summer courses.

B. Human Resources Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the authorized complement of 919 and the 864 current staff members of which 83% are 10-month staff. There have been 12 new hires and 1 departure since the beginning of the new school year.

C. Financial Report

Karen Yeselavage, Director of Finance, reviewed the school’s financial statements with the Board. She reviewed the revenue and expense statements, advising on changes

since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's balance sheet and current forecast.

V. Consent Items

A. Approval of Consent Items

Mr. Taylor asked board members to consider the items from the Consent Items. No questions or concerns were noted.

- Approval of Minutes from the June 12, 2024, Board Meeting
- Approval of Staffing Report
- Approval of Classkick Renewal
- Approval of Changes to Dual Enrollment Policy
- Approval to Renew Agreement with Pennsylvania Chapter of Independant Electrical Contractors
- Approval to Renew Agreement with WQED Multimedia
- Approval to Renew Agreement with Jason Phillips Realty Team
- Approval to Renew Agreement with CodeHS
- Approval to Renew Agreement with Gizmos
- Approval to Renew Agreement with Discovery Education
- Approval to Renew Agreement with Lexia
- Approval to Renew Agreement with eDynamics
- Approval of IU 13 Microsoft renewal quote
- Approval of IU 13 Teams Premium Quote

Gail Hawkins Bush made a motion to approve the Consent Items and the minutes from Reach Cyber Charter School on 06-12-24.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

VI. Action Items

A. Approval of CSI Plan for 2024-25

Kelly McConnell, Director of Data and Assessment, presented details in the plan as seen in the Board packet. She reviewed the focus areas and their effect on success for all students. She also discussed benchmark assessments as well as areas of focus in math and ELA instruction
Anthony Alexander made a motion to approve the CSI goals for 2024-25.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

B. Review and Approval of School Goals

Dr. McConnell provided a status update on the school's 2023-2024 goals and requested approval to have the 2024-2025 school goals mirror those of the 2023-2024 school year goals. In addition, approval was requested for the schoolwide bonuses for the 2023-2024 school year.
Ralph Woodard made a motion to approve the 2024-2025 school goals and the 2023-2024 bonuses.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of Corrections made to 2024-25 Budget

Mrs. Yeselavage explained that corrections were made to the existing 2024-2025 budget due to a formula error in Excel.
Marcella Arline made a motion to approve the corrections to the 2024-2025 budget.
Ralph Woodard seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of Board Resolution

This board resolution authorizes and directs Jane Swan, CEO, Reach Cyber Charter School to sign any and all contracts, agreements, grants and/or licenses
Gail Hawkins Bush made a motion to approve the Board Resolution.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

VII. Information Items

A. Government Affairs Update

Brandie Karpew, Board and Legislative Liaison, provided an update on the recent passage of the state budget. Ms. Karpew introduced Dennis Walsh, from the Bravo Group, to talk about the advocacy leading up to the passing and to answer any questions that the Board may have.

VIII. Strategic Planning

A. Approval of 2024-25 School Year Outreach Agreements

Scott Stuccio, Director of Outreach, requested approval to continue the existing agreements with the science centers located across the state.
Marcella Arline made a motion to approve the continuation of agreements.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of MOU with Moravian University

Cody Smith, High School Principal, shared details of an MOU agreement with Moravian University.
Gail Hawkins Bush made a motion to approve the MOU with Moravian University.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

IX. Executive Session

A. Executive Session

The Board entered into an Executive Session at 10:08 a.m.

The Board entered into an Executive Session upon a motion being made, seconded and confirmed via roll call vote of all Board members present.

The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a) (1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708(a)(5) – To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.

Board members present were: David Taylor, Gail Hawkins Bush, Paul Donecker, Marcella Arline, Matt Ryan, Ralph Woodard and Anthony Alexander. Guests present at the request of the Board were: Jane Swan and Pat Hennessy. All others left the meeting at this time.

During Executive session, the board agreed to form a technology committee with Matt Ryan as the chair of the committee.

The Board resumed open Session at 10:38 a.m.
Anthony Alexander made a motion to approve the formation of a technology committee.
Ralph Woodard seconded the motion.
The board **VOTED** to approve the motion.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:38 AM.

Respectfully Submitted,
Brandie Karpew

APPROVED

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time
Wednesday August 28, 2024 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), David Taylor (remote), Leigh Kraemer-Naser (remote), Marcella Arline (remote), Matthew Ryan (remote), Paul Donecker (remote)

Trustees Absent
Gail Hawkins Bush, Ralph Woodard

Guests Present
Alex Lewis (remote), Alicia Swope, Andy Gribbin, Brandie Karpew, Cody Smith, Danielle Marsicano (remote), Devin Meza-Rushanan, Doug Miedel (remote), Gregory McCurdy, JD Smith, Jackie Hershey (remote), Jane Swan, Jedd Cordisco (remote), Jessica Rice (remote), Josh Hicks (remote), Kelly McConnell, Lisa Blickley (remote), Michael Garman, Nora Rotz (remote), Patricia Hennessy (remote), Rachel Graver, Scott Shedd, Scott Stuccio, Stephanie Lane

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

David Taylor called a meeting of the board of trustees of Reach Cyber Charter School Board of Trustees to order on Wednesday Aug 28, 2024 at 9:00 AM.

II. Public Comment

A. Comments from the Public

There were no comments from the public at this time.

III. Routine Business

A. Approval of Agenda

David Taylor, Board President, asked the board to review the agenda distributed prior to the meeting and asked if any changes were needed.
Marcella Arline made a motion to approve the agenda.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

IV. Oral Reports

A. CEO's Report

Jane Swan, CEO, provided an update. Highlights of the update include:

- Two hundred and fifty teachers worked on refining and personalizing courses this summer,
- Two hundred staff members, including teachers, administrative office team members, family mentors, counselors, and the technology team supported 1,200 students during summer programs.
- The leadership team learned and prepared for the school year during professional development days which included Structured Literacy training and Equity, Diversity, Inclusion and Belonging work.
- August 20-22, 900 staff members gathered at Lancaster Convention Center to welcome the new school year with professional development.
    - Twenty-eight staff joined on Tuesday to learn about the school and participate in the DEI Level Set training.
    - Wednesday and Thursday, employees chose from forty-three workshop options mostly led by our own Reach team
    - Two senior team celebrations: Brandie Karpew is our new Director of Outreach and Kim Crandall is our new Director of MTSS.

- Reach received the official Cognia Accreditation certificate and letter, joining 36,000 schools, systems, and ninety countries committed to continuous improvement and educational quality

In addition, Ms. Swan reviewed the current enrollment numbers for the school noting trends in
enrollment. Current enrollment for the 2024-25 school year stands at 5,706 students, with 482 of those being new enrollments.

B. Human Resources Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 878 current staff members and 83% of staff who are 10-month staff.

There have been 24 new hires this school year and 10 departures.

C. Financial Report

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

V. Consent Items

A. Approval of Consent Items

Mr. Taylor asked board members to consider the items from the Consent Items. No questions or concerns were noted.

- Approval of Minutes from the July 17, 2024, Board Meeting
- Approval of Staffing Report
- Approval to Renew Agreement with Meetings Tomorrow
- Approval to Renew Agreement with Vector Solutions
- Approval of Annual Health and Safety Plan
- Approval to Renew Agreement with Lala's Nails
- Approval to Renew Agreement with Pittsburgh Drone Services
- Approval to Renew Agreement with Elmwood Park Zoo
- Approval to Renew Agreement with We, Not Me
- Approval to Renew Agreement with the Center for Aquatic Sciences
- Approval to Renew Agreement with Moore College of Art and Design

Marcella Arline made a motion to approve the Consent items and the minutes from Reach Cyber Charter School on 07-17-24.

Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

VI. Action Items

A. Approval of Amended 2024-25 School Calendar

Rachel Graver, Chief Operating Officer, presented an amended school calendar for the 2024-25 school year as seen in the packet.
Marcella Arline made a motion to approve the amended school calendar.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of Agreement with Ben Feit Insight

Jane Swan, CEO, presented details of an Agreement with Ben Feit Insight, is seeking support in connection with an effort to build the capacity of its emerging leaders.

Marcella Arline asked for a report at the conclusion if the training on how the training is used and its outcomes.
Marcella Arline made a motion to approve the agreement with Ben Feit Insight.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of Change to Flexible Spending Account (FSA) Provider

Lisa Blickley addressed the need to make a change to the school's existing FSA provider.
Matthew Ryan made a motion to approve the change of FSA provider.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of Agreement with GanttPRO

Scott Shedd, Director of IT, requested approval of an agreement with GanttPRO, an efficient project planning and scheduling solution.
Paul Donecker made a motion to approve the agreement with GanttPRO.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

E. Approval of Parent Policy and Compact

Josh Hicks, Manager of Federal Programs, requested approval of the Parent Policy and Compact, which explains how the school will put into operation programs, activities, and procedures for involving parents in its Title I, Part A programs, consistent with Section 1010 of the Every Student Succeeds Act (ESSA).
Marcella Arline made a motion to approve the Parent Policy and Compact.
Anthony Alexander seconded the motion.

The board **VOTED** to approve the motion.

VII. Information Items

A. Outreach Update

Scott Stuccio, Director of Outreach, and members of the Outreach team provided an update on the work being done by the Outreach Department. Jessica Rice specifically highlighted the growth of Reach's social media platforms, Doug Meidel shared an update on the departments external outreach, while Christin Capuanno reviewed the school events for the upcoming school year.

B. State Testing Update

Dr. Kelley McConnell, reviewed Reach's results from the 2024 State Assessments. Dr. McConnell compared Reach's result to that of the nationwide results and reviewed the findings as seen in the packet.

VIII. Strategic Planning

A. Approval of Agreement with Taste Buds

JD Smith, Director of Career Readiness and EDIB, requested approval for an agreement with Taste Buds, to offer virtual culinary lessons for students.
Marcella Arline made a motion to approve the agreement with Taste Buds.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

IX. Executive Session

A. Executive Session

The Board entered into an Executive Session at 9:48 a.m.

The Board entered into an Executive Session upon a motion being made, seconded and confirmed via roll call vote of all Board members present.

The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a) (1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708(a)(5) – To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.

Board members present were: David Taylor, Paul Donecker, Marcella Arline, Matt Ryan, Leigh Kramer Naser and Anthony Alexander. Guests present at the request of the Board

were: Jane Swan, Lee Ann Ritchie, Michael Garman, and Pat Hennessy. All others left the meeting at this time.

No action was taken during Executive Session.

The Board resumed open Session at 10:08 a.m.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:08 AM.

Respectfully Submitted,
Brandie Karpew

APPROVED

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time
Wednesday September 18, 2024 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), David Taylor (remote), Gail Hawkins Bush (remote), Marcella Arline (remote), Matthew Ryan (remote), Paul Donecker (remote), Ralph Woodard (remote)

Trustees Absent
Leigh Kraemer-Naser

Guests Present
Alex Lewis (remote), Alicia Swope, Andy Gribbin (remote), Brandie Karpew (remote), Cody Smith, Danielle Marsicano (remote), Devin Meza-Rushanan, Gregory McCurdy, JD Smith, Jackie Hershey (remote), Jane Swan, Josh Hicks (remote), Karen Yeselavage, Kelly McConnell, Kimberly Crandall, LeeAnn Ritchie, Lisa Blickley (remote), Michael Garman, Rachel Graver, Scott Shedd, Stephanie Lane

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

David Taylor called a meeting of the board of trustees of Reach Cyber Charter School Board of Trustees to order on Wednesday Sep 18, 2024 at 9:04 AM.

II. Public Comment

A. Comments from the Public

There were no comments from the public at this time.

III. Routine Business

A. Approval of Agenda

David Taylor, Board President, asked the board to review the agenda distributed prior to the meeting and asked if any changes were needed.
Ralph Woodard made a motion to approve the agenda.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

IV. Oral Reports

A. CEO's Report

Jane Swan, CEO, reviewed the current enrollment numbers for the school noting trends in
enrollment. Current enrollment for the 2024-25 school year stands at 5,818 students, with 239 of those being new enrollments in the previous 14 days.

Attendance at BTS events was the highest ever. Each location set a new record for attendance.

Philadelphia 400
Erie 64
Scranton 100
Pittsburgh 200
State College 52

B. Staffing Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 872 current staff members and 83% of staff who are 10-month staff. There are currently 31 unfilled positions, 9 of which are posted and/or pending, and 22 on hold.

There have been 24 new hires this school year and 15 departures.

C.

Financial Report

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

V. Consent Items

A. Approval Consent Items

Mr. Taylor asked board members to consider the items from the Consent Items. No questions or concerns were noted.

- Approval of Minutes from the August 18, 2024 Board Meeting
- Approval of Staffing Report
- Approval to Purchase IPads

Gail Hawkins Bush made a motion to approve the Consent Items and the minutes from Reach Cyber Charter School on 08-28-24.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

VI. Action Items

A. Approval of the 2024-2025 School Handbook

Rachel Graver, Chief Operating Officer, shared information regarding updates mate to the 2024-25 School Handbook, including minor language updates, the updated the School Calendar,
updated PSSA and Keystone section to reflect recent updates from PDE as well as other itmes included in the board packet.
Ralph Woodard made a motion to approve the updates to the 2024-2025 School Handbook.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

VII. Strategic Planning

A. Confirmation of Strategic Planning Retreat

Brandie Karpew confirmed that the October 2024 board meeting will be held in conjunction with a board retreat on Wednesday, October 16, 2024, at 9:00 AM at the Best Western Premier Conference Center located at 800 East Park Drive, Harrisburg, PA.

VIII. Executive Session

A. Executive Session

Executive Session

The Board entered into an Executive Session at 9:35 a.m.

The Board entered into an Executive Session upon a motion being made, seconded and confirmed via roll call vote of all Board members present.

The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a) (1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708(a)(5) – To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.

Board members present were: David Taylor, Paul Donecker, Marcella Arline, Matt Ryan, Gail Hawkins Bush, Ralph Woodard, and Anthony Alexander. Guests present at the request of the Board were: Jane Swan, Lee Ann Ritchie, Michael Garman, and Pat Hennessy. All others left the meeting at this time.

No action was taken during Executive Session.

The Board resumed open Session at 9:47 a.m.

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:47 AM.

Respectfully Submitted,
Brandie Karpew

APPROVED

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time
Wednesday October 16, 2024 at 9:00 AM

Location
800 East Park Drive
Harrisburg, PA 17111

Trustees Present
Anthony Alexander, David Taylor, Gail Hawkins Bush, Leigh Kraemer-Naser, Marcella Arline, Matthew Ryan, Paul Donecker

Trustees Absent
Ralph Woodard

Guests Present
Alex Lewis (remote), Alicia Swope, Andy Gribbin, Brandie Karpew, Cody Smith, Devin Meza-Rushanan, Gregory McCurdy, JD Smith, Jackie Hershey (remote), Jane Swan, Karen Yeselavage, Kelly McConnell, LeeAnn Ritchie, Lisa Blickley, Michael Garman, Patricia Hennessy, Rachel Graver, Scott Shedd, Stephanie Lane

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

David Taylor called a meeting of the board of trustees of Reach Cyber Charter School Board of Trustees to order on Wednesday Oct 16, 2024 at 9:00 AM.

II. Public Comment

A. Comments from the Public

There were no comments from the public at this time.

III. Routine Business

A. Approval of Agenda

David Taylor, Board President, asked the board to review the agenda distributed prior to the meeting and asked if any changes were needed.
Marcella Arline made a motion to approve the agenda.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

IV. Oral Reports

A. CEO's Report

Jane Swan, Chief Executive Officer, shared an update about recent events that have occurred since the beginning of the school year particularly highlighting the Back To School events across the state, the annual week of STEM, and completion of the school year's first benchmark.

Current enrollment is 5,773 students, with 106 of those being new enrollments within the last 14 days.

B. Human Resources Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 874 current staff members and 83% of staff who are 10-month staff. There are currently 29 unfilled positions, 7 of which are posted and/or pending, and 22 on hold.

There have been 27 new hires this school year and 22 departures.

C. Financial Report

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

V. Consent Items

A.

Approval of Consent Items

Mr. Taylor asked board members to consider the items from the Consent Items. No questions or concerns were noted.

- Approval of Minutes from the September 18, 2024, Board Meeting
- Approval of Staffing Report
- Approval of Renewal with ABC Keystone

Leigh Kraemer-Naser made a motion to approve the Consent Items and the minutes from Reach Cyber Charter School on 09-18-24.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

VI. Action Items

A. Approval of Agreement with Fabric 1-9-6-8 for Middle School

JD Smith, Director of Career Readiness and EDIB, shared details of an agreement with Fabric 1-9-6-8, a sewing workshop course, for Middle School age students.
Anthony Alexander made a motion to approve the agreement with Fabric 1-9-6-8.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of 2025 Benefits Renewal

Lisa Blickley provided an overview of the benefits renewal highlighting key data relevant to the renewal.
Marcella Arline made a motion to absorb the cost of the employee program within the school budget for the next year while educating staff about increased future employee contributions.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.
Matthew Ryan made a motion to approve the 2025 Benefits Summary.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of Agreement with Westmoreland Hospital

Mr. Smith shared information about a partnership to introduce students to careers in the medical field. The program had previously been paid for with grant funding, but the grant has now expired so Mr. Smith is asking for school funding. The offered programs include:

- Nursing

- Psychology
- Radiology
- EMT
- Behavioral Health
- Social Work

Anthony Alexander made a motion to approve the agreement with Westmoreland Hospital.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of Clinical Agreement with Western Governors University

Lee Ann Ritchie, Chief Academic Officer, requested approval of an agreement with Western Governors University.
Marcella Arline made a motion to approve the agreement with Westmoreland Hospital.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

VII. Executive Session

A. Executive Session

The Board entered into an Executive Session at 9:55 a.m.

The Board entered into an Executive Session upon a motion being made, seconded and confirmed via roll call vote of all Board members present.

The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a) (1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708(a)(5) – To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.

Board members present were: David Taylor, Paul Donecker, Marcella Arline, Matt Ryan, Gail Hawkins Bush, Leigh Ann Kraemer-Naser and Anthony Alexander. Guests present at the request of the Board were: Jane Swan, Lee Ann Ritchie, Michael Garman, and Karen Yeselavage. All others left the meeting at this time.

No action was taken during Executive Session.

The Board resumed open Session at 10:21 a.m.

VIII. Strategic Planning

A. Strategic Planning Retreat (detailed agenda to be provided separately) – Full Board

School staff provided an update to the Board regarding the status of the school's 2024-25 SY Strategic Goals.

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:38 PM.

Respectfully Submitted,
Brandie Karpew

APPROVED

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time
Wednesday November 20, 2024 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), David Taylor, Marcella Arline (remote), Matthew Ryan, Paul Donecker (remote), Ralph Woodard

Trustees Absent
Gail Hawkins Bush, Leigh Kraemer-Naser

Guests Present
Alicia Swope, Andy Gribbin, Brandie Karpew, Cody Smith, Danielle Leibig (remote), Danielle Marsicano (remote), Devin Meza-Rushanan, Gregory McCurdy, JD Smith, Jackie Hershey (remote), Jane Swan, Josh Hicks (remote), Karen Yeselavage, Kelly McConnell, Kim Crandall, LeeAnn Ritchie, Lisa Blickley (remote), Michael Garman, Nate Laird, Patricia Hennessy (remote), Stephanie Lane

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

David Taylor called a meeting of the board of trustees of Reach Cyber Charter School Board of Trustees to order on Wednesday Nov 20, 2024 at 9:07 AM.

II. Routine Business

A. Approval of Agenda

David Taylor, Board President, asked the board to review the agenda distributed prior to the meeting and asked if any changes were needed. New items were added to the agenda...Building Security Update presented by Rachel Graver, Action Items: Approval of new laptops presented by Rachel Graver and Nate Laird and Linewize Lower Cost.

III. Oral Reports

A. CEO's Report

Jane Swan, Chief Executive Officer, shared an update about recent events that have occurred during the first quarter. She highlighted Comprehensive Support and Improvement targets, UFLI literacy instruction at the Elementary level and all grade levels participating in the Math Network Improvement Community, and CEO Staff Advisory Committee meetings.

Current enrollment is 5,863 students with 93 of those being new enrollments within the last 14 days.

B. Human Resources Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 874 current staff members and 83% of staff who are 10-month staff. There are currently 29 unfilled positions, 7 of which are posted and/or pending, and 22 on hold.

There have been 27 new hires this school year and 24 departures.

C. Financial Report

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

D. Holiday Outreach Update

Rachel Graver, Chief Operating Officer, shared that the Holiday Reindeer program will be sending out $35.00 gift cards from Target to every student that qualifies for Free and Reduced Meals. Staff will also be able to nominate students.

The first round of grocery coupons were sent out in October and the next round will go out after Fall Break. All families will receive $200.00 in coupons.

IV. Consent Items

A. Approval of Consent Items

Mr. Taylor asked board members to consider the items from the Consent Items. No questions or concerns were noted.

- Approval of Minutes from the October 16, 2024, Board Meeting
- Approval of Staffing Report
- Approval to Renew Agreement with Solarwinds.
- Approval to Renew Agreement with GDC IT
- Approval to Renew LineWize Agreement

Matthew Ryan made a motion to to approve the Consent Items and the minutes from Reach Cyber Charter School on 10-16-2024.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

V. Action Items

A. Approval of Affiliation Agreement with Indiana University of Pennsylvania

LeeAnn Ritchie, Chief Academic Officer, shared details of an affiliation agreement with Indiana University of Pennsylvania (IUP). This agreement establishes a relationship between IUP and Reach Cyber Charter School for educator field experiences.
Matthew Ryan made a motion to approve the agreement with Indiana University of Pennsylvania.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of Partnership with Paradigm Cyber Ventures

JD Smith, Director of Career Readiness and EDIB, shared details of a partnership with Paradigm Cyber Ventures, offering a cutting-edge cybersecurity program for our students.
Matthew Ryan made a motion to approve the partnership with Paradigm Cyber Ventures.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

C. Approval to Purchase MaxCase hard cover for Wacoms

Nate Laird, Interim Director of Technology, shared details on purchasing MaxCase hard cover for Wacoms. The cases will protect devices and increase ruggedness.

Paul Donecker made a motion to purchase MaxCase hard covers for Wacoms.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of Agreement with Taste Buds Kitchen for Elementary and Middle School

JD Smith, Director of Career Readiness and EDIB, provided details on agreement with Taste Buds Kitchen for elementary and middle school students. Mr. Smith is asking for school funding to cover the cost of each student along with the cost of materials and supplies.
Anthony Alexander made a motion to to approve the agreement with Taste Buds Kitchen.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

E. Approval of Additional Laptops

Rachel Graver, Chief Operating Officer, and Nate Laird, Interim Technology Director, shared the need for additional laptops. Matt Ryan and David Taylor were nominated as designees to approve the purchase when ready.
Anthony Alexander made a motion to approve additional laptops.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

VI. Information Items

A. Quarterly CSI Update

Kelly McConnell, Director of Data/Student Assessment, provided the quarterly CSI update. All 6 targets have been met.

B. Library Partnership Program

Brandie Karpew, Director of Outreach, provided information on a partnership with libraries throughout the state, providing enhanced educational resources and opportunities for students.

C. Government Affairs Update

Brandie Karpew, Director of Outreach, provided an update to the state legislature after the general election.

D. Civil Air Patrol Cadet Program

JD Smith, Director of Career Readiness and EDIB, provided information on a partnership with Civil Air Patrol. The program, which is the civilian auxiliary to the U.S. Air Force, will allow student's to participate in a year-round program where they fly, learn to lead, hike, camp, get in shape and push themselves to new limits. The program will focus on four elements: leadership, aerospace, fitness, and character.

Reach students, ages 12-18 year of age are eligible to become CAP cadets.

VII. Executive Session

A. Executive Session

The Board entered into an Executive Session at 9:50 a.m.

The Board entered into an Executive Session upon a motion being made, seconded and confirmed via roll call vote of all Board members present.

The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708 (a) (1) - to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708(a)(5) - To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protect by law.

Board members present were: David Taylor, Paul Donecker, Marcella Arline, Matt Ryan, and Anthony Alexander. Guests present at the request of the Board were: Jane Swan, Lee Ann Ritchie, Rachel Graver, Michael Garman, Karen Yeselavage, Greg McCurdy, and Patricia Hennessay. All others left the meeting at this time.

No action was taken at Executive Session. The Board returned to open session at 10:17 AM.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:17 AM.

Respectfully Submitted,
Brandie Karpew

APPROVED

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time
Wednesday January 15, 2025 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), Leigh Kraemer-Naser (remote), Marcella Arline (remote), Matthew Ryan (remote), Paul Donecker (remote)

Trustees Absent
David Taylor, Gail Hawkins Bush

Guests Present
Alex Lewis (remote), Alicia Swope, Andy Gribbin, Brandie Karpew, Christin Capuano (remote), Cody Smith, Danielle Marsicano (remote), Devin Meza-Rushanan, Doug Miedel (remote), Gregory McCurdy, JD Smith, Jackie Hershey (remote), Jane Swan, Jessica Rice (remote), Josh Hicks (remote), Karen Yeselavage, Kelly McConnell, Kimberly Crandall (remote), LeeAnn Ritchie, Lisa Blickley (remote), Michael Garman, Patricia Hennessy, Rachel Graver, Stephanie Lane

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

Marcella Arline called a meeting of the board of trustees of Reach Cyber Charter School Board of Trustees to order on Wednesday Jan 15, 2025 at 9:00 AM.

II. Routine Business

A. Approval of Agenda

Marcella Arline, Board Treasurer, asked the board to review the agenda distributed prior to the meeting and asked if any changes were needed. No items were added to the agenda.
Anthony Alexander made a motion to approve.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

III. Oral Reports

A. CEO's Report

Jane Swan, Chief Executive Officer, reviewed the current enrollment numbers for the school noting trends in enrollment. Current enrollment stands at 5,967 students, with Philadelphia having the highest enrollment.

Stephanie Lane, Director of STEM, gave an update on the E-Sports teams. Two teams from Reach won the state championship.

B. Human Resources Update

Michael Garman, Director of Human Resources, review current staffing levels. There are currently 870 employees of which 80% are 10-month staff. There were two new hires, four position changes, and 1 departure since last board meeting.

Lisa Blickley provided a summary for 2025 Open Enrollment.

C. Financial Report

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

D. Total Rewards Update

Michael Garman shared a summary of the number of staff that participated in the Tuition Reimbursement program and the total amount of reimbursement provided to those staff.

Within this program, eligible staff receive reimbursement for one hundred percent (100%) of tuition costs for up to a maximum of $5,250 per calendar year for qualified educational expenses and successful completion of eligible undergraduate, graduate, and post-graduate courses in accredited colleges or universities.

Mr. Garman shared a summary of the number of staff that participated in the Professional Enhancement program. This program incentivizes staff to obtain job-related certifications, Instructional II certifications, and advanced degrees.

IV. Consent Items

A. Approval of Consent Items

Ms. Arline asked board members to consider the items from the Consent Items. No questions or concerns were noted.

- Approval of Minutes from the November 20, 2024, Board Meeting
- Approval of Staffing Report
- Approval to Renew MOU with Alaska Sealife
- Approval of Invoice for TCB Promotions
- Approval to Purchase OT Kits
- Approval of Revised Employee Handbook for School Year 2024-2025
- Approval to Renew Career Mentorship Agreement with WQED
- Approval to Renew Agreement with Harrisburg University
- Approval to Renew Agreement with Women in Forensics

Matthew Ryan made a motion to approve the Consent Items and the minutes from Reach Cyber Charter School on 11-20-24.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

V. Action Items

A. Approval of Funding for Digital Creatives

Brandie Karpew, Director of Outreach, shared details regarding moving digital content filming to March of this school year. This will allow the new campaign to be ready for an end of the school year campaign to launch in May.
Anthony Alexander made a motion to approval Funding for Digital Creatives.
Matthew Ryan seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of School Calendar 2025-2026

Rachel Graver, Chief Operating Officer, shared a copy of the proposed student calendar for the 2025-2026 school year. The calendar includes a first day of school on September 2, 2025, along with 180 days of learning.
Paul Donecker made a motion to approval the 2025-2026 School Calendar.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

VI. Information Items

A. National Charter School Conference

Brandie Karpew, Director of Outreach, shared information about the upcoming National Charter School Conference that will be held June 20-July 2, 2025 in Orlando and invited the board members to advise if they were interested in attending.

B. Outreach Update

Brandie Karpew, Director of Outreach, along with the Outreach Department Managers provided an update on Social Media, External Marketing, and Social Outreach.

VII. Executive Session

A. Executive Session

The Board entered into a Executive Session at 9:40 a.m. upon a motion being made, seconded and confirmed via roll call vote.

The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708 (a) (1) - to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708(a)(5) - To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protect by law.

Board members present were: Paul Donecker, Marcella Arline, Matt Ryan, Leigh Ann Naser and Anthony Alexander. Guests present at the request of the Board were: Jane Swan, Rachel Graver, LeeAnn Ritchie and Mike Garman.

No action was taken at Executive Session. The Board returned to open session at 9:49 AM.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:49 AM.

Respectfully Submitted,
Brandie Karpew

APPROVED

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time
Wednesday February 19, 2025 at 9:00 AM

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

Trustees Present
Anthony Alexander, David Taylor (remote), Gail Hawkins Bush, Leigh Kraemer-Naser (remote), Marcella Arline (remote), Matthew Ryan (remote), Paul Donecker (remote), Ralph Woodard (remote)

Trustees Absent
None

Guests Present
Alex Lewis (remote), Alicia Swope, Andy Gribbin, Brandie Karpew, Brian Abela (remote), Christin Capuano (remote), Cody Smith, Cynthia Reyes (remote), Dani Leibig (remote), Danielle Marsicano (remote), Denise Gamoneda (remote), Dennis Walsh (remote), Devin Meza-Rushanan, Doug Miedel (remote), Emily Perri (remote), Gregory McCurdy, JD Smith, Jackie Hershey (remote), Jane Swan, Jeffrey Aglow (remote), Jen Edwards (remote), Jess Rice (remote), Josh Hicks (remote), Karen Yeselavage, Kelly McConnell, Kim Crandall, LeeAnn Ritchie, Lisa Blickley (remote), Michael Garman, Mike Hinshaw (remote), Morgan Wertz (remote), Nate Laird, Patricia Hennessy (remote), Rachel Graver, Sarah Long (remote), Stephanie Lane, Toni Talipan (remote), Travis Moyer (remote), Ty Jordan (remote)

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

David Taylor called a meeting of the board of trustees of Reach Cyber Charter School to order on Wednesday, February 19, 2025 at 9:00 a.m.

II. Public Comment

A. Comments from the Public

There were no comments from the public at this time.

III. Routine Business

A. Approval of Agenda

David Taylor, Board President, asked the board to review the agenda distributed prior to the meeting and asked if any changes were needed. There were no changes needed.
Anthony Alexander made a motion to to approve the agenda.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

IV. Oral Reports

A. CEO's Report

Jane Swan, Chief Executive Officer, shared that semester one for the 2024-2025 school year is complete and that we have successfully met and/or exceeded our CSI targets for quarter two.

Ms. Swan further shared that there were 44 students who graduated in January.

Current enrollment is 5,968 with 71 of those being new enrollments with the last 14 days.

B. Human Resources Update

Michael Garman, Director of Human Resources, review current staffing levels with the Board highlighting that there are 871 current staff members with 83% of staff being 10-month staff. There are currently 32 position currently on hold. There were two new hired staff, one internal position change and four departures.

There have been 37 new hires this school year and 29 departures.

C. Financial Report

Karen Yeselavage, Chief Financial Officer, reviewed the school's financial statements with the Board. She reviewed the revenue and expenses statement, advising on changes since the previous month's statement. Ms. Yeselavage further reviewed with the Board the school’s balance sheet and current forecast.

V. Consent Items

A. Approval of Consent Items

Mr. Taylor asked board members to consider the items from the Consent Items. No questions or concerns were noted.

- Approval of Minutes from the January 15, 2025, Board Meeting
- Approval of Staffing Report
- Approval of STEM and Hydro Kit Invoices
- Approval to Renew Agreement with Taste Buds Kitchen
- Approval to Renew Agreement with Myth Author Career Mentoring

Matthew Ryan made a motion to approve the Consent Items and the minutes from Reach Cyber Charter School on 1/15/2025.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.
Motion to approve the minutes from Reach Cyber Charter School on 01-15-25.
The board **VOTED** to approve the motion.

VI. Action Items

A. Approval of Trustees

Mr. Taylor advised the Board that three Board member’s term was up for renewal at this meeting, Marcella Arline, Anthony Alexander, and Ralph Woodard. All were confirmed that they are interested in renewing their term on the Board. Brief discussion was held on the renewal of the terms, and fellow Board members indicated their support and appreciation for their continued service.
Gail Hawkins Bush made a motion to approve Marcella Arline, Anthony Alexander, and Ralph Woodard for an additional board term.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of Board Meetings Schedule for the 2025-2026 School Year

Marcella Arline made a motion to Approve.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

C.

Approval of Career Kits

JD Smith, Director of Career Readiness, shared details regarding the Career Kits for students in grades K-8. This kits will provide hands-on career explorations in a variety of career paths, foster curiosity, skill development and early awareness of future opportunities at each grade level, while meeting part of the Pennsylvania Career Education Work (CEW) Standards.
Anthony Alexander made a motion to Approve.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

VII. Information Items

A. Government Affairs Update

Brian Abela and Dennis Walsh from The Bravo Group provided an update to the proposed budget for the 2025-2026 fiscal year.

B. CSI Mid-Year Update

Kelley McConnell, Director of Data and Student Assessment, provided a Mid-Year updated. Dr. McConnell highlighted that we are head of target compared to this time last year. At mid-year, 46% of seniors are meeting career pathways goals. We have surpassed our goals for the mid-year point in both ELA and Math.

VIII. Executive Session

A. Executive Session

The Board entered into a Executive Session at 9:54 a.m. upon a motion being made, seconded and confirmed via roll call vote.

The Board cited the following for entering into the Executive Session: Pursuant to 65 PA. C.S.
§§ 708 (a)(1) - to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708 (a)(5) - To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protect by law.

Board members present were: Paul Donecker, Marcella Arline, Matt Ryan, Leigh Ann Naser, Anthony Alexander, and Gail Hawkins Bush. Guest present at the request of the Board were: Jane Swan, Rachel Graver, Karen Yeselavage, and Mike Garman.

No action was taken at the Executive Session. The Board returned to open session at 10:21a.m.

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting as adjourned at 10:21 PM.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:49 AM.

Respectfully Submitted,
Brandie Karpew

APPROVED

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time
Wednesday April 16, 2025 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), Gail Hawkins Bush (remote), Leigh Kraemer-Naser (remote), Marcella Arline (remote), Matthew Ryan (remote), Ralph Woodard (remote)

Trustees Absent
David Taylor

Trustees who left before the meeting adjourned
Anthony Alexander, Leigh Kraemer-Naser

Guests Present
Alex Lewis (remote), Alicia Swope, Andy Gribbin, Brandie Karpew, Cody Smith, Danielle Marsicano (remote), Devin Meza-Rushanan, Gregory McCurdy, Jackie Hershey (remote), Jane Swan, Jess Rice (remote), Josh Hicks (remote), Karen Yeselavage, Kelly McConnell, Kim Crandall, LeeAnn Ritchie, Lisa Blickley (remote), Michael Garman, Nate Laird, Oliver Morrison (remote), Patricia Hennessy, Rachel Graver, Stephanie Lane, Travis Moyer (remote)

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

Marcella Arline called a meeting of the Board of Trustees of Reach Cyber Charter School Board of trustees to order on Wednesday, April 16, 2025 at 9:12 AM.

II. Routine Business

A. Approval of the Agenda

Marcella Arline asked the board to review the agenda distributed prior to the meeting and ask if any changes were needed.

Jane Swan asked that Action Item A be moved up due to quorum needed.
Ralph Woodard made a motion to to approve the agenda.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

III. Oral Reports

A. CEO's Report

Jane Swan, Chief Executive Officer, gave an update on the current enrollment. Currently enrollment is a 6133 which is an increase of 196 since our previous meeting. Philadelphia continues to lead in enrollment.

Dr. Kelley McConnell shared the Reach Data team was recently recognized with the Data Governance Award of Excellence. The Data team consists of Dr. Kelley McConnell, Sarah Behrndt-Malon, Dr. Amanda Spofford, Dr. Theresa McQuiade, and Rhiannon Dame.

B. Human Resources Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting that there are currently 867 staff members with 82% of staff being 10-month staff. There are currently 36 positions on hold. There were two new hired, three department changes and four departing employees.

There have been 38 new hires this school year and 34 departures.

C. Financial Report

Karen Yeselavage, Chief Financial Officer, reviewed the school's financial statements with the Board. She reviewed the revenue and expenses statements advising on changes since the previous month's statement. Ms. Yeselavage further reviewed with the Board the school's balance sheet and current forecast.

IV. Consent Items

A. Approval of Consent Items

Ms. Arline asked the board members to consider the items from the Consent Items. No questions or concerns were noted.

- Approval of Staffing Report
- Approval of Minutes from the February 18, 2025, Board Meeting
- Approval of Invoice for Music Kits
- Approval on Invoice for Curriculum Novels and Materials
- Behavioral Health System (BHS) Employee Assistance Program (EAP) Contract Renewal
- Approval of Renewal Agreement with Amplify
- Approval to Continue Summer Learning Kits
- Approval to Renew Agreement with Penn State LaunchBox Entrepreneurship Career Mentoring Program
- Approval to Renew Agreement with Associated Builders and Contractors
- Approval to Renew Agreement with Sage Intacct

Gail Hawkins Bush made a motion to approve the Consent Items and the minutes from Reach Cyber Charter School on 2/18/2025.
Ralph Woodard seconded the motion.
The board **VOTED** to approve the motion.
Gail Hawkins Bush made a motion to approve the minutes from Reach Cyber Charter School on 02-19-25.
Ralph Woodard seconded the motion.
The board **VOTED** to approve the motion.

V. Action Items

A. Approval of Draft Budget for 2025-2026

Karen Yeselavage, Chief Financial Officer, presented to the Board the proposed budget for 2025-26. The proposed budget will be posted for 20 days with a final vote at the May 2025 Board meeting.
Gail Hawkins Bush made a motion to to approve the Proposed Budget for 2025-26.
Matthew Ryan seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of Marketing Campaign for 2025-26 School Year

Brandie Karpew, Director of Outreach, discussed the 2025-26 Media and Creative Production Plan.

Matthew Ryan made a motion to made a motion to approve the Marketing Campaign for 2025-26 School Year.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

C. Renewal of Frontline Comparative Analytics

Michael Garman, Director of Human Resources, shared details for the renewal of Frontline Comparative Analytics. This information is used to assist school administration and the Board in financial and budgetary considerations.
Matthew Ryan made a motion to made a motion to approve the Renewal of Frontline Comparative Analytics.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of Agreement with Eastern PCM, LLC to provide Project Management Services

Rachel Graver, Chief Operations Officer, asked for the approval of the agreement with Eastern PCM, LLC. This is for the project management services associated with our building acquisition and move.
Matthew Ryan made a motion to to approve the agreement with Eastern PCM, LLC.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

E. Approval of Agreement with Kaseya

Nate Laird, Director of IT, shared details regarding the agreement with Kaseya. This gives us the ability to easily organize, standardize, and store important documentation. It also enables streamlined access to critical data, such as network and workstation configurations, passwords, and system documentation. This will improve our collaboration and knowledge sharing and increases efficiency and reduces downtime.
Matthew Ryan made a motion to to approve the agreement with Kaseya.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

VI. Information Items

A. Government Affairs Update

Brandie Karpew, Director of Outreach, provided an update on Government Affairs. Brandie shared that Reach is currently working with other cyber schools to form a united front against the Governor's proposed budget. Staff is schedule to meet with legislators on May 6.

B. State Testing Update

Kelley McConnell shared an update on state testing. There are 500 staff members work at state testing. There are three weeks of PSSA and two weeks of Keystones. She shared that communications have increased with families and that the team has come across some challenges finding sites.
Anthony Alexander left at 9:56 AM.
Leigh Kraemer-Naser left at 10:00 AM.
No longer having qurom, the Reach Cyber Charter School Board of Trustees entered recess at 10:00 AM with a plan to reconvene on Tuesday, April 22, 2025, at 1:00 PM.

The meeting of the Reach Cyber Charter School Board of Trustees reconvened on Tuesday, April 22, 2025, at 1:00 PM.

VII. Executive Session

A. Executive Session

Executive Session
The Board entered into Executive Session at 1:00 PM upon a motion being made, seconded and confirmed via roll call vote.

The Board cited the following for entering into the Executive Session: Pursuant to 65 PA. C.S.
§§ 708 (a)(1) - to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708 (a)(5) - To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protect by law.

Board members present were: David Taylor, Marcella Arline, Matt Ryan, Anthony Alexander, and Gail Hawkins Bush. Guest present at the request of the Board were: Jane Swan, Rachel Graver, LeeAnn Ritchie, and Greg McCurdy.

1st settlement approved
Marcella, Cedric and all
2nd settlement approved with 3 options
Matt, Gail and all
10:42 Adjourned
Motion by Marcella and second by Cedric
Marcella Arline made a motion to approve a settlement agreement.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.
Matthew Ryan made a motion to approve a settlement with three options.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

The Board returned to open session 1:40 PM.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:42 PM.

Respectfully Submitted,
Brandie Karpew

APPROVED

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time
Wednesday May 21, 2025 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), David Taylor (remote), Gail Hawkins Bush (remote), Leigh Kraemer-Naser (remote), Marcella Arline (remote), Paul Donecker (remote)

Trustees Absent
Matthew Ryan, Ralph Woodard

Guests Present
Alex Lewis (remote), Alicia Swope, Andy Gribbin, Brian Abela (remote), Cody Smith, Danielle Leibig (remote), Danielle Marsicano (remote), Dennis Walsh (remote), Devin Meza-Rushanan, Gregory McCurdy, JD Smith, Jackie Hershey (remote), Jane Swan, Josh Hicks (remote), Karen Yeselavage, Kelly McConnell, LeeAnn Ritchie, Lisa Blickley (remote), Michael Garman, Nate Laird, Patricia Hennessy (remote), Rachel Graver, Stephanie Lane

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

David Taylor called a meeting of the Board of Trustees of Reach Cyber Charter School to order on Wednesday, May 21, 2025, at 9:05 AM.

II. Public Comment

A. Comments from the Public

There were no comments from the public at this time.

III. Routine Business

A. Approval of the Agenda

David Taylor, Board President, asked the board to review the agenda distributed prior to the meeting and asked if any changes were needed.

Jane Swan, CEO, ask to have Action Item F: Approval of Recommended Reservation of Fund Balance to be moved up to CEO's Report.
Paul Donecker made a motion to to approve the agenda.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

IV. Oral Reports

A. CEO's Report

Jane Swan, CEO, reviewed the current enrollment numbers for the school. Current enrollment stands at 6,153 students, with 38 of those being new enrollments in the previous 14 days.

Ms. Swan requested that $12 million be placed in fund balance reserves for possible funding reductions due to potential funding cuts for cyber charter schools. This includes $4 million for salaries and benefits, $5 million for student technology, and $3 million for curricula (RFP for Reach owned).

B. Human Resources Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board, highlighting the 866 current staff members and 83% of staff who are 10-month staff. There are two (2) departing employees.

Mr. Garman announced Intent to Return letters were sent out and the deadline is Friday, May 23rd. Out of 715 ten-month staff, 694 responded that they will be returning and five have indicated that they will not be returning.

C. Financial Report

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

V. Consent Items

A. Approval of Consent Items

Mr. Taylor asked board members to consider the items from the Consent Items. No questions or concerns were noted.

- Approval of Staffing Report
- Approval of Minutes from the April 16, 2025 Board Meeting
- Approval to Renew Agreement with Linkit!
- Approval to Renew Agreement with IXL
- Approval to Renew Agreement with Simcoach
- Approval of Changes to the Certified Occupational Therapy Assistant (COTA) and Occupational Therapist (OT) Salary Ranges.
- Approval to Renew Agreement with Accelerate
- Approval to Renew Agreement with Flexpoint
- Approval to Renew Agreement with Edmentum
- Approval to Renew Agreement with CodeHS
- Approval to Renew Agreement with Gizmos
- Approval to Renew Agreement with Brainpop
- Approval to Renew Agreement with Discovery Ed
- Approval to Continue Purchase of Art Kits

Anthony Alexander made a motion to to approve the Consent Items and the minutes from April 16, 2025 Board meeting.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

VI. Action Items

A. Approval of Second Draft Budget for 2025-2026 (to follow)

Karen Yeselavage, Chief Financial Officer, presented to the Board of Trustees edits to the 2025-2026 proposed budget presented at the previous board meeting.
Marcella Arline made a motion to approve the second draft of the proposed budget for 2025-2026.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

B.

Approval of MOU with Western Governor's University

LeeAnn Ritchie, Chief Academic Officer, requested approval of the MOU with Western Governor's University for student teachers enrolled in the University's educator preparation program.
Paul Donecker made a motion to approve the MOU with Western Governor's University.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of Agreement with National Geographic

Andy Gribbin, Director of Teaching and Learning, requested approval of an agreement with National Geographic. Curriculum for our ELL students for language acquisition curricula.
Paul Donecker made a motion to approve the agreement with National Geographic.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of Agreement with PAETEP

Andy Gribbin, Director of Teaching and Learning, requested approval of agreement with PAETEP. PAETEP is a comprehensive suite of teacher evaluation tools fully aligned with the Pennsylvania Department of Education and Act 13.
Paul Donecker made a motion to approve the agreement with PAETEP.
Leigh Kraemer-Naser seconded the motion.
The board **VOTED** to approve the motion.

E. Approval of MOU with Cedar Crest College for Dual Enrollment

Cody Smith, High School Principle, is asking for the approval of the MOU with Cedar Crest College for Dual Enrollment.
Marcella Arline made a motion to approve the MOU agreement with Cedar Crest College.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

F. Approval of Recommended Reservation of Fund balance

Jane Swan, Chief Executive Officer, asked for approval of $12 million in fund balance reserves as previously mentioned in the CEO report.
Marcella Arline made a motion to approve the reservation of fund balance.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

G. Approval of Updates to the Student Handbook

Rachel Graver, Chief Operations Officer, requested approval of updates to the Student Handbook as included in the board packet.
Paul Donecker made a motion to approve the updates to the Student Handbook.

Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

VII. Information Items

A. Government Affairs Update

Brian Abela and Dennis Walsh from the Bravo Group provided an update on Government Affairs. The primary focus was the upcoming state budget which is due by June 30th.

B. State Testing Update

Kelley McDonnell, Director of Data and Student Assessment, provided an update on state testing. There were 500 staff members who help with testing and 4000 student who took the test. There were three (3) weeks of PSSA's and two (2) weeks of Keystones.

C. Discussion of RFP Process for Curriculum Writing

Andy Gribbin, Director of Teaching and Learning, shared details of an Request for Proposal (RFP) to secure proposals from qualified course creation companies to design and develop a full suite of asynchronous online courses for our STEM-focused Pennsylvania cyber charter school. The courses to be developed will span the core subjects of Mathematics, Science, English Language Arts, and Social Studies, with content tailored for students in Kindergarten through Grade 12. The objective is to provide high-quality, engaging, and standards-aligned courses that can be delivered fully online to meet the diverse needs of our student population.

D. Career Readiness Update

JD Smith, Director of Careers and Belongs, provided an update to the Career Readiness program. There are currently 486 students participating in over 200 experiences.

VIII. Executive Session

A. Executive Session

The Board entered into Executive Session at 10:12am upon a motion being made, seconded and confirmed via roll call vote.

The Board cited the following for entering into the Executive Session: Pursuant to 65 PA. C.S.
§§ 708 (a)(1) - to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708 (a)(5) - To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protect by law.

Board members present were: David Taylor, Marcella Arline, Matt Ryan, Anthony Alexander, Gail Hawkins Bush, Paul Donecker, and LeighAnn Kraemer-Naser. Guest present at the request of the Board were: Jane Swan, Rachel Graver, LeeAnn Ritchie, Greg McCurdy and Pat Hennessy.

No action was taken during Executive Session. The board returned to open session at 10:37 AM.
Gail Hawkins Bush made a motion to adjourn the meeting of the Board of trustees.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:37 AM.

Respectfully Submitted,
Brandie Karpew

APPROVED

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time
Wednesday June 18, 2025 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), David Taylor (remote), Gail Hawkins Bush (remote), Leigh Kraemer-Naser (remote), Marcella Arline (remote), Matthew Ryan (remote), Paul Donecker (remote), Ralph Woodard (remote)

Trustees Absent
None

Guests Present
Alex Lewis (remote), Andy Gribbin, Brandie Karpew, Cody Smith, Courtney Sweigert (remote), Danielle Marsicano (remote), Josh Hicks (remote), Karen Yeselavage (remote), Kelly McConnell, Kimberly Crandall, LeeAnn Ritchie, Lisa Blickley (remote), Michael Garman, Nate Laird, Patricia Hennessy (remote), Rachel Graver, Sarah Raptosh (remote), Stephanie Lane

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

David Taylor called a meeting of the board of trustees of Reach Cyber Charter School Board of Trustees to order on Wednesday Jun 18, 2025 at 9:05 AM.

II. Public Comment

A. Comments from the Public

There were no comments from the public at this time.

III. Routine Business

A. Approval of the Agenda

David Taylor, Board President, asked the board to review the agenda distributed prior to the meeting and asked if any changes were needed.

Brandie Karpew, Director of Outreach, advised that there was one item to be removed as an Action Item regarding MOU with Montgomery County Community College and it will be postponed to a later date.

There were no other changes needed at this time.
Ralph Woodard made a motion to approve the revised agenda.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

IV. Oral Reports

A. CEO's Report

Jane Swan, CEO, reviewed the current enrollment numbers for the school noting trends in enrollment. Current enrollment stands at 6,176 students.

In addition, Ms. Swan shared the news that Dr. Kelley McConnell had recently been selected as the new Chief Academic Officer and would be starting July 1, 2025.

B. Human Resources Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the authorized complement of 903 and the 870 current staff members of which 83% are 10-month staff. There have been 40 new hires and 49 departures since the beginning of the school year.

C. Financial Report

Karen Yeselavage, Director of Finance, reviewed the school’s financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months’ statements. Ms. Yeselavage further reviewed with the Board

the school’s balance sheet and current forecast.

V. Consent Items

A. Approval of Consent Items

Mr. Taylor asked board members to consider the items from the Consent Items. No questions or concerns were noted.

A. Approval of Staffing Report
B. Approval to Renew Agreement with GCI
C. Approval to Renew Agreement with JAMF
D. Approval to Renew Agreement with Carahsoft - SolarWinds
E. Approval to Renew Agreement with BoardOnTrack
F. Approval of Contract Renewal with Docusign
G. Approval of Renewal Agreement with PowerSchool
H. Approval to Continue Agreement with Moore College of Design
I. Approval to Renew Agreement with Genially
J. Approval to Renew Agreement with TurnItIn
K. Approval to Renew Agreement with Lexia
Marcella Arline made a motion to approve the Consent Items and the minutes from Reach Cyber Charter School on 05-21-25.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

VI. Action Items

A. Approval of Trustee

Mr. Taylor advised the Board that a Board member’s term was up for renewal at this meeting, Paul Donecker. Mr. Donecker confirmed that he is interested in renewing his term on the Board. Fellow Board members indicated their support and appreciation for Mr. Donecker's continued service.
David Taylor made a motion to approve Mr. Donecker for an additional board term.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of Officers for the 2025-2026 School Year

Ms. Karpew advised the Board that it was also time to elect officers for the next year. David Taylor as Board President, Gail Hawkins Bush as Vice President, Marcella Arline as Treasurer, and Paul Donecker as Secretary, were nominated as a slate of officers.
Anthony Alexander made a motion to approve the slate of officers.
Ralph Woodard seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of Agreement with Overnight Office

Rachel Graver, Chief Operating Officer, requested approval for an invoice for moving services with Overnight Office. Three companies were contacted for estimates with Overnight Office offering the best value.
Anthony Alexander made a motion to approve the invoice with Overnight Office.
Ralph Woodard seconded the motion.
The board **VOTED** to approve the motion.

VII. Information Items

A. Government Affairs Update

Brandie Karpew, Director of Outreach, provided a government affairs update specifically highlighting the recent passage of HB1500 out of the House, an education funding bill which represents a significant threat to educational choice and equity in Pennsylvania. Ms. Karpew **specifically highlighted the upcoming state budget process deadline of June 30, 2025.**

VIII. Executive Session

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

The Board entered into an Executive Session at 9:32 a.m.

The Board entered into an Executive Session upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a)
(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708(a)(5) – To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.

Board members present were: David Taylor, Gail Hawkins Bush, Paul Donecker, Marcella Arline, Matt Ryan, Anthony Alexander, Leigh Anne Nasar, and Ralph Woodard. Guests present at the request of the Board were: Jane Swan, Greg McCurdy, LeeAnn Ritchie, Rachel Graver, Mike Garman, and Pat Hennessy. All others left the meeting at this time.

Greg McCurdy, Director of Special Education, provided the annual ACT 55 Director of Safety Report as required by the end of June each year. He noted the traditional protocols
for the school facility and for staff members.

No other action was taken during Executive Session. The Board resumed open Session at

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:08 AM.

Respectfully Submitted,
Brandie Karpew

PDE-414	REACH CYBER CHARTER SCHOOL						2024-2025
Complete the following information for all professional staff members							
Staff No.	**Name of employee**	**Areas of Certification Type of Certificate**	**Grades Teaching or Serving**	**All Areas of Assignment Subject Areas Teaching or Services Provided**	**Number of Hours Worked in Assignment**	**Percentage of Time in Certified Position**	**Percentage of Time in Areas Not Certified**
1	Abels, Stacey	Instructional II Elementary K-6 (2810)	K-5	Science 3 Social Studies 3	1560	100%	0%
2	Adams, Brittany P	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (2826)	7	STEM Teacher	1560	100%	0%
3	Adams, Danielle	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	English Language Arts 6	1560	100%	0%
4	Adams, Julia	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	K-5	English Language Arts K Math K Science K Social Studies K	1560	100%	0%
5	Addeo (Leonard, Cabrera), Paula	Instructional II Spanish PK-12 (4490), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Spanish I A Spanish I B Spanish IV A Spanish IV B	1560	100%	0%
6	Aglow, Jeffrey	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Endorsement Instructional Coach PK-12 (1182), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	Instructional Coach	1560	100%	0%
7	Agwuocha, Amanda	Instructional II Grades PK-4 (2825)	K-5	Science 3 Social Studies 3	1560	100%	0%
8	Ainsworth, Simon	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Mathematics 7-12 (6800)	6-8	Math 6	1560	100%	0%
9	Aliberto, Kimberly	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level English 6-9 (2850), Instructional II Special Education PK-12 (9225)	6-8	Pre-Algebra	1560	100%	0%
10	Allegretti, Stefani	Instructional II Art PK-12 (1405), Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850)	6-8	Art 8	1560	100%	0%
11	Allen, Alexis	Instructional II Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathology	1544	100%	0%
12	Ambrose, Andrea	Instructional II Grades PK-4 (2825)	K-5	Science 3 Social Studies 3	1560	100%	0%
13	Anderson, Kaelin	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Special Education PK-8 (9226), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	Curriculum Coordinator	1560	100%	0%
14	Anderson, Wyatt	Instructional II Technology Education PK-12 (6075)	9-12	Carpentry 1 Carpentry 2 Carpentry 3 A Carpentry 3 B	1560	100%	0%
15	Angelopulos, Maureen	Instructional II English 7-12 (3230)	9-12	English Language Arts 11	1560	100%	0%
16	Ardiff, Lauren	Instructional II Biology 7-12 (8405), Instructional II Mid-Level Science 6-9 (2880), Instructional II Elementary K-6 (2810)	9-12	Biology	1560	100%	0%
17	Arehart, Lisa	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Science 5 Social Studies 5	1560	100%	0%

PDE-414	REACH CYBER CHARTER SCHOOL						2024-2025
Complete the following information for all professional staff members							
Staff No.	**Name of employee**	**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**
18	Aurand, Courtney	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Elementary K-6 (2810)	K-5	Math 4	1560	100%	0%
19	Austin, Jennifer L.	Instructional II Mid-Level Mathematics 6-9 (2860), Emergency Permit: LT Sub with No Educational Obligation English 7-12 (3230), Instructional II Elementary K-6 (2810)	6-8	ELA 7 ELA 8 Math 8	1560	100%	0%
20	Ayres(Frasso), Madison V.	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-12 (9231)	9-12	Functional English (Life Skills) Functional Science (Life Skills) Functional Social Studies (Life Skills) Functional STEM (Life Skills)	1560	100%	0%
21	Bac, Kara	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	9-12	Algebra 1 Part 1	1560	100%	0%
22	Baker, Jennifer	Instructional II Grades PK-4 (2825)	K-5	English Language Arts K Math K Science K Social Studies K	1560	100%	0%
23	Baker, Jessica	Instructional II Grades 5-6 (2826), Administrative I Principal PK-12 (1115), Instructional II Grades PK-4 (2825)	K-12	Educational Tech Specialist	1560	100%	0%
24	Baker, Stacey	Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	9-12	Supervisor of Special Education	1560	100%	0%
25	Bannister (Fragomeni), Judith	Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	6-8	English Language Arts 8	1560	100%	0%
26	Barbus (Hillegas), Paige	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Language Pathologist	1544	100%	0%
27	Barclay, Lindsey	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
28	Barker, Amber	Instructional II Mid-Level Science 6-9 (2880), Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Elementary K-6 (2810), Instructional II Biology 7-12 (8405), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Grades PK-4 (2825)	6-8	Science 6	1560	100%	0%
29	Barna, Jacquelyn	Instructional II Bus-Computer-Info Tech PK-12 (1603) , Instructional II Mid-Level English 6-9 (2850) , Instructional II Social Studies 7-12 (8875)	6-8	Ed. Tech 8 English Language Arts 8	216	100%	0%
30	Barnett, Kristin	Educational Specialist II School Nurse PK-12 (1890)	K-12	Nurse	1560	100%	0%
31	Barrett, Lee	Educational Specialist II Secondary School Counselor 7-12 (1837), Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
32	Baughman, Heather	Instructional II Special Education PK-12 (9225), Instructional II Mid-Level Science 6-9 (2880), Instructional II Elementary K-6 (2810)	9-12	Algebra 1 Part 1	1560	100%	0%
33	Becker, Jenna	Instructional II Social Studies 7-12 (8875)	9-12	United States History	1560	100%	0%
34	Beckey (Bolland), Haley	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	English Language Arts 5	1560	100%	0%

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Staff No.	**Name of employee**	**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**
35	Beckwith, Tiffany	Instructional II Grades PK-4 (2825), Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Special Education PK-8 (9226), Instructional II Special Education 7-12 (9227), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Computer Science 7-12 (1657)	6-8	Ed. Tech 6	1560	100%	0%
36	Bender, Johanna	Instructional II Grades PK-4 (2825)	K-5	Math 4	1560	100%	0%
37	Bendis, Jessica	Instructional II Special Education PK-12 (9225), Instructional II Early Childhood N-3 (2840)	K-5	Functional Language Arts Funcional Math	1560	100%	0%
38	Benfield, Aislinn	Instructional II Chemistry 7-12 (8420), Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450)	K-5	Hydroponics Coordinator	1560	100%	0%
39	Benson, Sara	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	English Language Arts 5	1560	100%	0%
40	Benton, Ashley	Instructional II English 7-12 (3230), Instructional II Earth and Space Science 7-12 (8440), Instructional II Social Studies 7-12 (8875)	9-12	United States History	1560	100%	0%
41	Berger, Heather	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810), Administrative II Principal PK-12 (1115)	K-5	Elementary Assistant Principal	1560	100%	0%
42	Bernstein, Emily	Instructional II Mathematics 7-12 (6800)	6-8	Math 7	1560	100%	0%
43	Berry, Savannah L.	Emergency Permit: LT Sub with No Educational Obligation Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional I Social Studies 7-12 (8875)	6-8	ELA 6	1432	100%	0%
44	Beshero, John	Instructional I English 7-12 (3230), Instructional I Social Studies 7-12 (8875)	8-12	American Government United States History	1560	100%	0%
45	Beyer, Michelle	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Art PK-12 (1405), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-8 (9226), Instructional II Special Education Expansion 7-12 (9229), Instructional II English 7-12 (3230), Instructional II Grades PK-4 (2825)	9-12	Consumer Math	832	100%	0%
46	Bianchi, Linda	Instructional II French PK-12 (4410), Instructional II Spanish PK-12 (4490)	9-12	French I French II	1560	100%	0%
47	Bieleski (Ludy), Melanie	Instructional II Chemistry 7-12 (8420), Instructional II General Science 7-12 (8450), Instructional II Mathematics 7-12 (6800), Administrative I Principal PK-12 (1115)	6-8	Science 7	1560	100%	0%
48	Bigham (Herrilko), Blakeley	Instructional II Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Instructional II Special Education PK-8 (9226)	6-8	English Language Arts 7	1008	100%	0%
49	Bixler, Caitlyn	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	K-5	English Language Arts 5	1560	100%	0%
50	Blair, Carissa	Instructional II Special Education PK-8 (9226), Endorsement Autism PK-12 (1180), Instructional II Grades PK-4 (2825), Instructional II Special Education Expansion 7-12 (9229)	6-8	English Language Arts 7	1560	100%	0%

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Staff No.	**Name of employee**	**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**
51	Blickenstaff, Kenneth (Daryl)	Instructional I Biology 7-12 (8405)	6-8	Science 8	1560	100%	0%
52	Blockberger, Gabrielle	Instructional I Grades PK-4 (2825)	K-5	English Language Arts 4	1560	100%	0%
53	Boandl, Shannon	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	Math 7	1560	100%	0%
54	Bogdan, Mark	Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875)	9-12	English Language Arts 9 Honors English Language Arts 9	1560	100%	0%
55	Bomba, Joseph	Instructional II Communications 7-12 (3200), Instructional II English 7-12 (3230), Instructional II Spanish PK-12 (4490)	6-8	English Language Arts 7	1560	100%	0%
56	Bongivengo, Kellie	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	English Language Arts 2 Math 2	1560	100%	0%
57	Bongivengo, Michael	Instructional I Family-Consumer Sci PK-12 (5600), Instructional I Bus-Computer-Info Tech PK-12 (1603)	K-5	Career Readiness 1 Service Learning	1560	100%	0%
58	Booth, Timothy	Instructional II Mathematics 7-12 (6800), Instructional II English 7-12 (3230)	9-12	Algebra 1 Part 2 AP Statistics Statistics	1560	100%	0%
59	Bosser, Kylee	Instructional I Social Studies 7-12 (8875)	6-8	Art 7 Social Studies 7 Social Studies 8	1560	100%	0%
60	Bost, Stephanie	Instructional II Mid-Level Mathematics 6-9 (2860), Administrative II Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Bus-Computer-Info Tech PK-12 (1603)	9-12	High School Assistant Principal	1560	100%	0%
61	Botzman, Danielle	Instructional II Mathematics 7-12 (6800)	9-12	Geometry	1560	100%	0%
62	Bouldin, Jolie	Instructional II Art PK-12 (1405)	9-12	Art Appreciation Introduction to Drawing	1560	100%	0%
63	Bowe, Amanda	Instructional II English 7-12 (3230), Instructional II Mathematics 7-12 (6800)	9-12	Geometry	1560	100%	0%
64	Bower, Michelle	Instructional II Special Education PK-12 (9225), Instructional II Grades PK-4 (2825), Supervisory Supvr Special Education PK-12 (9215), Endorsement Gifted PK-12 (1189)	9-12	Special Education - Math, ELA, Science, Social Studies	1560	100%	0%
65	Boyd (Lookenbill), Taylor	Instructional I Biology 7-12 (8405)	6-8	Science 8	1560	100%	0%
66	Boyer, Kelsey	Instructional I Grades PK-4 (2825)	K-5	Elementary Subsitute Teacher	1560	100%	0%
67	Bozic(Cuppett), Kimberly	Instructional II Technology Education PK-12 (6075), Instructional II Family-Consumer Sci PK-12 (5600), Instructional II English 7-12 (3230)	K-5	Career Readiness 3	1560	100%	0%
68	Brady, Cara	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	English Language Arts 5	1560	100%	0%
69	Brady, Katherine	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional I Grades PK-4 (2825)	6-8	Science 6	1560	100%	0%
70	Brennan (Mancuso), Krisa	Instructional I Grades PK-4 (2825)	K-5	Science 3 Social Studies 3	1560	100%	0%
71	Bridge, Nicholas	Instructional I Mathematics 7-12 (6800)	9-12	Algebra 1 Honors Algebra 1	1560	100%	0%

PDE-414	REACH CYBER CHARTER SCHOOL						2024-2025
Complete the following information for all professional staff members							
Staff No.	**Name of employee**	**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**
72	Brown, Amanda	Instructional II Elementary K-6 (2810), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6-8	Curriculum Coordinator	1560	100%	0%
73	Brown, Ashley	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Special Education PK-12 (9225)	9-12	English Language Arts 10	1560	100%	0%
74	Brownlee, Bethany	Instructional I Speech & Language Impaired PK-12 (9265)	K-12	Speech Language Pathologist	1560	100%	0%
75	Brudowsky (Weaver), Amanda	Instructional II Family-Consumer Sci PK-12 (5600)	9-12	Career Readiness 3	1560	100%	0%
76	Bubb, Kathryn	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	English Language Arts 3 Math 3	1560	100%	0%
77	Bulat, Rachel	Instructional I Grades PK-4 (2825)	K-5	English Language Arts 3	1560	100%	0%
78	Bull, Colleen	Instructional II Hearing Impaired PK-12 (9205), Instructional II English 7-12 (3230), Instructional II American Sign Language (ASL) PK-12 (4003), Instructional II Elementary K-6 (2810), Instructional II Early Childhood N-3 (2840)	9-12	American Sign Language 1 American Sign Language 2 American Sign Language 3	1560	100%	0%
79	Burkholder (Bilder), Jill	Instructional I Elementary K-6 (2810)	K-12	Family Mentor	1560	100%	0%
80	Burt, Judith	Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825)	K-5	Special Education Teacher	1560	100%	0%
81	Busch, Lauren	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	English Language Arts 5 Math 5	1560	100%	0%
82	Bustamante, Stephanie	Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	K-5	English Language Arts 2	1560	100%	0%
83	Buterbaugh, Jenna	Educational Specialist II School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
84	Byers, Megan	Instructional II Special Education PK-12 (9225)	9-12	English Language Arts 11	1560	100%	0%
85	Calabrese, Jessica A.	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	CR Algebra Part 1 CR Algebra Part 2 CR Geometry CR Physical Science	1400	100%	0%
86	Call, Courtney	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
87	Campbell, Elizabeth	Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (2826)	K-5	Math 3	1560	100%	0%
88	Campbell, Hannah	Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	K-12	Functional Language Arts Functional Learning Functional Math Functional Science Functional Social Studies Functional STEM	1560	100%	0%
89	Carmack, Laurie	Instructional II Bus-Computer-Info Tech PK-12 (1603) , Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Educational Specialist II Inst Technology Specialist PK-12 (1825) , Private School - Teacher Mentally Retarded K-12 (19220) , Instructional II Art PK-12 (1405) , Instructional II English 7-12 (3230) , Instructional II Special Education PK-12 (9225)	9-12	Instructional Coach - STEM	584	100%	0%
90	Carnack, Melissa	Instructional II Health PK-12 (4810), Instructional II Family-Consumer Sci PK-12 (5600)	9-12	Child Development Culinary Arts Early Childhood Education	1560	100%	0%

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91	Carr, Katelyn	Instructional II General Science 7-12 (8450), Instructional II Grades PK-4 (2825), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	Science 7	1560	100%	0%
92	Carroll, Erica	Instructional II English 7-12 (3230), Administrative II Principal PK-12 (1115)	9-12	High School Assistant Principal	1560	100%	0%
93	Cartwright, Tracie	Instructional II Early Childhood N-3 (2840) , Instructional II Reading Specialist PK-12 (7650)	K-5	English Language Arts 3 English Language Arts 4 English Language Arts 5	936	100%	0%
94	Carulli, Kaycee	Administrative I Principal PK-12 (1115), Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (2826)	K-5	Math 4	1560	100%	0%
95	Caswell, Beth	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650), Instructional II Early Childhood N-3 (2840)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
96	Celinscak, Lynden	Instructional II Elementary K-6 (2810)	K-5	Science 4 Social Studies 4	1560	100%	0%
97	Chacon, Andy	Educational Specialist I Inst Technology Specialist PK-12 (1825), Instructional II Special Education PK-12 (9225)	K-5	English Language Arts 4 Math 4	1560	100%	0%
98	Chapman (Gaudio), Jenna	Instructional I Elementary K-6 (2810)	K-5	Math 5	1560	100%	0%
99	Chase, Katerilynn	Instructional II Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathologist	1560	100%	0%
100	Chicchi, Kimberly	Educational Specialist I Inst Technology Specialist PK-12 (1825) , Instructional II Bus-Computer-Info Tech PK-12 (1603) , Instructional II English 7-12 (3230) , Instructional II Social Studies 7-12 (8875) , Instructional II Special Education 7-12 (9227)	9-12	United States History Psychology	784	100%	0%
101	Chitsaz, Mariyam	Instructional II Art PK-12 (1405)	K-5	Arts Exploration	1560	100%	0%
102	Christian (Gibbs), Ariel	Instructional I Social Studies 7-12 (8875)	9-12	Geography & Society World History	1560	100%	0%
103	Ciaravino, Christina	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
104	Clemens, Emily	Instructional II Mathematics 7-12 (6800)	9-12	Algebra 1 Part 2	1560	100%	0%
105	Coates, John	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Biology 7-12 (8405), Instructional II Social Studies 7-12 (8875)	9-12	Business Law Careers in Criminal Justice International Business Intro to Medical Assisting Medical Law & Ethics	1560	100%	0%
106	Coble-Kennedy, Angela	Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Library Science PK-12 (6420)	K-5	Career Readiness 2	1560	100%	0%
107	Cole, Jennifer	Instructional II Grades PK-4 (2825), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6-8	English Language Arts 8	1560	100%	0%
108	Cole, Michael	Instructional II Art PK-12 (1405), Instructional II Biology 7-12 (8405), Instructional II Environmental Educ PK-12 (4820)	9-12	Biology Environmental Science	1560	100%	0%

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109	Collura, Marissa	Instructional II English 7-12 (3230), Administrative I Principal PK-12 (1115)	9-12	English Language Arts 12	1560	100%	0%
110	Comunale, Mary	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II English 7-12 (3230), Instructional II Biology 7-12 (8405)	6-8	Science 7	1560	100%	0%
111	Confer, Jordan	Instructional II Mathematics 7-12 (6800)	9-12	Algebra 1 Part 2	1560	100%	0%
112	Cooper, Carrie	Instructional I Elementary K-6 (2810), Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839), Instructional I Reading Specialist PK-12 (7650)	K-5	Counseling	1560	100%	0%
113	Cordaro (Vernouski), Jessica	Endorsement Science, Technology, Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Elementary K-6 (2810)	6-8	Hydroponics Coordinator	1560	100%	0%
114	Cordisco, Lindsay	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
115	Cornacchia, Michelle	Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115), Instructional II Mid-Level Mathematics 6-9 (2860), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Special Education PK-12 (9225)	6-8	English Language Arts 6	1560	100%	0%
116	Crandall, Kimberly	Administrative II Principal PK-12 (1115)		Director of MTSS	1560	1	0
117	Cressman, Brittney	Instructional II Elementary K-6 (2810)	K-5	English Language Arts K Math K Science K Social Studies K	1560	100%	0%
118	Cron (Moore), Paige	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
119	Cronce, Christopher	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
120	Cronrath, Holly	Instructional II Biology 7-12 (8405), Administrative I Principal PK-12 (1115)	9-12	Physical Science	1560	100%	0%
121	Cruz, Marisol	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
122	Cryer, Laura	Instructional II Grades PK-4 (2825)	K-5	English Language Arts 1 Math 1 Science 1 Social Studies 1	1560	100%	0%
123	Daley (Shoemaker), Melinda	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math 7	1560	100%	0%
124	Daley, Daniel	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	9-12	Assistant Prinicpal	1560	100%	0%
125	Dame, Rhiannon	Instructional II Social Studies 7-12 (8875), Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II English 7-12 (3230)		Mgr, Assessment & EL Prog	1560	100%	0%

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126	Dando, Rebecca	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	6-8	Math 7	1560	100%	0%
127	Daniel, Corey	Instructional II Mathematics 7-12 (6800)	9-12	Algebra 1 Part 1	1560	100%	0%
128	D'Antonio (Butler), Caroline	Instructional II Elementary K-6 (2810)	K-5	Math 1 Math 2 Math 5	1560	100%	0%
129	Darowish, Elizabeth	Instructional II Music PK-12 (7205)	K-5	Music I Music II	1560	100%	0%
130	Davis, Kelsey	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
131	Davis, Lindsey	Instructional I Art PK-12 (1405), Instructional I Mid-Level English 6-9 (2850), Instructional I English 7-12 (3230)	6-8	English Language Arts 6	1560	100%	0%
132	Degilio (D'Angelo), Kristen	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
133	DeHart, Marc	Instructional II Data Processing 7-12 (1625), Educational Specialist I Inst Technology Specialist PK-12 (1825), Instructional II Office Technologies 7-12 (1658)	45816	Ed. Tech 8	808	100%	0%
134	DeLillo, Katelyn	Instructional I English 7-12 (3230)	9-12	English Language Arts 10	1560	100%	0%
135	Dellert, Julie	Instructional II Art PK-12 (1405)	9-12	Animation Independent Study - STEM Introduction to Graphic Design	1560	100%	0%
136	Delmas, Kristine	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	6-8	Functional Language Arts (Life Skills) Functional Learning (Life Skills) Functional Math (Life Skills) Functional Science (Life Skills) Functional Social Studies (Life Skills) Functional STEM (Life Skills)	1560	100%	0%
137	Delp, Nathan D.	Instructional II English 7-12 (3230)	9-12	English Language Arts 12	1560	100%	0%
138	DeMarco, Jennifer	Instructional II Biology 7-12 (8405), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Administrative I Principal PK-12 (1115)	9-12	STEM 2 STEM 3	1560	100%	0%
139	Demarte (Spotts), Nicole	Instructional II Elementary K-6 (2810)	K-5	ELA, Science, Math, Social Studies	1560	100%	0%
140	Desmond, Diane	Instructional II Special Education PK-8 (9226), Instructional II Special Education 7-12 (9227), Endorsement Autism PK-12 (1180), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II English 7-12 (3230)	9-12	Work Experience Facilitator	1560	100%	0%
141	Desmond, Sarajane	Instructional II English 7-12 (3230)	9-12	English Language Arts 10	1560	100%	0%
142	Dewing, Clayton	Instructional II Biology 7-12 (8405), Instructional II Health & Physical Educ PK-12 (4805), Instructional II Safety Ed/Driver Ed 7-12 (5215), Instructional II General Science 7-12 (8450)	9-12	Driver's Ed. Sports Management	1560	100%	0%
143	Dewing, Katherine	Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Health & Physical Educ PK-12 (4805)	9-12	Health	1560	100%	0%

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144	Dibert, Jennifer	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Ment and/or Phys Handicapped K-12 (9235)	9-12	Algebra 1 Part 1	1560	100%	0%
145	Dienno, Melissa	Endorsement Gifted PK-12 (1189), Instructional II Elementary K-6 (2810), Instructional II Early Childhood N-3 (2840)	K-5	Educational Technology 1 Educational Technology 2 Educational Technology K Science 5 Social Studies 5	1560	100%	0%
146	Dillon, Kimberlee	Instructional II Biology 7-12 (8405)	9-12	Criminal Investigation Forensic Science	1560	100%	0%
147	Dimauro, Samantha	Instructional II English 7-12 (3230), Instructional II Reading Specialist PK-12 (7650)	6-8	English Language Arts 8	1560	100%	0%
148	Donahue, Tara	Instructional II Reading Specialist PK-12 (7650), Instructional II Special Education PK-12 (9225)	9-12	English Language Arts 9	1560	100%	0%
149	D'Onofrio, Corinne	Instructional II Art PK-12 (1405)	K-5	Art 2	1560	100%	0%
150	Dorsek, Chelsea	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Language Pathologist	1560	100%	0%
151	Dowling, Kyra	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-12 (9231)	9-12	Functional Math (Life Skills) Functional Science (Life Skills)	1560	100%	0%
152	Dripps-Cooper, Kimberly	Instructional II Early Childhood N-3 (2840), Private School - Teacher Mentally Retarded K-12 (19220), Instructional II Special Education PK-8 (9226), Instructional II Elementary K-6 (2810)	6-8	ELA 6	1560	100%	0%
153	Duncan, Zachary	Program Specialist English as a Second Language (ESL) PK-12 (4499), Administrative I Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875)	9-12	AP United States History Psychology United States History	1560	100%	0%
154	Dunning, Cody	Instructional II Earth and Space Science 7-12 (8440), Instructional II General Science 7-12 (8450)	9-12	Environmental Science Meteorology	1560	100%	0%
155	Duquette, Lee	Instructional II Special Education PK-12 (9225), Instructional II Spanish PK-12 (4490), Instructional II English 7-12 (3230), Instructional II Elementary K-6 (2810)	9-12	English Language Arts 12	1560	100%	0%
156	Duran, Meghan	Instructional II German PK-12 (4420), Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	WIDA Level 1 & 2	808	100%	0%
157	Eberly, Alison	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 1 Math 1 Science 1 Social Studies 1	1560	100%	0%
158	Eccleston (Pegg), Katherine	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
159	Edgett, Nicholas	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	K-5	Math 7	1560	100%	0%
160	Edwards, Jennifer	Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	K-5	English Language Arts 3	1560	100%	0%
161	Efinger, Jennifer	Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (2826)	K-5	Math 5	1560	100%	0%

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162	Ehrman, Audrey	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
163	Eichelberger, Milvana	Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	K-5	English Language Arts 2	1560	100%	0%
164	Eichensehr, Shannon	Instructional I Early Childhood N-3 (2840)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
165	Eisenhower (Heffler), Kathryn	Instructional II Grades PK-4 (2825)	K-5	English Language Arts 3	1560	100%	0%
166	Enright, Breanna	Instructional I Grades PK-4 (2825), Instructional I Special Education Expansion 7-12 (9229), Instructional I Special Education PK-8 (9226)	9-12	Algebra 1	1560	100%	0%
167	Fairman, Chelsea	Instructional II Art PK-12 (1405)	K-5	Art 5	1560	100%	0%
168	Falzone, Stephanie	Educational Specialist II Secondary School Counselor 7-12 (1837)	6-8	School Counselor	1560	100%	0%
169	Ferraro, Ashley	Educational Specialist II School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
170	Fields, Keely	Instructional II Social Studies 7-12 (8875), Administrative I Principal PK-12 (1115)	K-12	Assistant Principal	1560	100%	0%
171	Filer, Kimberly	Instructional I Special Education PK-12 (9225), Instructional I Elementary K-6 (2810)	9-12	Functional English (Life skills) Functional Learning (Life Skills) Functional Math (Life Skills) Functional Science (Life Skills) Functional Social Studies (Life Skills)	1560	100%	0%
172	Fink, Allison	Instructional II Health & Physical Educ PK-12 (4805)	9-12	Physical Education	1560	100%	0%
173	Finnegan, Jessica	Educational Specialist II School Nurse PK-12 (1890)	K-12	School Nurse	1560	100%	0%
174	Fitzpatrick, Samantha	Educational Specialist I School Social Worker PK-12 (1851)	K-12	Social Worker	1560	100%	0%
175	Fix, Lauren	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional II Special Education PK-12 (9225)	9-12	English Language Arts 11	1560	100%	0%
176	Flack (Grupp), Kaila	Instructional I Elementary K-6 (2810)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
177	Flaherty, Marlee	Instructional II Social Studies 7-12 (8875)	6-8	Social Studies 7	1560	100%	0%
178	Flamino, Alexandria	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	English Language Arts 6 Math 6	1560	100%	0%
179	Flanagan, Kristin	Instructional II Communications 7-12 (3200), Instructional II English 7-12 (3230)	9-12	English Language Arts 12	1560	100%	0%
180	Flannery, Alyssa	Instructional II Mid-Level English 6-9 (2850), Instructional II Library Science PK-12 (6420), Instructional II Elementary K-6 (2810)	K-5	English Language Arts 5	1560	100%	0%
181	Flederbach, Richard	Instructional II Elementary K-6 (2810)	K-5	Math 5	1560	100%	0%
182	Fleo, Mary	Emergency Permit: LT Sub with No Educational Obligation Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional I Grades PK-4 (2825)	K-5	Math 5	1560	100%	0%

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183	Fletcher, Sarah	Instructional I Special Education PK-12 (9231), Instructional I Grades PK-4 (2825)	9-12	Special Education Teacher	1560	100%	0%
184	Ford, Latasha	Instructional II Chemistry 7-12 (8420)	9-12	Chemistry	1560	100%	0%
185	Ford-Welborn, Whitney	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115)	K-12	Child Find Specialist	1560	100%	0%
186	Forgy, Lane	Instructional II General Science 7-12 (8450), Instructional II Agriculture PK-12 (1200), Instructional II Chemistry 7-12 (8420), Instructional II Biology 7-12 (8405)	9-12	Biology	1560	100%	0%
187	Frankhouser, Chelsea B.	Instructional I Special Education PK-12 (9231), Instructional I Grades PK-4 (2825)	9-12	English Language Arts 9	1560	100%	0%
188	Fratzola, Amanda	Instructional I Elementary K-6 (2810)	K-5	Math 3	1560	100%	0%
189	Frederickson, Melissa	Instructional II Safety Ed/Driver Ed 7-12 (5215), Instructional II Art PK-12 (1405)	K-5	Art 1 Art K	1560	100%	0%
190	Freeland, Lauren	Instructional II General Science 7-12 (8450), Instructional II Environmental Educ PK-12 (4820), Instructional II Biology 7-12 (8405), Administrative I Principal PK-12 (1115)	9-12	Biology	1560	100%	0%
191	Frehn, Krista	Instructional II Hearing Impaired PK-12 (9205), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	Functional Language Arts (Life Skills) Functional Learning (Life Skills) Functional Math (Life Skills)	1560	100%	0%
192	Fritz (Strickler), Billie	Instructional II Grades PK-4 (2825)	K-4	Art 1 Art 2 Art K English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
193	Fritz, Nicole	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	6-8	Math 6	1560	100%	0%
194	Fritzges, Jessica	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Science 6-9 (2880), Instructional II Physics 7-12 (8470), Instructional II Earth and Space Science 7-12 (8440)	9-12	Physical Science	1560	100%	0%
195	Gable, Adam	Instructional II Mathematics 7-12 (6800)	9-12	Consumer Math	1560	100%	0%
196	Gallagher, Catherine	Instructional II Bus-Computer-Info Tech PK-12 (1603)	K-5	Educational Technology 1	1248	100%	0%
197	Gallagher, Sarah	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
198	Gamoneda, Denise	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Instructional Coach	1560	100%	0%
199	Gardner, Paige	Instructional II Elementary K-6 (2810)	9-12	Algebra 1 Part 2	1560	100%	0%
200	Gardner, Tara	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-12 (9231), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	Functional Math (Life Skills) Functional Science (Life Skills) Functional STEM (Life Skills)	1560	100%	0%
201	Gegaris, Cynthia	Private School - Teacher Elementary Education K-8 (12810), Instructional I Elementary K-6 (2810)	K-5	English Language Arts 4	1560	100%	0%
202	Geibel (Truax), Mallory	Instructional I Special Education Expansion 7-12 (9229), Instructional I Special Education PK-8 (9226)	K-5	English Language Arts 5 Math 5	1560	100%	0%

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203	Gentile, Kristen	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 1 Math 1 Science 1 Social Studies 1	1560	100%	0%
204	Gerard (Smith), Grace	Instructional II English 7-12 (3230)	9-12	English Language Arts 12 Honors English Language Arts 12	1560	100%	0%
205	Gerhard, Jessica	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 3	1560	100%	0%
206	Gerity (Yahner), Jaissa	Instructional II Elementary K-6 (2810), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Special Education PK-8 (9226)	9-12	Child Find Specialist	1560	100%	0%
207	German, Kirsten	Instructional II Grades PK-4 (2825), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	K-5	English Language Arts 4	1560	100%	0%
208	Germello, Claire	Instructional II Grades PK-4 (2825)	K-5	English Language Arts 1 Math 1 Science 1 Social Studies 1	1560	100%	0%
209	Gibb, Heather	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Pre-Algebra	1560	100%	0%
210	Gilga, Amy	Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115), Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Math 7	1560	100%	0%
211	Giovannangelo (Labolito), Rachael	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	9-12	English Language Arts 10	1560	100%	0%
212	Glasser, Sheryl	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Administrative I Principal PK-12 (1115), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226), Instructional II Family-Consumer Sci PK-12 (5600)	6-8	Supervisor of Special Education	1560	100%	0%
213	Glatfelter, Danielle	Instructional II Elementary K-6 (2810)	6-8	English Language Arts 6			
214	Glose, Sherilyn	Instructional II Grades PK-4 (2825), Instructional II Elementary K-6 (2810)	6-8	Social Studies 6	1560	100%	0%
215	Glunk, Joshua	Instructional II Social Studies 7-12 (8875), Instructional II English 7-12 (3230)	9-12	United States History	1560	100%	0%
216	Glunk, Katelyn	Instructional I English 7-12 (3230)	9-12	English Language Arts 11	1560	100%	0%
217	Godwin, Meghan	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Language Pathologist	1560	100%	0%
218	Goodman, Elyse	Instructional II Art PK-12 (1405)	K-5	Art 3	1560	100%	0%
219	Gordon (Kurey), Josette	Instructional II English 7-12 (3230), Instructional II Mid-Level English 6-9 (2850)	9-12	AP English Literature & Composition English Language Arts 10 Honors English Language Arts 10	1560	100%	0%
220	Gottron, Heidi	Instructional I Mathematics 7-12 (6800)	6-8	Algebra 1 Part 1	1560	100%	0%
221	Graver, Rachel	Administrative I Principal PK-12 (1115), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Elementary K-6 (2810)	K-12	Chief Operations Officer	1560	100%	0%

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Staff No.	**Name of employee**	**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**
222	Graw, Ryan	Instructional II Social Studies 7-12 (8875)	9-12	Personal Finance World History CR Sociology	1560	100%	0%
223	Graw, Sarah	Instructional II English 7-12 (3230) , Instructional II Special Education 7-12 (9227)	9-12	English Language Arts 11	1000	100%	0%
224	Gribbin, Andrew	Administrative I Principal PK-12 (1115), Instructional II Mid-Level Science 6-9 (2880), Instructional II Elementary K-6 (2810)	K-12	Director of Teaching/Learning	1560	100%	0%
225	Grimes (Okum), Ashley	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Elementary K-6 (2810)		STEM Programming Coordinator	1560	100%	0%
226	Groff, Corey	Instructional II Social Studies 7-12 (8875), Letter of Eligibility Superintendent PK-12 (1150), Administrative II Principal PK-12 (1115)	K-12	Curriculum Coordinator	1560	100%	0%
227	Gronczewski, Gabriella	Instructional I Grades PK-4 (2825)	K-5	English Language Arts 2 Math 2 Math 4 Science 2 Social Studies 2	1560	100%	0%
228	Grullon, Christine	Educational Specialist I School Social Worker PK-12 (1851)	K-12	Social Worker	1560	100%	0%
229	Guadagnino, Elizabeth	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 3	1560	100%	0%
230	Guerra, Rachel	Instructional II Special Education PK-8 (9226), Instructional II Elementary K-6 (2810)	K-5	Functional Language Arts (Life Skills) Functional STEM (Life Skills)	1560	100%	0%
231	Gutierrez, Gabriela	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
232	Hackenberry (Mouser), Katelyn	Instructional II Grades PK-4 (2825)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
233	Haines, Kimberly	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	English Language Arts 4 Math 4	1560	100%	0%
234	Haines, Paula	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-8 (9226), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education Expansion 7-12 (9229)	6-8	Math 7	1560	100%	0%
235	Hallas, Kristen	Instructional II Art PK-12 (1405)	6-8	Art 6	1560	100%	0%
236	Harold, Sadie	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades PK-4 (2825)	K-5	Math 5	1560	100%	0%
237	Harren, Alexandra	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Mathematics 7-12 (6800)	K-5	Math 5	800	100%	0%
238	Harris, Meesha	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Counseling	1560	100%	0%
239	Hartley, Ranelle	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%

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240	Hartline, Nicole	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	K-5	Science 5 Social Studies 5	1560	100%	0%
241	Hartman, Benjamin	Instructional II Mathematics 7-12 (6800), Instructional II Physics 7-12 (8470), Instructional II Bus-Computer-Info Tech PK-12 (1603), Non-Certified Educator Designation Non-Certified Educator PK-12 (20000)	9-12	Algebra 2 SAT/ACT Prep	1560	100%	0%
242	Hartos, Leslie	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
243	Havrilla, Shauna	Educational Specialist II Secondary School Counselor 7-12 (1837), Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
244	Heater, Brooke	Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825)	K-5	Math 4	1560	100%	0%
245	Heckman (Stickell), Kayla	Instructional II Mathematics 7-12 (6800)	9-12	Algebra 1 Part 1	1560	100%	0%
246	Heffron, Lisa	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	9-12	Geometry	1560	100%	0%
247	Hege (Anthony), Morgan	Instructional I Mathematics 7-12 (6800)	6-8	Pre-Algebra	1560	100%	0%
248	Hehn Jr, James	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875)	9-12	Algebra 1 Part 1 Explorations in Mathematics	1560	100%	0%
249	Heilner, Melissa	Instructional II Grades PK-4 (2825), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Art PK-12 (1405)	K-5	Art 4	1560	100%	0%
250	Heinrich, John	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies 8	1560	100%	0%
251	Helfrich, Maureen	Instructional II Elementary K-6 (2810), Educational Specialist I Inst Technology Specialist PK-12 (1825)	K-5	Ed. Technology 3 Ed. Technology 4 Ed. Technology 5 English Language Arts 4	1560	100%	0%
252	Hembree, Toni	Instructional II Social Studies 7-12 (8875)	9-12	CR American Government CR United States History CR World History	1560	100%	0%
253	Henry, Brent	Instructional II Special Education PK-12 (9225)	9-12	Algebra 1 Part 1	1560	100%	0%
254	Herback, Katelyn	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Language Pathologist	1560	100%	0%
255	Herr (Farrell), Sarah	Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional II Elementary K-6 (2810)	6-8	STEM 8	1560	100%	0%
256	Hertzog, Amy	Instructional II English 7-12 (3230)	9-12	English Language Arts 10 Journalism	1560	100%	0%
257	Hewitt, Racquel	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Pre-Algebra	1560	100%	0%
258	Hill, Jessica	Educational Specialist II School Nurse PK-12 (1890)	K-12	School Nurse	1560	100%	0%
259	Hill, Maya	Instructional I Speech & Language Impaired PK-12 (9265)	K-12	Speech Language Pathologist	1560	100%	0%

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260	Hilliard, Kristen	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	English Language Arts K Math K Science K Social Studies K	1560	100%	0%
261	Hilty, Bryann	Instructional I Health & Physical Educ PK-12 (4805)	K-5	Physical Education K	1560	100%	0%
262	Hinshaw, Michael	Administrative II Principal PK-12 (1115)	9-12	Advanced Drawing A Introduction to Drawing A	1560	100%	0%
263	Hockenberry, Maurine	Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Elementary K-6 (2810), Administrative II Principal PK-12 (1115), Supervisory Supvr Special Education PK-12 (9215)	9-12	Assistant Principal	1560	100%	0%
264	Horn (Ritter,) Kimberly	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Computer Science 7-12 (1657), Instructional II Mathematics 7-12 (6800)	K-5	Science 3 Social Studies 3	1560	100%	0%
265	Horn, Connie	Instructional I Grades PK-4 (2825)	9-12	Explore Computer Science MS Physical Computing with Arduino Python 3 Programming Python with Arduino Python with Microbit Raspberry Pi 400 Raspberry Pi Robotics	1560	100%	0%
266	Horvath (Sutsko), Sara	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional I Grades PK-4 (2825)	9-12	Grade 9-12 WIDA Level 3+	1560	100%	0%
267	Hottenstein, Jennifer	Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810)	9-12	Work Experience Facilitator Independent Study Transition	1560	100%	0%
268	Hreha (Tabin), Danielle	Instructional II Grades PK-4 (2825), Instructional II Special Education Expansion 7-12 (9229), Instructional II Special Education PK-8 (9226)	9-12	Algebra 1 Part 2	1560	100%	0%
269	Hughes (Smith), Kailey	Instructional II Mathematics 7-12 (6800)	K-5	English Language Arts 1 Math 1 Science 1 Social Studies 1	1560	100%	0%
270	Hughes, Brittany	Instructional I Grades PK-4 (2825)	9-12	Algebra 1 Part 2	1560	100%	0%
271	Hughes, Tyler	Administrative I Principal PK-12 (1115), Instructional II Mathematics 7-12 (6800)	6-8	Math 7	1560	100%	0%
272	Hulsebos, Kyra	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
273	Hurbanek, Jenna	Instructional II Special Education PK-12 (9225), Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	9-12, K-5	English Language Arts 11 English Language Arts 12 English Language Arts 5	1560	100%	0%
274	Husarik, Lori	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level English 6-9 (2850), Instructional II Reading Specialist PK-12 (7650)	6-8	Math 6	1560	100%	0%

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275	Hutchings, Jamie	Instructional II Biology 7-12 (8405), Instructional II Environmental Educ PK-12 (4820), Instructional II General Science 7-12 (8450), Letter of Equivalency Master's Equivalency - (1185)	6-8	Science 6	1560	100%	0%
276	Huttel, Carolyn	Educational Specialist II School Nurse PK-12 (1890)	K-5	School Nurse	1560	100%	0%
277	Irwin, Justine	Instructional II Speech & Language Impaired PK-12 (9265)	9-12	Speech Language Pathologist	1560	100%	0%
278	Izing, Jenna	Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Special Education PK-12 (9225)	9-12	Algebra 1 Part 1	1560	100%	0%
279	James, Nicole	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	Algebra 1 Part 2	1560	100%	0%
280	Jaskelewicz, Susan	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
281	Jecker, Laura	Administrative I Principal PK-12 (1115), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Marketing (Distributive) Ed PK-12 (1666), Instructional II Elementary K-6 (2810)	K-5	Ed. Tech 7	1560	100%	0%
282	Jefferson, Sherese	Endorsement Social Emotional and Behavioral Wellness PK-12 (1192) , Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
283	Jenkins, Kelli	Instructional II Mathematics 7-12 (6800)	9-12	Algebra 1 Part 2	1560	100%	0%
284	Jodon, Tyler	Instructional II Technology Education PK-12 (6075), Instructional II Elementary K-6 (2810)	K-5	STEM	1560	100%	0%
285	Johnson (Cobb), Danielle	Private School - Temporary Approval Elementary Education K-8 (12810), Administrative II Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Private School - Temporary Approval Soc and Emotionally Dist K-12 (19260)	K-12	Manager of RTI	1560	100%	0%
286	Johnson, Jessica	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
287	Johnson, Kate	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 1 Math 1 Science 1 Social Studies 1	1560	100%	0%
288	Johnson, Katie	Instructional II Mid-Level Citiz. Ed 6-9 (2870), Instructional II English 7-12 (3230)	9-12	AP English Language & Composition English Language Arts 10	1560	100%	0%
289	Jones, Greta	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Instructional II Mid-Level English 6-9 (2850), Instructional II English 7-12 (3230), Letter of Equivalency Master's Equivalency - (1185)	9-12	Functional English (Life skills) Functional Social Studies (Life Skills)	1560	100%	0%
290	Jones, Meagan B.	Instructional I English 7-12 (3230), Instructional I Family-Consumer Sci PK-12 (5600)	6-8	Ed. Tech 8	1560	100%	0%
291	Jones, Megan	Instructional II Grades PK-4 (2825), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	Art 8 Science 8	1560	100%	0%
292	Jue, Victoria	Instructional II Social Studies 7-12 (8875)	6-8	Social Studies 7	1560	100%	0%

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293	Julius, Renee	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional I English 7-12 (3230)	9-12	Grade 9-12 WIDA Level 1&2	1560	100%	0%
294	Karpen, Heather	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	6-8	ELA 8	1560	100%	0%
295	Kase, David	Instructional II English 7-12 (3230)	9-12	English Language Arts 11	1560	100%	0%
296	Kase, Martha	Instructional II Mid-Level English 6-9 (2850), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Algebra 1 Part 1	1560	100%	0%
297	Kaslavage, Amber	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 5	1560	100%	0%
298	Keebler, Alissa	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	English Language Arts 12	1560	100%	0%
299	Keim, Amber	Instructional II General Science 7-12 (8450), Instructional II Biology 7-12 (8405), Instructional II Mathematics 7-12 (6800)	9-12	Algebra 1 Part 1 CR Algebra 1 Part 2 CR Geometry CR	1560	100%	0%
300	Keith, Karen	Instructional II English 7-12 (3230), Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	9-12	Assistant Director of Special Education	1560	100%	0%
301	Kelley, Rebecca	Instructional II Elementary K-6 (2810), Instructional II Early Childhood N-3 (2840)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
302	Kelly, Marcus	Instructional II Mathematics 7-12 (6800), Administrative II Principal PK-12 (1115)	6-8	Assistant Principal	1560	100%	0%
303	Kelso, Amy	Instructional I Elementary K-6 (2810), Instructional I Early Childhood N-3 (2840)	K-5	Math 4	1560	100%	0%
304	Kenealy (Huck), Lea	Instructional II Grades PK-4 (2825)	K-5	English Language Arts 1 Math 1 Science 1 Social Studies 1	1560	100%	0%
305	Kennedy, Amy	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Elementary K-6 (2810), Private School - Assistant Teacher Nursery/Kindergarten N-K (12833), Instructional II Special Education PK-12 (9225)	9-12	Algebra 1 Part 2	1560	100%	0%
306	Kennedy, Christine	Instructional II Marketing (Distributive) Ed PK-12 (1666), Instructional II English 7-12 (3230), Instructional II Bus-Computer-Info Tech PK-12 (1603)	K-5	Ed. Technology K Ed. Technology 1	1560	100%	0%
307	Kepner, Lindsey	Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825)	6-8	English Language Arts 7	1560	100%	0%
308	Kerle, Ashlee	Instructional II Mid-Level Mathematics 6-9 (2860), Endorsement Online Instruction Program PK-12 (1184), Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850)	K-5	English Language Arts 4	1560	100%	0%
309	Kerr, Traci	Instructional I Grades PK-4 (2825)	K-5	Science 4 Social Studies 4	1560	100%	0%

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310	Kirchner, Carly	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Math 4 ELA 4	1560	100%	0%
311	Klimczak, Joanne	Instructional I Family-Consumer Sci PK-12 (5600), Instructional I Elementary K-6 (2810), Instructional I Bus-Computer-Info Tech PK-12 (1603)	K-5	Ed. Technology 3	1560	100%	0%
312	Kline, Chantal	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	9-12	English Language Arts 9	1560	100%	0%
313	Klinger, Francesca	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	English Language Arts 3 Math 3	1560	100%	0%
314	Klinger, Patricia	Instructional II Bus-Computer-Info Tech PK-12 (1603) , Administrative I Principal PK-12 (1115) , Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Family-Consumer Sci PK-12 (5600) , Instructional II Accounting 7-12 (1610) , Instructional II Data Processing 7-12 (1625) , Instructional II Office Technologies 7-12 (1658) , Instructional II Mid-Level Science 6-9 (2880) , Instructional II Mid-Level English 6-9 (2850) , Instructional II Mid-Level Citiz. Ed 6-9 (2870)	9-12	Accounting Entrepreneurship & Small Business Independent Study - STEM Intro to Computer Apps Microsoft PowerPoint 2019 Certification Microsoft Word 2019 Certification	1560	100%	0%
315	Knapp, Melissa	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
316	Knickerbocker (O'Connor), Ellen	Instructional I Earth and Space Science 7-12 (8440)	9-12	Physical Science	1560	100%	0%
317	Koch, Luke	Instructional II Mathematics 7-12 (6800)	6-8	Math 7	1560	100%	0%
318	Kochkodin, Gregory	Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	K-5	Science 4 Social Studies 4	1560	100%	0%
319	Kolesar, Richard	Instructional II Mathematics 7-12 (6800)	9-12	Algebra 1 Part 2	1560	100%	0%
320	Kominsky, Alyssa	Instructional II English 7-12 (3230)	9-12	English Language Arts 9	1560	100%	0%
321	Koschoff, Katelyn	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	English Language Arts 5 Math 5	1560	100%	0%
322	Kozup, Natasha	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	English Language Arts 1	1560	100%	0%
323	Krepps, Aubrey	Instructional II Music PK-12 (7205)	6-8	Exploring Music	1560	100%	0%
324	Kronander, Lisa	Instructional II Chemistry 7-12 (8420), Instructional II Mid-Level Science 6-9 (2880), Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Math 7	1560	100%	0%
325	Kryzan, Alexandra	Instructional I Grades PK-4 (2825)	K-5	English Language Arts 3 Math 3	1560	100%	0%
326	Krzemieniecki, Michelle	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies 7	1560	100%	0%
327	Kuhn (Smith), Alyssa	Instructional II Social Studies 7-12 (8875)	9-12	American Government CR American Government	1560	100%	0%
328	Kukuk, Victoria	Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (2826)	K-5	Science 4 Social Studies 4	1560	100%	0%

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329	Labuda, Kristen	Instructional II Elementary K-6 (2810), Instructional II Early Childhood N-3 (2840)	K-5	English Language Arts 1 Math 1 Math K Science 1 Social Studies 1	1560	100%	0%
330	Lagasse, Timothy	Instructional II General Science 7-12 (8450)	6-8	Science 8	1560	100%	0%
331	Lair, Brandy	Instructional II Grades PK-4 (2825), Instructional II Elementary K-6 (2810), Instructional II Special Education Expansion 7-12 (9229), Instructional II Special Education PK-8 (9226)	9-12	Functional Math (Life Skills) Functional Social Studies (Life Skills)	1560	100%	0%
332	Lamison, Corynne	Instructional II Family-Consumer Sci PK-12 (5600), Administrative I Principal PK-12 (1115), Instructional II Art PK-12 (1405), Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	Assistant Principal	1560	100%	0%
333	Landis, Regina E.	Educational Specialist I School Social Worker PK-12 (1851), Private School - Teacher Soc and Emotionally Dist K-12 (19260)	9-12	Mental Health Counselor	1560	100%	0%
334	Lane, Stephanie	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Administrative I Principal PK-12 (1115), Endorsement Instructional Coach PK-12 (1182), Private School - Teacher Nursery/Kindergarten N-K (12833), Instructional II Elementary K-6 (2810)	K-12	Director of STEM Education	1560	100%	0%
335	Lannan, Angela	Instructional II Speech & Language Impaired PK-12 (9265)	K-12	Speech Language Pathologist	1560	100%	0%
336	Lantz (Smith), Brittany	Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructional I Elementary K-6 (2810)	K-5	Educational Technology 2	1560	100%	0%
337	Lavelle, Patrick	Instructional II Special Education PK-12 (9225)	9-12	Algebra 1 Part 2	1560	100%	0%
338	Lavelle, Rachel	Educational Specialist II Secondary School Counselor 7-12 (1837)	K-12	Coordinator of Counseling Services	1560	100%	0%
339	Lavin, Angela	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	K-12	Family Mentor	1560	100%	0%
340	Lecause, Nicole	Instructional I Ment and/or Phys Handicapped K-12 (9235)	9-12	Functional Language Arts (Life Skills) Functional Social Studies (Life Skills)	1560	100%	0%
341	Leibig, Christine	Instructional I Elementary K-6 (2810)	K-5	English Language Arts K Math K Science K Social Studies K	1560	100%	0%
342	Leibig, Danielle	Instructional II Elementary K-6 (2810)	K-12	STEM	1560	100%	0%
343	Leibowitz, Benjamin	Instructional II English 7-12 (3230), Instructional II Grades PK-4 (2825)	9-12	English Language Arts 9 Honors English Language Arts 9	1560	100%	0%
344	Lester, Lindsay	Administrative II Principal PK-12 (1115), Instructional II Art PK-12 (1405)	K-5	Assistant Principal	1560	100%	0%
345	Lindenbaum, Ashley	Educational Specialist II School Nurse PK-12 (1890)	K-12	School Nurse	1560	100%	0%
346	Lindermuth, Stacy	Instructional I English 7-12 (3230)	6-8	English Language Arts 8	1560	100%	0%
347	Liptak, Ashley	Instructional II Citizenship 7-12 (8825)	6-8	World History	1560	100%	0%
348	Long, Sarah	Endorsement Instructional Coach PK-12 (1182), Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	K-5	STEM	1560	100%	0%

Complete the following information for all professional staff members

Staff No.	Name of employee	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
349	Lorah, Kathryn	Instructional I Elementary K-6 (2810), Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
350	Loughrie, Grace	Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825), Instructional II Reading Specialist PK-12 (7650)	K-5	English Language Arts 3 Math 3	1560	100%	0%
351	Loveday (Hoy), Shelby	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	6-8	Math 7	1560	100%	0%
352	Lowery (Johnson), Jenine	Instructional I English 7-12 (3230), Program Specialist English as a Second Language (ESL) PK-12 (4499), Administrative I Principal PK-12 (1115), Educational Specialist II Secondary School Counselor 7-12 (1837), Educational Specialist II Elementary School Counselor K-6 (1836)	K-5	Counseling	1560	100%	0%
353	Luckenbill, Brad	Instructional I Social Studies 7-12 (8875), Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Pre-Algebra	1560	100%	0%
354	Lutz, Sara	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Social Studies 7-12 (8875), Instructional II Family-Consumer Sci PK-12 (5600)	K-5	Educational Technology 4	1560	100%	0%
355	Lynch, Pamela	Instructional I Elementary K-6 (2810), Instructional I Biology 7-12 (8405)	9-12	Biology Honors Biology Keystone Biology Prep	1560	100%	0%
356	Mackey, Sydney	Instructional I Grades PK-4 (2825)	K-5	Math 4	1560	100%	0%
357	Makara, Juliana	Educational Specialist II School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Language Pathologist	1560	100%	0%
358	Makay, Kelly	Instructional II English 7-12 (3230), Instructional II Special Education PK-12 (9225), Instructional II Social Studies 7-12 (8875)	K-12	Special Education Substitute Teacher	1560	100%	0%
359	Malak, Matthew	Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional II Safety Ed/Driver Ed 7-12 (5215), Instructional II Social Studies 7-12 (8875), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Technology Education PK-12 (6075)	6-8	English Language Arts 6 Social Studies 6	1560	100%	0%
360	Maloney, Lindsay	Instructional I Art PK-12 (1405)	9-12	Advanced Drawing Digital Photography Introduction to Drawing	1560	100%	0%
361	Mangelli, Amber	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	K-5	Science 4 Social Studies 4	1560	100%	0%
362	Mangiacarne, Katie	Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	K-5	English Language Arts 8	1560	100%	0%
363	Marghella, Gabrielle	Endorsement Gifted PK-12 (1189), Administrative I Principal PK-12 (1115), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	K-5	Gifted Education Case Manager	1560	100%	0%
364	Mark (Gentzyel), Kaetha	Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825), Instructional II Reading Specialist PK-12 (7650), Endorsement Instructional Coach PK-12 (1182)	6-8	English Language Arts 7	1560	100%	0%

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Staff No.	**Name of employee**	**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**
365	Marley (Kulliver), Lauren	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839), Educational Specialist II Secondary School Counselor 7-12 (1837)	6-8	Counseling	1560	100%	0%
366	Marro, Bethany	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	English Language Arts 3	1560	100%	0%
367	Marrow (Tejada), Juling	Instructional I Ment and/or Phys Handicapped K-12 (9235), Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	My Career Resources My Field Experience	1560	100%	0%
368	Marteney, Tina	Instructional II Bus-Computer-Info Tech PK-12 (1603) , Instructional II English 7-12 (3230) , Administrative I Principal PK-12 (1115)	6-8	Ed. Tech 8	216	100%	0%
369	Martin, Jessica M	Instructional II English 7-12 (3230)	9-12	English Language Arts 11	1560	100%	0%
370	Martin, Nicole	Educational Specialist II Secondary School Counselor 7-12 (1837), Educational Specialist II Elementary School Counselor K-6 (1836)	6-8	Counseling	1560	100%	0%
371	Martin, Stacy	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115), Instructional II Reading Specialist PK-12 (7650)	6-8	Reading Interventionalist	1168	100%	0%
372	Martinez, Adrienne	Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	K-5	Math 5	456	100%	0%
373	Matson, Erin	Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Bus-Computer-Info Tech PK-12 (1603)	6-8	English Language Arts 6	1560	100%	0%
374	Mazanowski, Kelsie	Instructional II Health & Physical Educ PK-12 (4805)	6-8	Health/PE 8	1560	100%	0%
375	Mazenko, Marci	Instructional II Ment and/or Phys Handicapped K-12 (9235)	9-12	Algebra 1 Part 2	1560	100%	0%
376	Mazur, Derrick	Private School - Teacher Social Studies: Sec. Ed. 9-12 (18875), Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math 6	1560	100%	0%
377	McConnell, Jill M.	Instructional I Health & Physical Educ PK-12 (4805), Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	9-12	Special Education Teacher	1520	100%	0%
378	McConnell, Kelley	Instructional II Mid-Level Science 6-9 (2880), Instructional II General Science 7-12 (8450), Instructional II English 7-12 (3230), Administrative I Principal PK-12 (1115)	K-12	Director of Data/Student ASMT	1560	100%	0%
379	McCoy, Robin	Instructional I Elementary K-6 (2810)	6-8	English Language Arts 6	1560	100%	0%
380	McCracken, Greta	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies 8	1560	100%	0%
381	McCurdy, Gregory	Supervisory Supvr Special Education PK-12 (9215), Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-12	Director of Special Education	1560	100%	0%
382	McDermott (Juka), Jill	Instructional II Mathematics 7-12 (6800)	9-12	AP Calculus AB Calculus Geometry	1560	100%	0%
383	McDermott, Rachael	Instructional II Early Childhood N-3 (2840), Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	6-8	English Language Arts 8	1560	100%	0%

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384	McDevitt, Shanae	Instructional II Biology 7-12 (8405)	6-8	STEM	1560	100%	0%
385	McElrone, Lauren	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	English Language Arts 8	1560	100%	0%
386	McFarland, Michelle	Instructional II Social Studies 7-12 (8875), Administrative II Principal PK-12 (1115)	K-12	Manager of RTI	1560	100%	0%
387	McGahee, Karen	Instructional II General Science 7-12 (8450), Instructional II Computer Science 7-12 (1657), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	9-12	Earth Science	1560	100%	0%
388	McGee, Joseph	Instructional II Social Studies 7-12 (8875)	9-12	Honors World History World History	1560	100%	0%
389	McGonigle, Rebekah	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	K-12	English Language Arts 7 Math 7	1560	100%	0%
390	McGough, Ashley N.	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	PK-12	Staff SLP	1560	100%	0%
391	McHale, Michelle	Instructional II General Science 7-12 (8450), Instructional II Biology 7-12 (8405)	9-12	Anatomy and Physiology Environmental Science	1560	100%	0%
392	McLaughlin, Alexa	Instructional II Special Education PK-8 (9226), Instructional II Special Education Expansion 7-12 (9229), Instructional II Grades PK-4 (2825)	9-12	Geometry	1560	100%	0%
393	McPherson, Brianne	Instructional II Elementary K-6 (2810)	K-12	Professional Development Coordinator	1560	100%	0%
394	McQuaide, Theresa	Instructional I Mathematics 7-12 (6800)	K-12	Data Coordinator	1560	100%	0%
395	Medura, Alison	Instructional II Elementary K-6 (2810), Instructional II Early Childhood N-3 (2840)	K-5	English Language Arts 1 Math 1 Science 1 Social Studies 1	1560	100%	0%
396	Meier, Kelsey	Instructional I Mathematics 7-12 (6800)	9-12	Algebra 1 Part 1	1560	100%	0%
397	Meiers, Shannon	Instructional I Grades PK-4 (2825), Instructional I Grades 5-6 (2826), Instructional I Special Education Expansion 7-12 (9229), Instructional I Special Education PK-8 (9226)	6-8	Special Education Teacher	1560	100%	0%
398	Melendez, Brianna	Instructional I Grades PK-4 (2825)	K-5	Science 3 Social Studies 3	1560	100%	0%
399	Mentzer, Elece	Instructional II Elementary K-6 (2810)	K-5	Math 4	1560	100%	0%
400	Meza-Rushanan, Devin	Administrative II Principal PK-12 (1115) , Instructional II Citizenship 7-12 (8825) , Instructional II Social Studies 7-12 (8875)	K-5	Principal	1560	100%	0%
401	Miedel, Jamie	Instructional II Elementary K-6 (2810), Administrative II Principal PK-12 (1115)	K-5	Assistant Principal	1560	100%	0%
402	Miller (Crawford), Angela	Instructional I Special Education PK-12 (9231), Instructional I Grades PK-4 (2825)	K-5	Math 4	1560	100%	0%
403	Miller(Ferchalk), Alexis	Instructional I Grades PK-4 (2825)	9-12	English Language Arts 9	1560	100%	0%
404	Miller, Anne	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Related Services Coordinator	1560	100%	0%
405	Miller, Kayla	Instructional II Special Education PK-8 (9226), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Grades PK-4 (2825), Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	Grade 1 & 2 WIDA Level 1&2	1560	100%	0%

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406	Miller, Mary	Instructional II Elementary K-6 (2810)	K-5	Science 5 Social Studies 5	1560	100%	0%
407	Miller, Rebecca	Instructional II Special Education PK-12 (9225)	6-8	ELA	1560	100%	0%
408	Mills, Christine	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level English 6-9 (2850), Instructional II Grades PK-4 (2825), Instructional II Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Instructional II Special Education PK-8 (9226), Instructional II Grades 5-6 (2826)	K-5	English Language Arts 3	1560	100%	0%
409	Minnick, Sarah	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Social Studies 7-12 (8875)	9-12	Honors United States History United States History	1560	100%	0%
410	Mogitz, Amanda	Instructional I Biology 7-12 (8405), Instructional I General Science 7-12 (8450)	9-12	Biology CR	1560	100%	0%
411	Mohring (McGlynn), Michelle	Educational Specialist I Elementary School Counselor K-6 (1836), Educational Specialist I Secondary School Counselor 7-12 (1837)	K-12	Family Mentor	1560	100%	0%
412	Morgan (Deluca), Holly	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Functional English (Life skills) Functional Social Studies (Life Skills)	1560	100%	0%
413	Morgan Drake, Lisa	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Instructional II Early Childhood N-3 (2840)	K-5	STEM 4 STEM 5	1560	100%	0%
414	Morgan, Elyse	Instructional II Grades PK-4 (2825)	K-5	Math 3	1560	100%	0%
415	Morrison, Lindsay	Instructional II English 7-12 (3230)	9-12	English Language Arts 12	1560	100%	0%
416	Moser, Hillary	Instructional II Mathematics 7-12 (6800)	9-12	Geometry	1560	100%	0%
417	Mosley III, John	Instructional I Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	Grade 3-5 WIDA Level 1&2	1560	100%	0%
418	Moussa (Labowski), Rachel	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	6-8	Speech Language Pathologist	1560	100%	0%
419	Moyer, Travis	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Mathematics 7-12 (6800)	9-12	STEM	1560	100%	0%
420	Muldoon (McGrath), Kimberly	Instructional II Mathematics 7-12 (6800)	9-12	Algebra 2 Honors Algebra 2	1560	100%	0%
421	Murcek, Laura	Private School - Teacher Elementary Education K-8 (12810), Instructional II Elementary K-6 (2810)	K-5	Math 4	1560	100%	0%
422	Murhon, Raymond	Instructional II Health & Physical Educ PK-12 (4805), Administrative I Principal PK-12 (1115)	K-5	Physical Education 5	1560	100%	0%
423	Murray, Tyler	Instructional II Special Education Expansion 7-12 (9229), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	English Language Arts 12 English Language Arts 4 Math 4	1560	100%	0%
424	Myers, Morgan	Administrative I Principal PK-12 (1115), Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	9-12	Functional English (Life skills) Functional Science (Life Skills) Functional Social Studies (Life Skills)	1560	100%	0%
425	Nace, Emily	Instructional II Grades PK-4 (2825), Instructional II Reading Specialist PK-12 (7650)	K-5	English Language Arts 4 English Language Arts K	1560	100%	0%
426	Nairn, Sara	Instructional II Physics 7-12 (8470), Instructional II Chemistry 7-12 (8420)	9-12	Chemistry Honors Chemistry	1560	100%	0%

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427	Nat, Ashley	Instructional II Elementary K-6 (2810), Private School - Assistant Teacher Nursery/Kindergarten N-K (12833)	K-5	English Language Arts K Math K Science K Social Studies K	1560	100%	0%
428	Naughton, Patricia	Instructional II Earth and Space Science 7-12 (8440)	9-12	Earth Science Honors Earth Science	1560	100%	0%
429	Naulty, Nicole	Instructional II Social Studies 7-12 (8875)	6-8	Social Studies 8	1560	100%	0%
430	Neill, Sarah	Endorsement Instructional Coach PK-12 (1182), Instructional II Mathematics 7-12 (6800)	6-8	Instructional Coach Math	1560	100%	0%
431	Nelson, Caitlin	Instructional I Elementary K-6 (2810)	K-5	Math 3	1560	100%	0%
432	Newcomer, Ashley	Private School - Teacher Mentally Retarded K-12 (19220) , Instructional II Grades PK-4 (2825)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	128	100%	0%
433	Newell, Maura	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	6-8	Math 3	1560	100%	0%
434	Noble, Maya	Instructional I Special Education PK-12 (9231)	9-12	English Language Arts 11	1560	100%	0%
435	Nolan, Lauren	Endorsement Mathematics Coach PK-12 (1183), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Elementary K-6 (2810), Supervisory Supvr Curriculum & Inst PK-12 (2915)	6-8	Pre-Algebra	1560	100%	0%
436	Norella (Rogers), Nicole	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	English Language Arts 1 Math 1 Science 1 Social Studies 1	1560	100%	0%
437	O'Brien, Andrea	Instructional I Speech & Language Impaired PK-12 (9265)	6-8	SLP	1560	100%	0%
438	Owen, Amy	Endorsement Mathematics Coach PK-12 (1183), Instructional II Mathematics 7-12 (6800)	9-12	Pre-Algebra	1560	100%	0%
439	Palm, Kimberly	Instructional II Social Studies 7-12 (8875), Instructional II English 7-12 (3230)	9-12	Personal Finance	1560	100%	0%
440	Parida, Archana	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810)	K-5	Art 6 English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
441	Park, Brooke	Instructional II Elementary K-6 (2810), Instructional II Library Science PK-12 (6420)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
442	Parker, Sheila	Instructional II English 7-12 (3230), Instructional II Reading Specialist PK-12 (7650), Instructional II Cooperative Ed. 7-12 (2361)	9-12	English 12 CR English 9 CR	1560	100%	0%
443	Pascucci, Victoria	Instructional II Grades PK-4 (2825)	K-5	Math 3	1560	100%	0%
444	Pearson, Maria Elena	Instructional II Elementary K-6 (2810)	K-5	English Language Arts K Math K Science K Social Studies K	1560	100%	0%
445	Pearson, Michael	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 4	16	100%	0%
446	Pepper, Dawn	Instructional II Health & Physical Educ PK-12 (4805)	6-8	Health/PE 7	1560	100%	0%

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447	Perez, Sheila	Instructional II Special Education PK-12 (9225), Instructional II Early Childhood N-3 (2840), Administrative I Principal PK-12 (1115)	K-5	Assistant Director of Special Education	1560	100%	0%
448	Perri, Emily	Endorsement Mathematics Coach PK-12 (1183) , Instructional II Elementary K-6 (2810)	K-5	Instructional Coach Math	1560	100%	0%
449	Peterson, Kristin	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	Science 3 Social Studies 3	1560	100%	0%
450	Petroshuk, Casey	Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825)	K-12	Functional Math (Life Skills) Functional Science (Life Skills) Functional Social Studies (Life Skills)	1560	100%	0%
451	Petta, Stephanie	Instructional II English 7-12 (3230)	9-12	English Language Arts 10 Journalism	1560	100%	0%
452	Petti, Kelsey	Instructional II Grades PK-4 (2825)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
453	Pfrogner, Donna	Instructional I Library Science PK-12 (6420), Instructional I Elementary K-6 (2810)	K-12	Manager of Family Services	1560	100%	0%
454	Phillips, Jill	Instructional II Elementary K-6 (2810), Instructional II Social Studies 7-12 (8875)	9-12	World History	1560	100%	0%
455	Piaskowski, Jenna	Instructional II Mid-Level Science 6-9 (2880), Instructional II Social Studies 7-12 (8875), Instructional II Mid-Level English 6-9 (2850), Instructional II Citizenship 7-12 (8825), Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	United States History	1560	100%	0%
456	Piekara, Kimberly	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Educational Technology 5	1560	100%	0%
457	Pierce, James	Administrative I Principal PK-12 (1115), Instructional I Elementary K-6 (2810), Private School - Teacher Elementary Education K-8 (12810)	K-5	Math Improvement Facilitator	1560	100%	0%
458	Pinkosky, Zachary	Instructional I English 7-12 (3230)	9-12	English Language Arts 9	1560	100%	0%
459	Pino, Nathan	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	9-12	Explorations in Mathematics	1560	100%	0%
460	Pippens, Brett	Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6-8	Science 7	1560	100%	0%
461	Pitts, Caila L.	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	9-12	Math 4 Science 4 ELA 4 Social Studies 4	1560	100%	0%
462	Pizzani, Jennifer	Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	6-8	English Language Arts 6	1560	100%	0%
463	Poleshuk (Melton), Chloe	Instructional I Grades PK-4 (2825)	K-5	Science 4 Social Studies 4	1560	100%	0%
464	Poor, Cassandra	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810)	K-5	English Language Arts K Math K Science K Social Studies K	1560	100%	0%

PDE-414	REACH CYBER CHARTER SCHOOL						2024-2025
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Staff No.	**Name of employee**	**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**
465	Popovski, Laura	Private School - Teacher Social Studies: Sec. Ed. 9-12 (18875), Educational Specialist II Elementary School Counselor K-6 (1836), Private School - Teacher Elementary Education K-8 (12810), Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Counseling	1560	100%	0%
466	Porterfield, Rachel	Instructional I Communications 7-12 (3200), Instructional I English 7-12 (3230)	6-8	English Language Arts 7	1560	100%	0%
467	Pousen, Hollie	Instructional I Mathematics 7-12 (6800)	9-12	Algebra 1 Part 1	1560	100%	0%
468	Powers, Tyler	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
469	Pratte, Jollene	Instructional II Mathematics 7-12 (6800)	9-12	Algebra 1 Part 1	1560	100%	0%
470	Pronio, Mary	Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Elementary K-6 (2810)	K-12	Gifted Education Case Manager	1560	100%	0%
471	Puentes, Kathy	Instructional II English 7-12 (3230), Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Reading Specialist PK-12 (7650), Instructional II Grades PK-4 (2825)	9-12	English Language Arts 9	1560	100%	0%
472	Purnell, Christina	Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	K-5	English Language Arts 3	1560	100%	0%
473	Pursel (Matejka), Kelly	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	K-5	English Language Arts 1 English Language Arts K	1560	100%	0%
474	Purvis, Kelly	Instructional II Elementary K-6 (2810)	6-8	Science 6	1560	100%	0%
475	Puscian, Nicole	Instructional II Health & Physical Educ PK-12 (4805), Instructional II Mid-Level Science 6-9 (2880)	K-5	Physical Education 1	1560	100%	0%
476	Rabel, Bernadette	Instructional II Biology 7-12 (8405), Endorsement Online Instruction Program PK-12 (1184)	9-12	AP Biology Biology	1560	100%	0%
477	Radu (Piccinini), Kristi	Instructional II Mid-Level English 6-9 (2850), Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230)	6-8	English Language Arts 12	1560	100%	0%
478	Raeder, Daniel	Instructional II Grades PK-4 (2825)	K-5	English Language Arts 3	1560	100%	0%
479	Rafferty, Elizabeth	Endorsement Online Instruction Program PK-12 (1184), Instructional II Elementary K-6 (2810)	6-8	Social Studies 6	1560	100%	0%
480	Ralston, Rebekah	Instructional II English 7-12 (3230)	9-12	English Language Arts 11	1560	100%	0%
481	Ramsey, Jessica	Instructional I Family-Consumer Sci PK-12 (5600), Instructional I Social Studies 7-12 (8875), Instructional I Mid-Level Mathematics 6-9 (2860)	9-12	Career Readiness 4	1560	100%	0%
482	Rankin, Racquel	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
483	Raptosh, Sarah	Instructional II Social Studies 7-12 (8875)	6-8	Social Studies 7	1560	100%	0%
484	Raymond (Lisica), Rachael	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
485	Ream, Caitlin	Instructional II General Science 7-12 (8450), Instructional II Social Studies 7-12 (8875), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	9-12	Instructional Coach	1560	100%	0%

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486	Ream, Noah	Instructional II Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Grades PK-4 (2825)	K-5	Math 5	1560	100%	0%
487	Reckless, Kelsey	Instructional II Grades 5-6 (2826), Instructional II English 7-12 (3230), Instructional II Grades PK-4 (2825)	6-8	English Language Arts 7	1560	100%	0%
488	Reed (Wise), Amanda	Educational Specialist II School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
489	Reedy, Timothy	Instructional II Special Education PK-12 (9231), Instructional II General Science 7-12 (8450), Instructional II Social Studies 7-12 (8875)	9-12	Astronomy CR Earth Science	1560	100%	0%
490	Reid, Jennifer	Educational Specialist II Secondary School Counselor 7-12 (1837), Educational Specialist II Elementary School Counselor K-6 (1836)	6-8	Counseling	1560	100%	0%
491	Reider, Steve	Instructional II Social Studies 7-12 (8875)	9-12	United States History	1560	100%	0%
492	Remaley, Catherine	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	English Language Arts K Math K Science K Social Studies K	1560	100%	0%
493	Requa (Starr), Julia	Instructional II Special Education PK-12 (9225), Instructional II Biology 7-12 (8405), Instructional II Agriculture PK-12 (1200), Instructional II Mid-Level Science 6-9 (2880)	6-8	Science 7	1560	100%	0%
494	Reyes, Cynthia	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Endorsement Instructional Coach PK-12 (1182), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	K-5	STEM	1560	100%	0%
495	Rhody, Rachel	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Math 5	1560	100%	0%
496	Rice, Kristine	Instructional II Elementary K-6 (2810)	K-5	Science 5 Social Studies 5	1560	100%	0%
497	Richar, Michelle	Instructional I English 7-12 (3230)	6-8	English Language Arts 8	1560	100%	0%
498	Richards, Stacee	Instructional II Elementary K-6 (2810), Instructional II Health & Physical Educ PK-12 (4805)	6-8	Health/PE 6	1560	100%	0%
499	Rickert, Gianna	Instructional I Grades PK-4 (2825)	K-5	English Language Arts 1 Math 1 Science 1 Social Studies 1	1560	100%	0%
500	Riggs, Toni	Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional II Biology 7-12 (8405)	6-8	Science 8	1560	100%	0%
501	Ringling, Micale	Instructional II Grades PK-4 (2825)	K-5	Math 3	1560	100%	0%
502	Ritchie, Leeann	Instructional II English 7-12 (3230) , Supervisory Supvr Curriculum & Inst PK-12 (2915) , Administrative Principal PK-12 (1115)	K-12	Chief Academic Officer	1560	100%	0%
503	Roberts, Tess	Instructional I Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathologist	1560	100%	0%
504	Robison, Adam	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Pre-Algebra	1560	100%	0%

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505	Rodgers, Meghan	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
506	Roman, Stacey	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Counseling	1560	100%	0%
507	Ross, Denise	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Instructional II Reading Specialist PK-12 (7650)	K-5	English Language Arts 5	1560	100%	0%
508	Roth, Kathryn	Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	K-5	Math 5	1560	100%	0%
509	Rourke, Monica	Administrative I Principal PK-12 (1115), Instructional II Special Education PK-12 (9225), Instructional II Early Childhood N-3 (2840)	K-12	Related Service Specialist	1560	100%	0%
510	Rubino, Tiffany	Instructional II English 7-12 (3230), Instructional II Communications 7-12 (3200)	6-8	English Language Arts 7	1560	100%	0%
511	Ruff, Allyson	Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825)	6-8	English Language Arts 6 Math 6	1560	100%	0%
512	Runk, Brianna	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II English 7-12 (3230), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional II Special Education PK-12 (9231)	9-12	English Language Arts 12	1560	100%	0%
513	Ruppe, Marci	Instructional II Early Childhood N-3 (2840), Instructional II Reading Specialist PK-12 (7650)	K-5	English Language Arts 4	1560	100%	0%
514	Rush (Mace), Meghan	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Keystone Algebra Prep MS Algebra 1 Pre-Algebra	1560	100%	0%
515	Rutkowski, Katherine	Administrative II Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-12	Assistant Principal	1560	100%	0%
516	Rux, Anna	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	English Language Arts 12	1560	100%	0%
517	Rychtarsky, Pamela	Instructional II Mathematics 7-12 (6800), Instructional II Physics 7-12 (8470), Instructional II Library Science PK-12 (6420)	9-12	Geometry	1560	100%	0%
518	Ryder, Jeannette	Instructional II English 7-12 (3230)	9-12	English Language Arts 9	1560	100%	0%
519	Sams, Kelsey	Instructional I Social Studies 7-12 (8875), Instructional I English 7-12 (3230), Endorsement Instructional Coach PK-12 (1182), Instructional I Reading Specialist PK-12 (7650)	K-5	English Language Arts 5	536	100%	0%
520	Sanders (Thomas), Meaghan	Instructional I English 7-12 (3230)	6-8	English Language Arts 8	1560	100%	0%
521	Sanders, Stefanie	Instructional I Grades PK-4 (2825), Instructional I Grades 5-6 (2826)	K-5	Science 3 Social Studies 3	1560	100%	0%
522	Sansoni (Neary), Kaitlyn	Instructional II Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Instructional II Special Education PK-8 (9226)	6-8	Social Studies 8	1560	100%	0%
523	Santello, Alexis	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	6-8	Pre-Algebra	1560	100%	0%
524	Sargent, Lydia	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
525	Scarcella II, Joseph	Instructional I Social Studies 7-12 (8875)	9-12	World History	1560	100%	0%

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526	Scavicchio, Grace	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226), Endorsement Instructional Coach PK-12 (1182)	6-8	English Language Arts 8	1560	100%	0%
527	Schaeffer, Deborah	Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	K-12	Supervisor of Special Education	1560	100%	0%
528	Scheitrum, Rachel	Instructional II General Science 7-12 (8450), Instructional II Physics 7-12 (8470)	9-12	AP Environmental Science Earth Science CR Physical Science CR Physics	1560	100%	0%
529	Schlein, Heather	Administrative I Principal PK-12 (1115), Instructional II English 7-12 (3230), Instructional II Reading Specialist PK-12 (7650)		Instructional Coach - Literacy	880	100%	0%
530	Schouppe-Wright, Lorenn	Instructional II Mid-Level Science 6-9 (2880), Instructional II Elementary K-6 (2810)	6-8	Science 7	1560	100%	0%
531	Schroepfer, Lauren	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-12	School Counselor	1560	100%	0%
532	Schulberger (Kline), Aimee	Endorsement Online Instruction Program PK-12 (1184), Instructional I Grades PK-4 (2825)	K-5	STEM 2 STEM 3	1560	100%	0%
533	Schuster, Andrea	Instructional I Elementary K-6 (2810)	6-8	Math 6	1560	100%	0%
534	Schwarz, Julie	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	Science 6	1560	100%	0%
535	Scott, Jessica	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	Special Education Teacher	1560	100%	0%
536	Seamon, Stacy	Instructional I General Science 7-12 (8450)	9-12	Physical Science CR Physical Science	1560	100%	0%
537	Selby, Natalie	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
538	Severn, Brittany	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 4	1560	100%	0%
539	Shaffer, Beth	Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Elementary K-6 (2810), Instructional II Social Studies 7-12 (8875), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Arts 9	1560	100%	0%
540	Shaffer, Kari	Administrative II Principal PK-12 (1115), Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810), Instructional II Early Childhood N-3 (2840)	K-5	Assistant Principal	1560	100%	0%
541	Shaffert, Melissa	Instructional II English 7-12 (3230), Instructional II Communications 7-12 (3200)	9-12	English 10 CR English 11 CR	1560	100%	0%
542	Sheedy, Catharine	Educational Specialist II School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
543	Sheeran, Wendy	Instructional II English 7-12 (3230), Instructional II Reading Specialist PK-12 (7650)	6-8	English Language Arts 8	1560	100%	0%
544	Sheets, Jamie	Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875), Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	School Counselor	1560	100%	0%

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545	Shields, Rebecca	Instructional II English 7-12 (3230), Instructional II Health & Physical Educ PK-12 (4805), Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839), Instructional II Social Studies 7-12 (8875)	9-12	AP Psychology Psychology	1560	100%	0%
546	Shiffer, Erin	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	K-5	English Language Arts 9	1560	100%	0%
547	Sibbett, Rebecca	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	Functional English (Life skills) Functional Science (Life Skills) Functional Learning (Life Skills)	1560	100%	0%
548	Sifford, Justin	Instructional I English 7-12 (3230)	9-12	English Language Arts 12	1560	100%	0%
549	Silvestri, Colette	Instructional II Music PK-12 (7205)	K-12	Gifted Education Case Manager	1560	100%	0%
550	Sim, Michael	Administrative II Principal PK-12 (1115), Instructional II Mathematics 7-12 (6800)	K-12	Math Improvement Facilitator	1560	100%	0%
551	Simko, Kelly	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Computer Science 7-12 (1657)	9-12	Explore Computer Science HS Fundamentals of Cybersecurity Java Programming JavaScript Programming Web Design Web Development	1560	100%	0%
552	Skaggs, Kristin	Instructional II Special Education 7-12 (9227), Instructional II Special Education PK-8 (9226), Instructional II Reading Specialist PK-12 (7650)	9-12	ELA 11	1560	100%	0%
553	Skaugen, Kristen	Instructional II Safety Ed/Driver Ed 7-12 (5215), Instructional II Health & Physical Educ PK-12 (4805)	K-5	Physical Education 2	1560	100%	0%
554	Slezak, Kristen	Instructional II Early Childhood N-3 (2840), Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	K-5	Science 5 Social Studies 5	1560	100%	0%
555	Slother, Tania	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825)	6-8	Curriculum Coordinator	1560	100%	0%
556	Smith, Amy	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
557	Smith, Brenda	Instructional II Mathematics 7-12 (6800), Instructional II English 7-12 (3230), Instructional II Bus-Computer-Info Tech PK-12 (1603)	9-12	Communication Skills for Business Certification Concepts of Engineering & Technology Intro to Computer Apps Medical Terminology Microsoft Excel 2019 Certification Microsoft Word 2019 Certification	1560	100%	0%
558	Smith, Cody	Administrative II Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875)	9-12	Principal	1560	100%	0%
559	Smith, Ellen	Instructional II Elementary K-6 (2810)	K-5	Math 4	1560	100%	0%
560	Smith, Jadie	Educational Specialist II School Speech & Language Pathologist PK-12 (1883)	9-12	Speech Language Pathologist	1560	100%	0%
561	Smith, Jason	Instructional II Special Education PK-8 (9226), Instructional II Elementary K-6 (2810)	K-5	Science 4 Social Studies 4	1560	100%	0%
562	Smith, Jessica	Instructional I Elementary K-6 (2810)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%

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563	Smith, Jordann	Instructional II Bus-Computer-Info Tech PK-12 (1603), Administrative II Principal PK-12 (1115)	K-12	Director of Career Readiness	1560	100%	0%
564	Smith, Kathleen	Related Occupational Area Veterinarian Assistant 7-12 (2550), Career and Technical Instructional II Veterinarian Assistant 7-12 (2550), Instructional I Biology 7-12 (8405)	9-12	Introduction to Vet Science Vet Science 1	1560	100%	0%
565	Smith, Kelly	Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450)	9-12	Physical Science	1560	100%	0%
566	Smith, Krista	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Health & Physical Educ PK-12 (4805), Administrative II Principal PK-12 (1115)	K-5	Assistant Principal	1560	100%	0%
567	Smith, Mary	Educational Specialist I School Social Worker PK-12 (1851)	K-12	Manager of Social Work	1560	100%	0%
568	Smith, Mikala K.	Instructional I Special Education Expansion 7-12 (9229), Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	9-12	Biology	1560	100%	0%
569	Smith, Terren	Instructional II Special Education 7-12 (9227), Instructional II English 7-12 (3230), Instructional II Reading Specialist PK-12 (7650)	9-12	English Language Arts 9	1560	100%	0%
570	Smith-Lewis, Querida	Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	K-5	Math 6	1560	100%	0%
571	Spronatti, Emily	Instructional II Early Childhood N-3 (2840), Instructional II Special Education PK-12 (9225)	9-12	Algebra 1 Part 2	272	100%	0%
572	Spuck (Barlow), Erika	Instructional II Social Studies 7-12 (8875), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	6-8	Social Studies 7	1560	100%	0%
573	St. Laurent (Fultz), Mary	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	K-5	English Language Arts 4	1560	100%	0%
574	Staros, Lisa	Instructional II Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathologist	1560	100%	0%
575	Steigerwalt (Waibel), Amelia	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	English Language Arts 1 Math 1	1560	100%	0%
576	Steirer (Meers), Jessica	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 1	1560	100%	0%
577	Stephano (Baggio), Marygrace	Instructional II Elementary K-6 (2810)	K-5	Math 4	1560	100%	0%
578	Stephenson, Thembi	Instructional II Spanish PK-12 (4490), Instructional II Biology 7-12 (8405)	9-12	Spanish I	1560	100%	0%
579	Stern, Nicole	Instructional II Health & Physical Educ PK-12 (4805)	K-5	Personal Fitness Physical Education 3	1560	100%	0%
580	Stevens, Stephanie	Instructional I Health PK-12 (4810), Instructional I Social Studies 7-12 (8875), Instructional I Elementary K-6 (2810)	9-12	Personal Fitness	1560	100%	0%
581	Stine, Amber	Educational Specialist I School Social Worker PK-12 (1851)	K-12	Social Worker	1560	100%	0%
582	Stoll, Courtney	Instructional II Social Studies 7-12 (8875), Instructional II English 7-12 (3230), Instructional II Library Science PK-12 (6420)	9-12	American Government Honors American Government	1560	100%	0%
583	Stoltzfus, Erin	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%

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584	Stone, Leah	Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Mathematics 7-12 (6800)	9-12	Explorations in Mathematics	1560	100%	0%
585	Stonebraker, Erin	Instructional II General Science 7-12 (8450), Instructional II Special Education 7-12 (9227), Instructional II Earth and Space Science 7-12 (8440)	9-12	Environmental Science	1560	100%	0%
586	Strishock, Kristy	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Math 5	1560	100%	0%
587	Stroup (Hauenstein), Amy	Instructional I Elementary K-6 (2810)	K-5	Art 3 Art 4 Art 5 Science 5 Social Studies 5	1560	100%	0%
588	Sullivan, Alyssa	Instructional II Art PK-12 (1405)	6-8	Art 7	1560	100%	0%
589	Super, Laurie	Instructional II Elementary K-6 (2810), Endorsement Instructional Coach PK-12 (1182), Instructional II Special Education PK-12 (9225)	9-12	Algebra 1 Part 1	1560	100%	0%
590	Swan, Jane	Administrative II Principal PK-12 (1115), Instructional II English 7-12 (3230)	K-12	Chief Executive Officer	1560	100%	0%
591	Swann, Steven	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math 7	1560	100%	0%
592	Sweeney, Sarah	Instructional II Spanish PK-12 (4490)	9-12	Spanish II Spanish III	1560	100%	0%
593	Sweigart, Raelee	Instructional II Mathematics 7-12 (6800), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Instruction Coach Math	1560	100%	0%
594	Swope, Alicia	Administrative II Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	Principal	1560	100%	0%
595	Swope, Ashley	Educational Specialist II School Nurse PK-12 (1890)	9-12	Nurse	1560	100%	0%
596	Sykes, Grace	Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825)	K-5	Functional Language Arts (Life Skills) Functional Math (Life Skills)	1560	100%	0%
597	Szoszorek, Kimberly	Instructional I Grades PK-4 (2825)	K-5	STEM 1 STEM K	1560	100%	0%
598	Talipan, Toni	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	Instructional Coach ELA	1560	100%	0%
599	Talley, Tammy	Educational Specialist I Elementary School Counselor K-6 (1836), Educational Specialist I Secondary School Counselor 7-12 (1837)	K-12	Family Mentor	1560	100%	0%
600	Taylor, Maria	Instructional II Mathematics 7-12 (6800)	9-12	Consumer Math	1560	100%	0%
601	Thompson, Angela	Instructional II Bus-Computer-Info Tech PK-12 (1603), Administrative II Principal PK-12 (1115)	6-8	Assistant Principal	1560	100%	0%
602	Thompson, Karen	Career and Technical Instructional II Cooperative Ed. 7-12 (2361), Career and Technical Instructional II Cosmetology 7-12 (2023)	9-12	Cosmetology 1 Cosmetology 2 Cosmetology 3 Cosmetology 4	1560	100%	0%
603	Thompson, Kelly	Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230)	6-8	English Language Arts 6	1560	100%	0%

PDE-414	REACH CYBER CHARTER SCHOOL						2024-2025
Complete the following information for all professional staff members							
Staff No.	**Name of employee**	**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**
604	Thompson, Nathan	Instructional II English 7-12 (3230)	6-8	English Language Arts 7	1560	100%	0%
605	Tinna, Kellie	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Biology 7-12 (8405)	6-8	STEM	1560	100%	0%
606	Titus, Chistine	Instructional II English 7-12 (3230)	9-12	English Language Arts 11 Honors English Language Arts 11	1560	100%	0%
607	Tomassone, David	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math 6	1560	100%	0%
608	Towery, Jessica	Instructional I Art PK-12 (1405)	9-12	Digital Photography	1560	100%	0%
609	Tracy, Jamie	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	6-8	Pre-Algebra	1560	100%	0%
610	Traut, Lauren	Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Reading Specialist PK-12 (7650)	6-8	English Language Arts 8	1560	100%	0%
611	Trest (Kovacs), Emilie	Instructional II Grades PK-4 (2825)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
612	Trimble, Christina	Instructional II Elementary K-6 (2810)	K-5	Math 3	1560	100%	0%
613	Turner, Amy	Instructional II Speech & Language Impaired PK-12 (9265), Administrative I Principal PK-12 (1115)	K-12	Supervisor of Special Education	1560	100%	0%
614	Tweed, Melissa	Instructional II Mathematics 7-12 (6800)	9-12	Algebra 1 Part 2	1560	100%	0%
615	Tworzydlo, Andrew	Instructional II Social Studies 7-12 (8875)	6-8	Social Studies 8	1560	100%	0%
616	Ullom, Lee	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825)	6	Social Studies 6	1560	100%	0%
617	Uniacke, Brian	Instructional II Social Studies 7-12 (8875)	9-12	Economics Geography & Society	1560	100%	0%
618	Unrath, Kellee	Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450)	9-12	Honors Physical Science Physical Science	1560	100%	0%
619	Vamosi, Dylan	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Social Studies 7-12 (8875)	6-8	Social Studies 6	1560	100%	0%
620	Vargas, Beth	Instructional II Elementary K-6 (2810)	K-12	Family Mentor	1560	100%	0%
621	Vinskie, Vicki	Instructional II Special Education PK-8 (9226), Instructional II Elementary K-6 (2810)	K-5	English Language Arts 5 Math 5	1560	100%	0%
622	Vitorio, Lauren	Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825)	K-5	English Language Arts 3	952	100%	0%
623	Von Erck, Erika	Instructional II Grades PK-4 (2825), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	K-5	STEM 6	1560	100%	0%
624	Vought, Brandon	Instructional II Physics 7-12 (8470), Instructional II Mathematics 7-12 (6800)	9-12	Math 6	1560	100%	0%
625	Wade, Michelle	Instructional II Elementary K-6 (2810) , Instructional II Ment and/or Phys Handicapped K-12 (9235) , Letter of Equivalency Master's Equivalency - (1185) , Instructional II Mid-Level Mathematics 6-9 (2860)	7-12	Algebra 1 Part 2	728	100%	0%

PDE-414	REACH CYBER CHARTER SCHOOL						2024-2025
Complete the following information for all professional staff members							
Staff No.	**Name of employee**	**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**
626	Wagner, Ashley	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 2 Math 2 Science 2 Social Studies 2	1560	100%	0%
627	Walker (Elder), Megan	Instructional II Social Studies 7-12 (8875)	9-12	Personal Finance	1560	100%	0%
628	Wallace (Sigado), Megan	Instructional II English 7-12 (3230)	K-5	English Language Arts 5	1560	100%	0%
629	Wallace, Denise	Instructional II Reading Specialist PK-12 (7650), Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825)	9-12	English Language Arts 11	1032	100%	0%
630	Walter, Sarah	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	6-8	Pre-Algebra	1560	100%	0%
631	Wasicko, John	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-8 (9226), Instructional II Mid-Level Science 6-9 (2880), Instructional II Special Education Expansion 7-12 (9229), Instructional II Mid-Level Citiz. Ed 6-9 (2870)	6-8	Pre-Algebra	1560	100%	0%
632	Waterhouse, Rachel	Instructional I English 7-12 (3230)	6-8	English Language Arts 7	1560	100%	0%
633	Watson (Sadd), Samantha	Instructional II Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathologist	1560	100%	0%
634	Watson, Suzzanne	Instructional II Mathematics 7-12 (6800)	9-12	Honors Geometry Honors Precalculus Precalculus	1560	100%	0%
635	Weintraub, Megan	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650), Instructional II Early Childhood N-3 (2840)	K-5	English Language Arts 5	1560	100%	0%
636	Werkheiser, Gabrielle	Instructional I Biology 7-12 (8405)	9-12	Environmental Science	1560	100%	0%
637	Wertz, Morgan	Private School - Teacher Soc and Emotionally Dist K-12 (19260), Instructional II English 7-12 (3230), Supervisory Supvr Special Education PK-12 (9215), Instructional II Special Education PK-12 (9225)	9-12	English Language Arts 10	1560	100%	0%
638	Wiedman, Erik	Educational Specialist II Elementary School Counselor K-6 (1836), Educational Specialist II Secondary School Counselor 7-12 (1837)	K-12	Director of Counseling Services	1560	100%	0%
639	Wiest, Leslie	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	English Language Arts 7	1560	100%	0%
640	Wilczynski, Kaitlyn	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
641	Williams, Andrew	Instructional II Music PK-12 (7205)	9-12	Independent Study - STEM Living Music Music of the World	1560	100%	0%
642	Wissinger, Cassie	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II English 7-12 (3230), Private School - Teacher Nursery/Kindergarten N-K (12833), Instructional II Elementary K-6 (2810)	K-5	English Language Arts 3	1560	100%	0%

PDE-414	REACH CYBER CHARTER SCHOOL						2024-2025
Complete the following information for all professional staff members							
Staff No.	**Name of employee**	**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**
643	Wittie, Stephanie	Instructional II Spanish PK-12 (4490), Administrative I Principal PK-12 (1115)	K-5	Elementary Intro to Spanish Elementary Spanish 1 Elementary Spanish 2 Elementary Spanish 3 Elementary Spanish 4 Elementary Spanish 5 Spanish Beginner Spanish Intermediate	1560	100%	0%
644	Wolfe, Andrew K.	Instructional I Social Studies 7-12 (8875)	9-12	World History US History	1560	100%	0%
645	Wolfe, Hillary	Private School - Teacher Physical Education K-12 (14803), Instructional II Health & Physical Educ PK-12 (4805), Private School - Teacher Health K-12 (14810)	9-12	Healthy Living	1560	100%	0%
646	Wood, Emily	Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Citiz. Ed 6-9 (2870)	6-8	Social Studies 6	1560	100%	0%
647	Woods, Amy	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Science 6-9 (2880)	K-5	Science 5 Social Studies 5	1560	100%	0%
648	Woodward, Noelle	Instructional II Elementary K-6 (2810)	K-5	Math 5	1560	100%	0%
649	Wright, Michelle	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230)	6-8	English Language Arts 6	1560	100%	0%
650	Wydra, Amanda	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	9-12	CR English 10 CR English 11 CR English 12 CR English 9	1560	100%	0%
651	Yandrich, Cortney	Instructional II Mathematics 7-12 (6800)	6-8	Math 7	1560	100%	0%
652	Yannarella (Bigley), Michaela	Instructional II Safety Ed/Driver Ed 7-12 (5215), Instructional II Health & Physical Educ PK-12 (4805)	K-5	Physical Education 4	1560	100%	0%
653	Yannick, Kimberly	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	6-8	Functional Math (Life Skills) Functional Science (Life Skills)	1560	100%	0%
654	Yasembousky, Kyle	Instructional II English 7-12 (3230)	9-12	English Language Arts 9	1560	100%	0%
655	Yeater (Bechtel) Margaret	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Elementary K-6 (2810)	6-8	Science 8	1560	100%	0%
656	Yeckley, Jenna	Instructional II General Science 7-12 (8450), Instructional II Environmental Educ PK-12 (4820), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Earth and Space Science 7-12 (8440)	6-8	Instructional Coach	1560	100%	0%
657	Yeckley, Mark	Instructional II Elementary K-6 (2810)	K-5	STEM	1560	100%	0%
658	Yoest (Goehring), Sarah	Instructional II Early Childhood N-3 (2840), Instructional II Reading Specialist PK-12 (7650)	K-5	Math 3 Math 4 Math 5	1560	100%	0%
659	Young (Dischinger, Pizzi-Young), Wendy	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional II Elementary K-6 (2810) , Instructional II English 7-12 (3230)	9-12	Grade 6-8 WIDA Level 1& 2	176	100%	0%

PDE-414	REACH CYBER CHARTER SCHOOL						2024-2025
Complete the following information for all professional staff members							
Staff No.	**Name of employee**	**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**
660	Young, Audra	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	Algebra 1 Part 2	1560	100%	0%
661	Young, Rayne	Instructional II Mathematics 7-12 (6800)	9-12	Algebra 1 Part 1 Precalculus	1560	100%	0%
662	Zacchero, Megan	Endorsement Autism PK-12 (1180), Instructional II Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathologist	1560	100%	0%
663	Zamonski, Lauren	Instructional II Special Education PK-8 (9226), Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	K-5	English Language Arts K Math K	1560	100%	0%
664	Zangari, Katherine	Instructional II Grades PK-4 (2825)	K-5	Math 3	1560	100%	0%
665	Zaremski, Carly	Endorsement Autism PK-12 (1180), Instructional II Special Education Expansion 7-12 (9229), Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825)	9-12	English Language Arts 11	1560	100%	0%
666	Zell, Annette	Instructional II Special Education PK-12 (9225)	9-12	Algebra 1 Part 2	1560	100%	0%
667	Zepka, Marybeth	Instructional I Special Education PK-12 (9225), Instructional I Elementary K-6 (2810)	9-12	Functional Math (Life Skills) Functional Science (Life Skills) Functional STEM (Life Skills)	1560	100%	0%
668	Ziegler, Gregory	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies 8	1560	100%	0%
669	Zimmer (Schriner), Ashley	Instructional II Elementary K-6 (2810)	K-5	English Language Arts 1 Math 1 Science 1 Social Studies 1	1560	100%	0%
670	Zinn, Todd	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9231)	9-12	English Language Arts 10	1560	100%	0%

Reach Cyber Charter School
Revenue and Expense Statement- Budget to Actual
2024-2025 Unaudited Fiscal Year Ending 6/30/25

	June 2025	Fiscal YTD through 6/30/25	2024/2025 Approved Budget
Revenues:			
Function 6000- Local Sources	$ 9,694,908	$ 117,492,685	$ 142,944,187
Function 7000- State Sources	$ -	$ 194,935	$ 172,000
Function 8000- Federal Sources	$ -	$ 4,388,264	$ 4,496,731
TOTAL REVENUES	**$ 9,694,908**	**$ 122,075,884**	**$ 147,612,918**
Expenditures:			
Function 1000- Instructional Programs			
100- Salaries	$ 3,053,876	$ 30,571,417	$ 38,684,961
200- Employee Benefits	$ 938,890	$ 10,186,372	$ 11,470,091
300- Purchased Professional and Tech Svcs	$ 1,139,376	$ 5,571,466	$ 7,956,000
400- Purchased Property Services	$ 168,635	$ 505,985	$ 400,000
500- Other Purchased Services	$ 497,947	$ 4,627,953	$ 4,715,750
600- Supplies	$ 117,822	$ 1,013,827	$ 6,730,900
800- Dues, Fees, Other	$ -	$ 1,321	$ 850
Subtotal 1000- Instructional Programs	$ 5,916,546	$ 52,478,341	$ 69,958,552
Function 2000- Support Services			
100- Salaries	$ 1,757,917	$ 19,050,318	$ 21,978,106
200- Employee Benefits	$ 585,916	$ 6,506,115	$ 6,516,508
300- Purchased Professional and Tech Svcs	$ 134,657	$ 2,678,082	$ 6,297,925
400- Purchased Property Services	$ 54,344	$ 837,454	$ 702,121
500- Other Purchased Services	$ 442,764	$ 4,582,047	$ 5,000,300
600- Supplies	$ 85,709	$ 1,166,363	$ 1,020,350
700- Fixed assets (prior to capitalization)	$ -	$ -	$ 1,000,000
800- Dues, Fees, Other	$ 9,939	$ 193,657	$ 175,600
Subtotal 2000- Support Services	$ 3,071,246	$ 35,014,036	$ 42,690,910
Function 2000- Non Cash Support Services			
700- Depreciation (non-cash)	$ 376,924	$ 4,362,226	$ -
Function 3000- Non Instructional/ Community Services			
100- Salaries	$ 506,131	$ 4,950,500	$ 5,851,988
200- Employee Benefits	$ 138,488	$ 1,492,852	$ 1,735,114
300- Purchased Professional and Tech Svcs	$ 16,500	$ 34,107	$ 46,500
400- Purchased Property Services	$ 2,348	$ 54,580	$ 82,000
500- Other Purchased Services	$ 6,588	$ 115,542	$ 107,500
600- Supplies	$ 7,141	$ 3,880,661	$ 4,556,500
800- Dues, Fees, Other	$ 2,827	$ 122,176	$ 192,500
Subtotal 3000- Non Instructional/ Community Serv	$ 680,023	$ 10,650,418	$ 12,572,102
TOTAL EXPENDITURES	**$ 10,044,739**	**$ 102,505,021**	**$ 125,221,565**
NET INCREASE/ (DECREASE)	**$ (349,831)**	**$ 19,570,863**	**$ 22,391,353**
Beginning Fund Balance		$ 79,154,669	
ENDING FUND BALANCE		**$ 98,725,532**	



REACH CYBER CHARTER SCHOOL

AUDIT REPORT

JUNE 30, 2024

REACH CYBER CHARTER SCHOOL

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INDEPENDENT AUDITOR'S REPORT

March 19, 2025

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

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities and the major fund of the Reach Cyber Charter School ("the School"), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the School as of June 30, 2024, and the respective changes in financial position, and the respective budgetary comparison for the general fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

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

Responsibilities of Management for the Financial Statements

The School's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of

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America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

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

To the Board of Trustees
Reach Cyber Charter School

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 7 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise School's basic financial statements. The schedule of expenditures of federal awards on page 29 is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations, Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is not a required part of the basic financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 19, 2025, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

The Board of Trustees of the Reach Cyber Charter School ("the School") offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2024. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

FINANCIAL HIGHLIGHTS

- Total revenues decreased by $3,171,422 to $132,364,164 due primarily to decreases in School District revenue.
- At the close of the current fiscal year, the School reported an ending net position of $79,154,670.
- The General Fund ended the year with a fund balance of $73,274,224, an increase of $12,602,355 from the previous year.
- The School's cash balance at June 30, 2024 was $30,758,157, representing an increase of $19,439,611 from June 30, 2023.

OVERVIEW OF THE FINANCIAL STATEMENTS

The management's discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: Management's Discussion and Analysis (this section), the basic financial statements, required supplementary information, and reporting required under *Government Auditing Standards* and the Uniform Guidance.

Government-wide Financial Statements

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

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

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

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

Fund Financial Statements

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

Notes to the Financial Statements

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

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. As of June 30, 2024, the School's liabilities were exceeded by its assets by $79,154,670.

	June 30	
	2024	2023
Assets:		
Current and other assets	$ 87,268,376	$ 75,857,165
Capital assets	8,434,016	11,554,185
Total Assets	95,702,392	87,411,350
Liabilities:		
Long-term liabilities outstanding	1,692,929	1,206,239
Other liabilities	14,854,793	15,742,379
Total Liabilities	16,547,722	16,948,618
Net Position:		
Net investment in capital assets	7,176,796	10,623,242
Unrestricted net position	71,977,874	59,839,490
Total Net Position	$ 79,154,670	$ 70,462,732

The School's net position increased by $8,691,938 primarily due to current year revenues coming in higher than current year expenses.

The School's revenues are predominantly from Pennsylvania school districts, based on the student enrollment.

The total cost of all programs and services was $123,672,226.

	Year Ended June 30	
	2024	2023
Revenues:		
Program revenues		
Operating and capital grants	$ 18,470,049	$ 17,159,969
General		
Local educational agency revenues	111,068,957	117,903,724
Other	2,825,158	471,893
Total Revenue	132,364,164	135,535,586
Expenses:		
Instruction	71,462,701	88,178,422
Support services	36,048,684	31,665,639
Noninstructional services	11,305,054	5,321,646
Interest expense	35,273	35,890
Depreciation and amortization	4,820,514	2,422,294
Total Expenses	123,672,226	127,623,891
Changes in Net Position	8,691,938	7,911,695
Beginning Net Position	70,462,732	62,551,037
Ending Net Position	$ 79,154,670	$ 70,462,732

Governmental Funds

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

The General Fund reported an ending fund balance of $73,274,224, which was an increase of $12,602,355 from the previous year. For the year ended June 30, 2024, the General Fund's revenue of $132,364,164 and other financing sources of $1,047,775 exceeded expenditures of $120,748,246 and other financing uses of $61,338 by $12,602,335.

Governmental Funds Budgetary Highlights

Actual revenues were $23,614,406 lower than the budget due to increases (decreases) as follows:

Local educational agency assistance	$(26,995,608)
State sources	223,554
Federal sources	1,139,990
Other revenues	2,017,658
	$(23,614,406)

Actual expenditures were $6,696,811 lower than the budget due to increases (decreases) as follows:

Instruction	$ (5,844,575)
Support services	(1,601,602)
Noninstructional services	(1,652,814)
Debt service	756,771
Capital outlay	1,645,409
	$ (6,696,811)

CAPITAL ASSET AND DEBT ADMINISTRATION

As of June 30, 2024, the School's investment in capital assets for its governmental activities totaled $8,434,016 (net of accumulated depreciation/amortization). This investment in capital assets includes leasehold improvements, furniture and fixtures, software, right-to-use lease assets, subscription assets, and machinery and equipment. Additional information on the School's capital assets can be found in Note 5.

The School had $530,823 in lease liability as of June 30, 2024. Detailed information regarding long-term debt activity is included in Note 8 to the financial statements.

The School had $726,397 in subscription liability as of June 30, 2024. Detailed information regarding long-term debt activity is included in Note 9 to the financial statements.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

The fiscal and operational stability of our Commonwealth's charter schools are directly linked to the State of Pennsylvania's budget and shifting political realities. This issue manifests itself most clearly in the way that the state determines each charter school's per pupil allotment which is calculated by the student's school district of residence and Form PDE-363. Form PDE 363 uses a "state-determined" formula to calculate per pupil allotments.

FUTURE EVENTS THAT WILL FINANCIALLY IMPACT THE SCHOOL

The School has been awarded a number of federal program funding as a result of COVID-19 that can be spent over a number of fiscal years and ends on September 30, 2024.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

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

REACH CYBER CHARTER SCHOOL
STATEMENT OF NET POSITION
JUNE 30, 2024

ASSETS	
CURRENT ASSETS:	
Cash and cash equivalents	$ 30,758,157
Security deposit	449,258
Investments	45,137,055
Federal receivables	1,651,964
State receivables	174,409
Other receivables, net	8,861,288
Prepaid expense	236,245
Total Current Assets	87,268,376
NONCURRENT ASSETS:	
Property and equipment, net	7,120,755
Subscription asset, net	822,608
Right-to-use lease asset, net	490,653
Total Noncurrent Assets	8,434,016
TOTAL ASSETS	$ 95,702,392
LIABILITIES AND NET POSITION	
CURRENT LIABILITIES:	
Accounts payable	$ 3,320,935
Accrued expenses	10,563,210
Unearned revenue	110,007
Lease liability	431,653
Subscription liability	239,586
Other liability	189,402
Total Current Liabilities	14,854,793
NONCURRENT LIABILITIES:	
Lease liability	99,170
Subscription liability	486,811
Compensated absences	763,508
Other liability	343,440
Total Noncurrent Liabilities	1,692,929
TOTAL LIABILITIES	16,547,722
NET POSITION:	
Net investment in capital assets	7,176,796
Unrestricted	71,977,874
TOTAL NET POSITION	79,154,670
TOTAL LIABILITIES AND NET POSITION	$ 95,702,392

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

REACH CYBER CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024

	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net Revenue (Expense) and Change in Net Position
GOVERNMENTAL ACTIVITIES					
Instructional services	$ 71,462,701	$ -	$ 18,100,828	$ -	$ (53,361,873)
Support services	36,048,684	-	369,221	-	(35,679,463)
Noninstructional services	11,305,054	-	-	-	(11,305,054)
Interest expense	35,273	-	-	-	(35,273)
Unallocated depreciation/amortization expense	4,820,514	-	-	-	(4,820,514)
TOTAL GOVERNMENTAL ACTIVITIES	$ 123,672,226	$ -	$ 18,470,049	$ -	(105,202,177)
TOTAL PRIMARY GOVERNMENT	$ 123,672,226	$ -	$ 18,470,049	$ -	(105,202,177)

GENERAL REVENUES:	
Local educational agencies revenues	111,068,957
Miscellaneous revenues	2,825,158
TOTAL GENERAL REVENUES	113,894,115
CHANGE IN NET POSITION	8,691,938
NET POSITION, BEGINNING OF YEAR	70,462,732
NET POSITION, END OF YEAR	$ 79,154,670

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

REACH CYBER CHARTER SCHOOL
BALANCE SHEET - GOVERNMENTAL FUND
JUNE 30, 2024

ASSETS	
Cash and cash equivalents	$ 30,758,157
Security deposit	449,258
Investments	45,137,055
Other receivables, net	8,861,288
Federal receivables	1,651,964
State receivables	174,409
Prepaid expenditures	236,245
TOTAL ASSETS	$ 87,268,376
LIABILITIES AND FUND BALANCE	
LIABILITIES:	
Accounts payable	$ 3,320,935
Accrued expenses	10,563,210
Unearned revenue	110,007
Total Liabilities	13,994,152
FUND BALANCE:	
Nonspendable - prepaid expenditures	236,245
Nonspendable - security deposit	449,258
Assigned	62,130,977
Unassigned	10,457,744
Total Fund Balance	73,274,224
TOTAL LIABILITIES AND FUND BALANCE	$ 87,268,376

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

REACH CYBER CHARTER SCHOOL
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUND
TO STATEMENT OF NET POSITION
JUNE 30, 2024

FUND BALANCE FOR GOVERNMENTAL FUND		$ 73,274,224
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the fund. These assets consist of:		
Property and equipment	$ 13,177,959	
Right-to-use lease asset	1,287,352	
Subscription asset	1,047,775	
Accumulated depreciation/amortization	(7,079,070)	8,434,016
Some liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:		
Lease liability	(530,823)	
Subscription liability	(726,397)	
Other liability	(532,842)	
Compensated absences	(763,508)	(2,553,570)
TOTAL NET POSITION OF GOVERNMENTAL ACTIVITIES		$ 79,154,670

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

REACH CYBER CHARTER SCHOOL
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - GOVERNMENTAL FUND
FOR THE YEAR ENDED JUNE 30, 2024

REVENUES	
Local educational agencies assistance	$ 111,068,957
State sources	371,054
Federal sources	18,098,995
Other sources	2,825,158
TOTAL REVENUES	132,364,164
EXPENDITURES	
Current:	
Instruction	71,374,545
Support services	35,672,805
Noninstructional services	11,243,716
Debt service	756,771
Capital outlay	1,700,409
TOTAL EXPENDITURES	120,748,246
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	11,615,918
OTHER FINANCING SOURCES (USES)	
Proceeds from subscriptions	1,047,775
Refund of prior year receipts	(61,338)
TOTAL OTHER FINANCING SOURCES	986,437
NET CHANGE IN FUND BALANCE	12,602,355
FUND BALANCE, BEGINNING OF YEAR	60,671,869
FUND BALANCE, END OF YEAR	$ 73,274,224

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

REACH CYBER CHARTER SCHOOL
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - GOVERNMENTAL FUND TO STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND	$ 12,602,355
Amounts reported for governmental activities in the statement of activities are different because:	
Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation/amortization expense. This is the amount by which writeoffs and depreciation/amortization expense ($4,820,578) exceeded capital outlay ($1,700,409).	(3,120,169)
Some expenses reported in the statement of activities do not require the use of current financial resources and are not reported in the governmental funds.	(375,879)
The issuance of long-term debt (e.g. leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position.	(326,277)
In the statement of activities, certain operating expenses - compensated absences - are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are by the amount of financial resources used (essentially, the amounts measured actually paid). This is the amount by which current period amounts paid were less than current period compensated absences earned.	(88,092)
CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES	$ 8,691,938

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

REACH CYBER CHARTER SCHOOL
BUDGETARY COMPARISON STATEMENT - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2024

	Budgeted Amounts		Actual Revenues/ Expenditures	Variance with Final Budget Positive (Negative)
	Original	Final		
REVENUES				
Local educational agencies assistance	$ 138,064,565	$ 138,064,565	$ 111,068,957	$ (26,995,608)
State sources	147,500	147,500	371,054	223,554
Federal sources	16,959,005	16,959,005	18,098,995	1,139,990
Other sources	807,500	807,500	2,825,158	2,017,658
TOTAL REVENUES	155,978,570	155,978,570	132,364,164	(23,614,406)
EXPENDITURES				
Instruction	77,219,120	77,219,120	71,374,545	5,844,575
Support services	37,274,407	37,274,407	35,672,805	1,601,602
Noninstructional services	12,896,530	12,896,530	11,243,716	1,652,814
Debt service	-	-	756,771	(756,771)
Capital outlay	55,000	55,000	1,700,409	(1,645,409)
TOTAL EXPENDITURES	127,445,057	127,445,057	120,748,246	6,696,811
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	28,533,513	28,533,513	11,615,918	(16,917,595)
OTHER FINANCING SOURCES (USES)				
Proceeds from subcriptions	-	-	1,047,775	1,047,775
Refund of prior year receipts	-	-	(61,338)	(61,338)
TOTAL OTHER FINANCING SOURCES	-	-	986,437	986,437
NET CHANGE IN FUND BALANCE	28,533,513	28,533,513	12,602,355	(15,931,158)
FUND BALANCE, BEGINNING OF YEAR	60,671,869	60,671,869	60,671,869	-
FUND BALANCE, END OF YEAR	$ 89,205,382	$ 89,205,382	$ 73,274,224	$ (15,931,158)

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

NOTE 1 DESCRIPTION OF THE SCHOOL AND REPORTING ENTITY

The Reach Cyber Charter School ("the School") is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997. The School is currently operating under a charter which expires on June 30, 2029.

The financial statements of the School are prepared in accordance with the accounting system and procedures prescribed for charter schools by the Commonwealth of Pennsylvania, Department of Education, which conforms to accounting principles generally accepted in the United States of America as applicable to governmental units. The Governmental Accounting Standards Board ("GASB") is the authoritative standard-setting body for the establishment of governmental accounting and financial reporting principles.

Reporting Entity

GASB's *Codification of Governmental Accounting and Financial Reporting Standards* ("GASB Codification") established the criteria for determining the activities, organizations, and functions of government to be included in the financial statements of the reporting entity. In evaluating the School as a reporting entity, management has addressed all potential component units which may or may not fall within the School's financial accountability. The criteria used to evaluate component units for possible inclusion as part of the School's reporting entity are financial accountability and the nature and significance of the relationship. On the basis of these criteria, the School does not have any component units.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

Entity-wide Financial Statements

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

The statement of net position and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned, and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

Amounts reported as program revenues include federal and state grants. Internally, as well as subsidy from local schools, dedicated resources are reported as general revenues rather than as program revenues.

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

The entity-wide financial statements report net position in one of three components. Net amortized investment in capital assets consists of capital assets, net of accumulated depreciation/amortization and net of debt. Net position is reported as restricted when constraints placed on the net position use are either externally imposed by creditors (such as through debt covenants), grantors or contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. Unrestricted net position consists of net position that does not meet the definition of "net investment in capital assets" or "restricted."

Fund Financial Statements

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

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

Governmental Fund – The general fund is the only fund which accounts for all revenues and expenditures of the School.

Fund balance of the governmental fund is classified as applicable, as follows:

Nonspendable – amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed – amounts that can be used only for specific purposes determined by formal action of the Board of Trustees. The Board is the highest level of decision-making authority for the School. Commitments may be established, modified, or rescinded only through resolutions approved by the Board of Trustees.

Assigned – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The Chief Executive Officer may

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

assign amounts for specific purposes. The School assigned $62,130,977 of the fund balance as follows:

1. $875,940 for equipment for accommodations and educational enhancements
2. $11,429,562 for building reserve
3. $1,034,592 for STEM and career readiness initiatives
4. $499,000 for benevolent outreach
5. $15,000,000 for anticipated funding reductions
6. $3,291,883 for unanticipated costs due to self-managed transition
7. $20,000,000 for ESSER funding reductions
8. $10,000,000 for future cost of living adjustments

Unassigned – all other spendable amounts.

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

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School has been classified as an organization that is not a private foundation under Sections 509(a)(1) and 170(b)(1)(a)(iv) of the Internal Revenue Code. The School did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the general fund, and they lapse at the end of the year.

Cash and Cash Equivalents

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

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

Federal and State Subsidies Receivable

Accounts receivable primarily consist of amounts due from the Pennsylvania Department of Education for federal grants and state subsidy programs. Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management determines if an allowance for doubtful accounts is necessary based upon review of outstanding receivables, historical collection experience, and existing economic conditions. Accounts deemed uncollectable are charged off based on this review. As of June 30, 2024, no allowance for doubtful accounts was deemed necessary.

Other Receivables

Other receivables include school district receivables, grants, and other non-contract receivables. The School provides an allowance for doubtful accounts using the allowance method, which is based on management's judgment considering historical information. In addition, an allowance is provided for other accounts when a significant pattern of collectability has occurred. When all collection efforts have been exhausted, the accounts are written off against the related allowance. As of June 30, 2024, the School held an allowance for uncollectable receivables of $341,809.

Capital Assets

Capital assets, which include leasehold improvements, equipment, right-to-use lease assets, subscription assets, software, and furniture and fixtures, are reported in the entity-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School maintains a $1,000 threshold for capitalizing assets. Capital assets of the School are depreciated/amortized using the straight-line method over the estimated useful lives of the asset. The estimated useful lives of leasehold improvements and furniture and fixtures are six to seven years, and equipment is three to six years. Right-to-use lease assets and subscription assets are amortized over the term of the lease and subscription, respectively.

Concentration of Risk

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

Compensated Absences

It is the School's policy to permit employees to accumulate earned but unused vacation and sick pay benefits. The benefits are accrued when incurred in the govern ment-wide financial statements. A liability for these amounts is reported in the General Fund only if they have matured, for example, as a result of employee resignations or terminations.

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

Use of Estimates in the Preparation of Financial Statements

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

NOTE 3 CASH

Deposits

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned. The School does not have a policy for custodial credit risk. At June 30, 2024, the carrying amount of the School's deposits was $30,758,157, and the bank balance was $31,336,947. Of this amount, $250,000 was insured by the Federal Deposit Insurance Corporation (FDIC), and $31,086,947 was exposed to custodial credit risk because, in accordance with Act 72 of the Commonwealth of Pennsylvania, it was uninsured and collateralized with securities held by the depository's agent which were not in the School's name.

Investments

At June 30, 2024, the School's investment balances were as follows:

Investment Type	Fair Value	Less Than 1	1 - 5	Rating
Mutual Funds	$ 284,816	$ -	$ -	-
U.S. Treasury Bonds	39,830,052	9,105,338	30,724,714	AAA
Commercial paper	5,022,187	5,022,187	-	P-1
	$ 45,137,055	$ 14,127,525	$ 30,724,714	

NOTE 4 RECEIVABLES

Receivables as of June 30, 2024 consist of subsidies from federal, state, and other receivables. A summary of receivables is as follows:

NOTE 4 RECEIVABLES (cont'd)

Federal	$ 1,651,964
State	174,409
Other	8,861,288
TOTAL NET RECEIVABLES	$ 10,687,661

As of June 30, 2024, the receivables are shown net of an allowance for uncollectible accounts of $341,809.

NOTE 5 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2024, was as follows:

	Balance 07/01/23	Additions	Deletions	Balance 06/30/24
Leasehold improvements	$ 178,091	$ -	$ -	$ 178,091
Furniture and fixtures	105,433	8,788	(5,858)	108,363
Equipment	609,109	496,398	-	1,105,507
Computers	12,094,597	147,448	(456,047)	11,785,998
Subscription asset	-	1,047,775	-	1,047,775
Right-to-use lease asset	1,287,352	-	-	1,287,352
Total Capital Assets Being Depreciated/Amortized	14,274,582	1,700,409	(461,905)	15,513,086
Accumulated depreciation	2,325,165	4,193,880	(461,841)	6,057,204
Accumulated amortization	395,232	626,634	-	1,021,866
Total Accumulated Depreciation/ Amortization	2,720,397	4,820,514	(461,841)	7,079,070
TOTAL	$ 11,554,185	$ (3,120,105)	$ (64)	$ 8,434,016

Depreciation/amortization expense was charged to functions/programs of the School as follows:

GOVERNMENTAL ACTIVITIES:	
Unallocated	$ 4,820,514

NOTE 6 FUNDING

The School receives funding from various local school districts on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis. The School also receives state and federal funding.

NOTE 7 GOVERNMENT GRANTS AND REIMBURSEMENT PROGRAMS

The School participates in numerous state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs and reimbursement programs for facility lease costs and health services are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants and reimbursement programs, refunds of any money received may be required, and the collectability of any related receivable at June 30, 2024 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants. Therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

NOTE 8 LEASING ARRANGEMENTS

The School has office space and equipment under lease agreements with expiration dates through fiscal 2028. At June 30, 2024, the minimum future rental payments under the leasing arrangement are as follows:

Year Ending June 30,	Principal	Interest	Total
2025	$ 431,653	$ 16,388	$ 448,041
2026	81,717	1,779	83,496
2027	9,148	1,003	10,151
2028	8,305	999	9,304
Total	$ 530,823	$ 20,169	$ 550,992

NOTE 9 SUBSCRIPTION ARRANGEMENTS

The School has entered into subscription-based information technology arrangements for software with expiration dates through fiscal 2027.

The following is a schedule of future minimum payments as of June 30, 2024:

Year Ending June 30,	Principal	Interest	Total
2025	$ 239,586	$ 33,817	$ 273,403
2026	250,291	22,527	272,818
2027	236,520	10,732	247,252
Total	$ 726,397	$ 67,076	$ 793,473

NOTE 10 LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2024 is as follows:

	Balance July 1, 2023	Additions	Reductions	Balance June 30, 2024	Due Within One Year
Lease liability	$ 930,943	$ -	$ 400,120	$ 530,823	$ 431,653
Subscription liability	-	1,047,775	321,378	726,397	239,586
Other liability	156,963	375,879	-	532,842	189,402
Compensated absences	675,416	88,092	-	763,508	-
TOTALS	$ 1,763,322	$1,511,746	$ 721,498	$ 2,553,570	$ 860,641

Payments of long-term liabilities from lease liability, subscription liability, other liability, and compensated absences are paid out from the general fund.

NOTE 11 403(b) RETIREMENT PLAN

The School provides pension benefits for all of its employees through the Reach Cyber Charter School 403(b) Plan. Employees are required to participate from the date of employment, with a mandatory minimum contribution of 5%. The School will match the employees' contributions dollar for dollar up to 5% of their compensation. School contributions to the plan for the year ended June 30, 2024 were $2,905,301.

NOTE 12 RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There has been no significant reduction in insurance coverage of the School's policies. Settled claims resulting from these risks have not exceeded commercial insurance coverage in the past year.

NOTE 13 EXCESS OF EXPENDITURES OVER APPROPRIATIONS

The following general fund functions incurred expenditures in excess of appropriations in the following amounts for the year ended June 30, 2024:

Debt service	$ 756,771
Capital outlay	$ 1,645,409

The excess of expenditures over appropriations was offset by other expense appropriations coming in lower than budgeted amounts.

NOTE 14 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through March 19, 2025, the date the financial statements were available to be issued.

SINGLE AUDIT SUPPLEMENT

BTCPA
BARBACANE
THORNTON
& COMPANY

INDEPENDENT AUDITOR'S REPORT ON
INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS*

March 19, 2025

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of the Reach Cyber Charter School ("the School"), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated March 19, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") as a basis for designing procedures that are appropriate in the circu0mstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and

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corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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

Report on Compliance and Other Matters

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

Purpose of This Report

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

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

BTCPA
BARBACANE
THORNTON
& COMPANY

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

March 19, 2025

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

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the Reach Cyber Charter School ("the School") compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on the School's major federal programs for the year ended June 30, 2024. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each major federal program for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America ("GAAS"); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States ("*Government Auditing Standards*"); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

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We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

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

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

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

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

- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

To the Board of Trustees
Reach Cyber Charter School

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

Report on Internal Control Over Compliance

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

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

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

REACH CYBER CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2024

FEDERAL GRANTOR/PASS-THROUGH GRANTOR PROJECT TITLE	SOURCE CODE	FEDERAL ALN	PASS-THROUGH GRANTOR'S NUMBER	GRANT PERIOD BEGINNING/ ENDING DATES	GRANT AMOUNT	TOTAL RECEIVED FOR YEAR	ACCRUED (UNEARNED) REVENUE 6/30/2022	REVENUE RECOGNIZED	EXPENDITURES	ACCRUED (UNEARNED) REVENUE 6/30/2023	AMOUNT PASSED THROUGH TO SUBRECIPIENTS
Passed through Pennsylvania Department of Education											
Title I - Grants to Local Education Agencies	I	84.010	013-23-1150	07/01/22 - 09/30/23	$ 2,969,812	$ -	$ (68)	$ 68	$ 68	$ -	$ -
Title I - Grants to Local Education Agencies	I	84.010	042-22-1150	08/28/22 - 09/30/23	89,090	89,090	-	89,090	89,090	-	-
Title I - Program Improvement Set Aside			013-24-1150	07/01/23 - 09/30/24	2,945,557	3,227,269		3,227,269	3,227,269	-	-
Total ALN 84.010						3,316,359	(68)	3,316,427	3,316,427	-	-
Title II - Improving Teacher Quality	I	84.367	020-23-1150	07/01/22 - 09/30/23	265,710	16,894	16,894	-	-	-	-
Title II - Improving Teacher Quality	I	84.367	020-24-1150	07/01/23 - 09/30/24	233,240	233,240		233,240	233,240	-	-
Total ALN 84.367						250,134	16,894	233,240	233,240	-	-
Title IV - Student Support and Academic Enrichment	I	84.424	144-23-1150	07/01/22 - 09/30/23	236,230	11,195	11,195	-	-	-	-
Title IV - Student Support and Academic Enrichment	I	84.424	144-24-1150	07/01/23 - 09/30/24	232,494	232,494		232,494	232,494	-	-
Total ALN 84.424						243,689	11,195	232,494	232,494	-	-
American Rescue Plan - Elementary and Secondary School Emergency Relief	I	84.425U	223-21-1150	03/13/20 - 09/30/24	21,973,613	11,985,607	1,000,971	12,157,534	12,157,534	1,172,898	-
American Rescue Plan - Elementary and Secondary School Emergency Relief Fund:										-	-
Homeless Children and Youth	I	84.425W	181-21-2365	07/01/20 - 09/30/21	62,381	35,189	(1,086)	20,031	20,031	(16,244)	-
COVID-19, American Rescue Plan - ARP ESSER Learning Loss	I	84.425U	225-21-1150	03/13/20 - 09/30/24	1,219,888	546,928	402,334	202,117	202,117	57,523	-
COVID-19, American Rescue Plan - ARP ESSER Afterschool	I	84.425U	225-21-1150	03/13/20 - 09/30/24	243,978	185,005		91,242	91,242	(93,763)	-
COVID-19, American Rescue Plan - ARP ESSER Summer	I	84.425U	225-21-1150	03/13/20 - 09/30/24	243,978	137,515	149,722	(7,771)	(7,771)	4,436	-
Total ALN 84.425						12,890,244	1,551,941	12,463,153	12,463,153	1,214,177	-
Passed through Capital Area Intermediate Unit											
Title III - Language Instruction for English Learners	I	84.365	N/A	07/01/22 - 09/30/23	7,288	6,195	6,195	-	-	-	-
Title III - Language Instruction for English Learners	I	84.365	N/A	07/01/23 - 09/30/24	7,288	13,893	-	13,893	13,893	-	-
Total ALN 84.365						20,088	6,195	13,893	13,893	-	-
Individuals with Disabilities Education Act Part B	I	84.027	N/A	07/01/22 - 09/30/23	1,551,723	717,117	717,117	-	-	-	-
Individuals with Disabilities Education Act Part B	I	84.027	N/A	07/01/23 - 09/30/24	1,720,413	1,303,306	-	1,720,413	1,720,413	417,107	-
COVID-19 Relief Funding - American Rescue Plan:											
Individual with Disabilities Education Act Part B	I	84.027X	N/A	07/01/21 - 09/30/22	377,720	11,952	11,952	-	-	-	-
COVID-19 Relief Funding - American Rescue Plan:											
Individual with Disabilities Education Act Part B	I	84.027X	N/A	07/01/23 - 09/30/24	129,203	117,251	-	117,251	117,251	-	-
Total ALN 84.027						2,149,626	729,069	1,837,664	1,837,664	417,107	-
Individuals with Disabilities Education Act Preschool	I	84.173	N/A	07/01/23 - 09/30/24	2,124	2,124	-	2,124	2,124	-	-
Total Special Education Cluster						2,151,750	729,069	1,839,788	1,839,788	417,107	-
						18,872,264	2,315,226	18,098,995	18,098,995	1,631,284	-
						$ 18,872,264	$ 2,315,226	$ 18,098,995	$ 18,098,995	$ 1,631,284	$ -

I = Indirect Funding

See accompanying notes to the schedule of expenditures of federal awards

REACH CYBER CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A BASIS OF PRESENTATION

The schedule of expenditures of federal awards reflects federal expenditures for all individual grants which were active during the fiscal year.

NOTE B BASIS OF ACCOUNTING

All expenditures included in the schedule of expenditures of federal awards are presented on the basis that expenditures are reported to the respective federal grantor agencies. Accordingly, certain expenditures are recorded when the federal obligation is determined.

NOTE C INDIRECT COST

The School has not elected to use the 10% de minimis indirect cost rate allowed under Uniform Guidance. For the year ended June 30, 2024, there were no indirect costs included in the schedule of expenditures of federal awards.

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

REACH CYBER CHARTER SCHOOL

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PART A – SUMMARY OF AUDITOR'S RESULTS

Financial Statements

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

Unmodified

Internal control over financial reporting:

• Material weakness(es) identified?	____ Yes	X No
• Significant deficiency(ies) identified?	____ Yes	X None reported
• Noncompliance material to financial statements noted?	____ Yes	X No

Federal Awards

Internal control over major programs:

• Material weakness(es) identified?	____ Yes	X No
• Significant deficiency(ies) identified?	____ Yes	X None reported

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

Unmodified

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

Identification of major programs:

Assistance Listing Numbers	Name of Federal Program or Cluster
84.425U, 84.425W	Elementary and Secondary School Emergency Relief
84.027, 84.027X, 84.173	Special Education Cluster

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

Auditee qualified as low-risk auditee? ____ Yes X No

PART B – FINDINGS RELATED TO FINANCIAL STATEMENTS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

PART C – FINDINGS RELATED TO FEDERAL AWARDS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

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

Division of Federal Programs
Consolidated Program Review

2022-2023 School Year

Reach Cyber CS
750 East Park Drive
Suite 204
Harrisburg

LEA Level Monitoring

	Name	Phone Number	Check if Interviewed
Superintendent:	Jane Swan	7174098356	
Business Manager:	Karen Yeselavage	7179034282	
Federal Program Coordinator:	Joshua Hicks	7177457353	
Parent/Family Member:			

Program(s) Reviewed:

- ☑ Title IA: Program
- ☐ Ed-Flex Waiver Review
- ☑ Title IIA: Program
- ☑ Title IVA: Program
- ☐ Title VI-B REAP
- ☐ Title VIII

Program Reviewer(s): Dr. Helen Gross

Program Review Date: 06/29/2023

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Teachers working in a Title I program are appropriately state certified. **Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met.** If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified. If you are a Charter School, please submit entire roster.				☑ list of staff, highlighting those on emergency permits	**District Comments** 2/2/2023 2:07:02 PM Federal Programs Manager Joshua Hicks Attached list of staff names with assignments for 21-22 and 22-23 school years as well as staff names and certification areas for the 22-23 school year. Currently, all staff are appropriately state certified. Actual copies of certifications are on file for review, upon request, as the file was too large for submission in the tool. **Monitor Comments** 6/29/2023 3:15:35 PM State Monitor Helen Gross All staff appear to be ASC for the 22/23 school year. A PDE 414 type document was provided.
Documentation must be uploaded for all LEAs					Reach Staff Certifications 22-23.xlsx Teacher assignments for 21-22 and 22-23.xlsx
If you have additional comments to make about this section, enter them here:					

Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.				☑ Updated Equity Plan, with **dated** agenda and sign-in sheet	**District Comments** 2/2/2023 2:06:08 PM Federal Programs Manager Joshua Hicks See Federal Programs Annual Parent meeting powerpoint agenda slide 3 and slide 21 for proof Equity Plan was reviewed at annual parent meeting, Feb 17 2023. Parent sign in sheet is also attached from the event. **Monitor Comments** 6/29/2023 3:16:12 PM State Monitor Helen Gross Documentation was provided and reviewed.
Documentation must be uploaded for all LEAs					Reach 9-1-22 LEA Teacher Equity Plan.docx.pdf 2022_2023 Reach Federal Programs Annual Parent Meeting Agenda PowerPoint.pptx.pdf 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses).xlsx
If you have additional comments to make about this section, enter them here:					

Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.				☑ Written transportation procedures with signatures	**District Comments** 2/2/2023 2:52:34 PM Federal Programs Manager Joshua Hicks Reach is a cyber charter school and does not transport students to and from campus on a regular basis; however, the school has written policies and procedures in place to assist students in need. In the instance that transportation would be needed for testing or other academic situations that might require transport, the school refers to and follows the attached handbook and board policy. **Monitor Comments** 6/29/2023 3:00:35 PM State Monitor Helen Gross Reach Cyber CS is a cyber charter school and exempt from this requirement.
Documentation must be uploaded for all LEAs					Board Policy_ Reach Homeless Policy revised10_26_22.docx.pdf
If you have additional comments to make about this section, enter them here:					

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.				☐ MOU, with signatures, uploaded to eGrants. MOU must be dated to demonstrate it was reviewed this year	**District Comments** 2/14/2023 9:35:50 AM Federal Programs Manager Joshua Hicks According to guidance on the PDE website regarding Head Start MOUs, cyber charter schools are exempt from this requirement. Please see the following link: https://www.education.pa.gov/Teachers%20-%20Administrators/Federal%20Programs/TitleI/Pages/default.aspx **Monitor Comments** 6/29/2023 3:01:29 PM State Monitor Helen Gross Reach Cyber CS is a cyber charter school and exempt from this requirement.
Documentation must be uploaded for all LEAs					
If you have additional comments to make about this section, enter them here:					

Component V: Transition

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students.				Consolidated Application - Transition and Coordination section and a list of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education	**District Comments** 2/3/2023 10:02:18 AM Federal Programs Manager Joshua Hicks Please see transition and coordination section of the consolidated application and attached list of transition strategies. **Monitor Comments** 6/29/2023 3:16:58 PM State Monitor Helen Gross Documentation was provided and reviewed.
Documentation must be uploaded for all LEAs					Transitions Title IA.pdf Reach Cyber--List of Transition Strategies w Career Experiences.docx
If you have additional comments to make about this section, enter them here:					

Component VI: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components: • description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) • description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance				☑ LEA Parent and Family Engagement policy with **review/revision** date. **Dated** parent meeting agenda and sign in sheet and evidence of distribution, examples website posting, handbook, mailing, etc.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs • description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying:					**District Comments** 2/2/2023 3:10:54 PM Federal Programs Manager Joshua Hicks See file 1 for approved parent and family engagement policy distributed to parents with approval date. Parent engagement policy is also located in student handbook accessible by students and parents 24/7 on the school website. Handbook attached (In file 11, please see page 6 under roles and responsibilities for link to Parent engagement policy). File 2 is the webmail distribution of the Parent engagement policy. File 3 is the read receipt for the Parent engagement policy distribution to ALL parents. Files 4-7 are invites, surveys, and reminders for parents and teachers to attend the annual parent meeting where feedback and collaboration is requested regarding the Parent engagement policy. The annual parent meeting was held February 17, 2023. The agenda for the annual parent meeting (which includes the Parent engagement policy discussion and review) is on slide 3 of file 8, the annual parent meeting powerpoint. File 9 is the DATED sign in sheet for the annual parent meeting. File 10 includes the direct notes taken relating to the parent compact and parent and family engagement policy. Board minutes from the meeting where policy was approved are in file 12. Process/narrative: The Parent and Family Engagement policy is developed, reviewed, and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Our most recent review was during the 2022-23 annual parent meeting. The Policy is Board approved each year and included in the school handbook which is available 24/7 via Connexus. The policy is distributed to all parents, students, and staff with the School-parent Compact via must read webmail with a read receipt request. **Monitor Comments** 6/29/2023 3:22:18 PM State Monitor Helen Gross Documentation was provided and reviewed. All required components were highlighted, dated, and fully explained by Mr. Hicks. The LEA provides multiple methods of distribution to parents.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦ barriers to greater participation in activities, ◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers ◦ strategies to support successful school and family interactions • description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and • description of involvement of parents in the activities of the Title I schools.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Documentation must be uploaded for all LEAs					File 1. 22-23 Reach Parent Policy and Compact_9.13.2022 (2).docx File 2. 22-23 11-1-22 WebMail - Parent and Family Engagement Policy and Compact.pdf File 3. 22-23 Reach Parent Policy Webmail Receipts 12.19.2022.xlsx File 4. 22-23 Parent invitation--Annual Parent Meeting.pdf File 5. 22-23 Parent Interest Survey--Annual Parent Meeting (Responses).xlsx File 6. 22-23 Reminder WebMail - Announcement_ Reminder_ Federal Programs Annual Parent Meeting Invitation, Friday, February 17, 12_15 p.m_.pdf File 7. 22-23 Annual Parent Meeting Staff Invite.pdf File 8. 22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf File 9. 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses) (2).xlsx File 10. 22-23 Annual Parent Mtg Parent and Family Engagement notes.docx File 11. 22-23 Reach Student Handbook.docx File 12. Parent fam engagement-parent Compact Approval-Board minutes September_2022_Minutes.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)				☑ **Dated** agendas and sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside	**District Comments** 2/3/2023 10:22:11 AM Federal Programs Manager Joshua Hicks See agenda and powerpoint for annual parent meeting where funds and Federal Programs spending and set asides are reviewed with families as well as attached sign in sheet. Also worth noting the school has recruited a group of Community Coordinators who are parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I. Parents are also invited to attend the annual Title I parent meeting and to serve on the Title I Planning committee during which budget and uses of Title funding are discussed. **Monitor Comments** 6/29/2023 3:23:56 PM State Monitor Helen Gross Documentation was provided and reviewed. All required components were highlighted, dated, and fully explained by Mr. Hicks. The LEA has recruited a group of Community Coordinators who are parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I.
Documentation must be uploaded for all LEAs					22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses).xlsx Reach 2223 Parent Policy Webmail Receipts 12.19.2022.xlsx 22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf
	☑		☐	LEA Parent and Family Engagement policy that **includes at least one of the five bullets**, parent meeting agenda and sign in sheet	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. If the LEA received $500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, **including at least one of the following:** • supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • supporting programs that reach parents and family members at home, in the community, and at school • disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members					**District Comments** 2/3/2023 10:23:49 AM Federal Programs Manager Joshua Hicks Parent and family engagement policy attached. Specifically, see section 1 of parent/family engagement policy (Highlighted) for supporting programs that reach parents and family members at home, in the community, and at school. Additionally, the school has recruited a group of Community Coordinators who are parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I. Parents are also invited to attend the annual Title I parent meeting and to serve on the Title I Planning committee during which budget and uses of Title funding are discussed. **Monitor Comments** 6/29/2023 3:24:32 PM State Monitor Helen Gross Documentation was provided and reviewed. All required components were highlighted, dated, and fully explained by Mr. Hicks. The LEA has recruited a group of Community Coordinators who are parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement • engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received $500,000 or less in Title I funds.)					
Documentation must be uploaded for all LEAs					Example 1 Parent and Family Engagement.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. LEA must conduct an annual evaluation of **the content and effectiveness of the parent and family engagement policy** use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.				☑ Dated agenda and sign in sheets from meeting with parents to discuss the evaluation ☐ Surveys and **collated** results to demonstrate evaluation process	**District Comments** 2/6/2023 9:21:28 AM Federal Programs Manager Joshua Hicks See annual parent meeting agenda and sign in sheets. The Parent and Family Engagement policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Parents and other stakeholders provide feedback on the policy and on parent involvement activities at the annual Title I Parent Meeting and/or the Board meeting during which the policy is reviewed and approved. See attached parent and family engagement notes from the breakout room. Parents and staff also provide feedback on the school program, including parent involvement activities, at the Title I Planning Committee meeting. **Monitor Comments** 6/29/2023 3:26:29 PM State Monitor Helen Gross Complete documentation was provided and reviewed. It is important to note that yearly evaluation and any revisions to the parent engagement policy are tracked via Connexus(R) IssueAware Ticket
Documentation must be uploaded for all LEAs					Compact Approval-Board minutes September_2022_Minutes.pdf 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses).xlsx Reach 2223 Parent Policy Webmail Receipts 12.19.2022 (1).xlsx Staff Email--Reach Cyber Charter School Mail - Parent and Family Engagement Policy and Compact.pdf 22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf 22-23 Annual Parent Meeting--Parent and Family Engagement notes.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than $500,000 in Title I funds. (This can be marked N/A if the LEA receives less than $500,000 in Title I funds.)				☑ **LEA level budget** (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities	**District Comments** 2/6/2023 9:50:47 AM Federal Programs Manager Joshua Hicks See set aside of 1% for a total of 29699. Reach has allocated and is on target to exceed the required set aside amount for the 2022-23 school year as seen in the attached Title 1 Current expenditures from Sage... document. You will see the in the 3300s, we have expended $514831, of which, $15371 has been used toward the set aside to pay community coordinators. This amount is paid out at two points during the school year, with the second combined payment of $15731 being disbursed in late May/early June. If you go to the grant budget other expenditures detail, you will see that we have set aside $29699 under the 3300 function code. You can also see these amounts reflected in the attached Reach grant tracking sheet which we use to reflect the budget and track funds. The school uses engagement funds to employ Community Coordinators--parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I. I've also included the overall final approved LEA budget for context. **Monitor Comments** 6/29/2023 3:28:35 PM State Monitor Helen Gross Documentation provided shows that the LEA /school level budget allocates 1% for required allowable parent and family engagement activities

Documentation must be uploaded for all LEAs

TI Budget-Other Expenditures-Detail.pdf
Reach Grant Tracking 22-23 TI.xlsx
Title I Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf
FINAL Approved Budget 22-23.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. For those LEAs that received $500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than $500,000 in Title I can mark N/A.				☑ Building Level budgets demonstrating 90% was allocated to schools and a list of allowable parent and family engagement expenditures to date. If current year expenditures are not available, provide a list of prior year expenditures.	**District Comments** 2/6/2023 9:25:55 AM Federal Programs Manager Joshua Hicks Reach is one school and therefore does not have "building" level budgets or one school with higher needs than others. Reach has allocated and is on target to exceed the required set aside amount for the 2022-23 school year as seen in the attached Title 1 Current expenditures from Sage... document. You will see the in the 3300s, we have expended $514831, of which, $15371 has been used toward the set aside to pay community coordinators. This amount is paid out at two points during the school year, with the second combined payment of $15731 being disbursed in late May/early June. If you go to the grant budget other expenditures detail, you will see that we have set aside $29699 under the 3300 function code. You can also see these amounts reflected in the attached Reach grant tracking sheet which we use to reflect the budget and track funds. **Monitor Comments** 6/29/2023 3:29:27 PM State Monitor Helen Gross Documentation provided shows that the LEA /school level budget allocates 1% for required allowable parent and family engagement activities

Documentation must be uploaded for all LEAs

Reach Grant Tracking 22-23 TI.xlsx
Title I Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf
FINAL Approved Budget 22-23.pdf
TI Budget-Other Expenditures-Detail.pdf

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

Monitor Comments

6/29/2023 4:24:55 PM
State Monitor Helen Gross
Parent Engagement and consistent communication appears to be a top priority at Reach Cyber CS.

Component VII: Consolidation of Federal Administrative Funds

A local educational agency (LEA) that consolidates administrative funds for any fiscal year (FY) shall not use any other funds under the programs included in the consolidation for administration for that FY (Every Student Succeeds Act [ESSA] Section 8203). Indirect costs are a part of costs of administration; thus, indirect costs pertaining to programs included in the consolidation may only be paid out of the funds available for the administrative cost pool. For example, if a program must budget and expend at least 85 percent on direct services to students, then the total allowable for administration (e.g., program administration plus indirect costs) cannot exceed 15 percent.
Programs that may be included in the consolidation of administrative funds are:

- Title I, Part A (Basic)
- Title I, Part C (Migrant Education)
- Title I, Part D (Delinquent)
- Title II, Part A (Supporting Effective Instruction)
- Title III (Immigrant Students)
- Title III (English Learner Students)
- Title IV, Part A (Student Support and Academic Enrichment)

The consolidated funds may be used for the administration of the programs included in the consolidation and for uses, at the school district and school levels, designed to enhance the effective and coordinated use of funds under those programs.

ESSA Section 8203

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA is consolidating, Federal Administrative funds. (If not applicable, mark N/A)	☐	☐	☑	☐ Approval letter from Regional Coordinator including the above information	**District Comments** 2/6/2023 9:12:48 AM Federal Programs Manager Joshua Hicks The LEA is school wide but does not consolidate administrative funds. **Monitor Comments** 6/29/2023 3:30:39 PM State Monitor Helen Gross The LEA does not consolidate Federal Administrative funds.
Documentation must be uploaded for all LEAs					

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

Component VIII: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400
2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title I application. **Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.**		☐			

Component IX: Nonpublic Schools

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

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

☑ **If the LEA does not serve Nonpublic Schools, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services.	☐	☐	☐	☐ Copy of LEA's Nonpublic Procedures	
Documentation must be uploaded for all LEAs					
2. Initial Consultation has occurred between the LEA and nonpublic official(s) **prior** to submitting LEA's Consolidated Application and the start of the services.	☐	☐	☐	☐ Intent to participate ☐ Copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
3. Consultation is ongoing between LEA and nonpublic officials.	☐	☐		☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	☐	☐	☐	☐ Signed Affirmation of Consultation form uploaded to eGrants	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA regularly monitors the provision of Title I services to nonpublic students.				☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Visitation log ☐ Emails ☐ Virtual visit/meeting	
Documentation must be uploaded for all LEAs					
6. LEA is evaluating the Title I program serving nonpublic school students.				☐ Evaluation data ☐ Needs assessment, survey form and collated results ☐ Assessment data	
Documentation must be uploaded for all LEAs					
7. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.				☐ Carryover section of eGrants ☐ Dated copies of letters, e-mails ☐ Agenda ☐ Meeting sign-in sheets between LEA and nonpublic officials	
Documentation must be uploaded for all LEAs					
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students. If equipment was not purchased for Nonpublic schools, select N/A.				☐ UGG compliant inventory equipment log **dated and signed** by LEA to ensure physical inventory is **conducted annually at the end of the school year**	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.				Copy of third-party contracts that include; • Breakdown of instructional costs, • Type of services to be delivered, • Administrative costs for nonpublic schools • Multi-year contracts DO NOT exceed three years • An exit clause.	
Documentation must be uploaded for all LEAs					
10. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.				Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
Documentation must be uploaded for all LEAs					
11. LEA has performance goal detailing use of equitable share as discussed and agreed upon during consultation with NP.				Consolidated application, Performance Goals section listing nonpublic student's measurable goals	
Documentation must be uploaded for all LEAs					
12. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.				Informal quotes or RFPs	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
13. LEA has Title I Nonpublic complaint procedures available for nonpublic schools.				Copy of Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, i.e. • Agenda listing review/receipt of Complaint Procedures • Mail receipt • Email to nonpublic official(s) including URL link to LEA's Complaint Procedures	
Documentation must be uploaded for all LEAs					
14. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement if allocation is $500,000 and over.				Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants	
Documentation must be uploaded for all LEAs					
15. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.				Nonpublic data used to determine the number of income eligible (low-income) students (Title I specific), AND eGrants Title I Section: Nonpublic Organizations Summary	
Documentation must be uploaded for all LEAs					
16. Evidence that LEA budgets appropriate Nonpublic Equitable Share				Title I budget AND Budget Summary section of eGrants	
Documentation must be uploaded for all LEAs					
17. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. (Complete only if transfer) Evidence of Nonpublic school consultation to discuss transferred amounts				Agendas/sign in sheets Emails Other documentation to reflect nonpublic consultation occurred prior to the transfer of funds.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Documentation must be uploaded for all LEAs, as applicable					
If you have additional comments to make about this section, enter them here:					

Comments

Documentation / responses were well organized / complete.

Title IIA: Program

Component I:

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

If the LEA transferred all of Title IIA funds only answer question, #3. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.				☐ Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers ☐ Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application	**District Comments** 2/6/2023 10:01:40 AM Federal Programs Manager Joshua Hicks Title II funds are used for district-wide professional development and for lead position stipends for staff support and development. Please see attached grant budgets as well as internal spending overview that details current year Title II spending uses. **Monitor Comments** 6/29/2023 3:31:19 PM State Monitor Helen Gross Title II funds are used for district-wide professional development and for lead position stipends for staff support and development.

Documentation must be uploaded for all LEAs

Title II Spending Overview 2022-23.xlsx
TIIA Budget Summary.pdf
TIIA Budget Detail--Professional Development.pdf
Title II Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title II activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools (note: will be effective 23-24 schoolyear)				Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	**District Comments** 2/6/2023 9:56:48 AM Federal Programs Manager Joshua Hicks Reach is one school and therefore cannot prioritize between schools. **Monitor Comments** 6/29/2023 3:31:52 PM State Monitor Helen Gross Reach is a single school entity.
Documentation must be uploaded for all LEAs					
3. The LEA provides evidence of stakeholder engagement in the development of Title II activities (including transfer discussions) e.g. parents, community members, schools staff.				Dated agendas and sign -in sheets for meetings that took place **prior** to the writing of the grant	**District Comments** 2/6/2023 10:02:42 AM Federal Programs Manager Joshua Hicks Please see attached PowerPoint agendas for 21-22 parent meeting and 22-23 planning meeting (to show ongoing review). Parent and faculty sign in sheets are attached for the 2021-22 parent meeting. Title I, II, and IV spending and activities (and effectiveness thereof) are reviewed at both planning meetings and the annual parent meeting. You will find this data review in both the parent meeting and planning meeting PowerPoints. **Monitor Comments** 6/29/2023 3:34:42 PM State Monitor Helen Gross The LEA provided extensive and appropriately timely evidence of stakeholder engagement in the development of Title II activities
Documentation must be uploaded for all LEAs					Reach 2122 annual parent meeting agenda ppt.pdf Agenda 2022_2023 Reach Federal Programs Planning Meeting PowerPoint.pdf 22-23 Middle School Notes--Fall FP Planning Mtg.docx 22-23 High School Notes--Fall FP Planning Mtg.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					21-22 Title I Parent Meeting staff attendance.xlsx 21-22 Annual Title I Parent Meeting Attendance.docx 22-23 Federal Programs Planning Committee-Fall Meeting Agenda Sign In Sheet (Responses) (1).xlsx
4. The LEA provides evidence that Title II activities are evidence-based and expected to improve student achievement. Please note: for the 2023-24 monitoring, LEAs will be required to provide evidence that the Title II activities meets one of the 4 ESSA tiers of evidence. Please add a comment to indicate how your LEAs' Title II activities meets one of the four tiers of evidence and are evidence based. This requirement cannot be marked Not Met.					**District Comments** 2/6/2023 10:05:43 AM Federal Programs Manager Joshua Hicks There is no option to attach evidence to this slide; however, if you review the Agenda 2022-2023 Reach Federal Programs Planning Meeting PowerPoint from section 3 above, you will find multiple slides covering student performance data. There is a direct connection between the training topics paid for with Title II funds and the programs and performance data we monitor for effectiveness. This data is shared with parents, staff, administration, and community attendees at our planning and parent meetings to guide discussion and direct future spending of Title II funds.
If you have additional comments to make about this section, enter them here:					

Component II: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400
2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title II application. **Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.**				
If you have additional comments to make about this section, enter them here:				

Title IVA: Program

Component I:

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

Questions #1, #2, and # 3 must be answered despite transferring funds and if the LEA received $30,000 in Title IV funds. If the LEA received less than $30,000 and is transferring all funds, answer question #1 and #2 and mark N/A for question #3.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	☑	☐	☐	☑ **Dated** agendas and sign-in sheets for meetings that took place **prior** to writing the grant.	**District Comments** 2/6/2023 10:31:49 AM Federal Programs Manager Joshua Hicks See attached annual parent meeting powerpoint agenda and sign in for PREVIOUS school year 2021-22 where Title IV funds were reviewed with families prior to grants being written. **Monitor Comments** 6/29/2023 3:35:13 PM State Monitor Helen Gross The LEA provided extensive and appropriately timely evidence of stakeholder engagement in the development of Title IV activities

Documentation must be uploaded for all LEAs

Reach 2122 annual parent meeting agenda ppt.pdf
21_22 Annual Parent meeting invite for 2_3.docx
21_22 Annual Title I Parent Meeting 2021_2022.docx
21_22 Annual Title I Parent Meeting attendance 2_3.docx
21_22 HS Title 1 Parent Meeting Notes.docx
21_22 Reach Annual Parent Meeting taff attendance on Thu Feb 3_2022.xlsx
21_22 Reach Annual Parent Meeting - Middle School.docx
21_22 Reach Annual Parent Meeting -Title I Break Out Room Discussion.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					21_22 Reach Annual Parent Meeting - Notes_ Elementary.docx
2. The LEA **continued to consult** with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community			☐	**Dated** agendas and sign-in sheets for consultation that took place during the implementation of the grant	**District Comments** 2/6/2023 10:46:36 AM Federal Programs Manager Joshua Hicks See most recent planning committee meeting agenda and sign ins as well as the annual parent meeting agenda and sign ins for the 2022-23 school year. Reach regularly consults parents and caretakers throughout the year regarding grant activities and fund usage. Attached grant expenditure summary is shared with families to provide them with an overview of Federal funds and fund use and promote discussion and collaboration. **Monitor Comments** 6/29/2023 3:36:53 PM State Monitor Helen Gross The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted
Documentation must be uploaded for all LEAs					22-23 2-17-2023 Reach Federal Programs Annual Parent Meeting Agenda PowerPoint.pptx.pdf 22-23 Parent and Family Engagement notes--Fall FP Planning Mtg.docx 22-23 Middle School Notes--Fall FP Planning Mtg.docx 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses) (2).xlsx 2022-23 Grant Expenditure Summary.docx 22-23 Federal Programs Planning Committee-Fall Meeting Agenda Sign In Sheet (Responses) (1).xlsx 22-23 Elementary Notes--Fall FP Planning Mtg.docx 22-23 Title I Planning Committee Survey (Responses).xlsx 22-23 High School Notes--Fall FP Planning Mtg.docx 22-23 12-20-2022 Agenda Reach Federal Programs Planning Meeting PowerPoint.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. If LEA receives more than $30,000, the activities supported by Title IV are aligned with the needs of the district/schools. (Evidence: Needs Assessment Data that is less than 3 years old)				**Dated** needs Assessment	**District Comments** 2/6/2023 2:37:46 PM Federal Programs Manager Joshua Hicks See attached board approval for CSI improvement plan for which a needs assessment was conducted. See also attached needs assessment summary from CSI plan. **Monitor Comments** 6/29/2023 3:37:45 PM State Monitor Helen Gross Documentation was provided and reviewed.
Documentation must be uploaded for all LEAs					Needs Assessment Proof--Approval of CSI Improvement Plan on June 16 2021.pdf Needs Assessment from CSI Plan Summary of Strengths and Challenges - Future Ready Comprehensive Planning Portal.pdf
4. If the LEA **distributed funds to schools**, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	☐	☐		☐ Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools ☐ If LEA has schools designated CSI and A-TSI, list of schools receiving funds	**District Comments** 2/6/2023 10:58:33 AM Federal Programs Manager Joshua Hicks Reach is one school and therefore does not distribute funds to schools as there is only one school. **Monitor Comments** 6/29/2023 3:38:18 PM State Monitor Helen Gross Reach Cyber CS is a single school entity.
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA has only budgeted **a maximum of 15%** of the **total** amount budgeted in Effective Use of Technology **for technology infrastructure** (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).				☑ Consolidated application showing funds in the Effective Use of Technology expenditure section AND a statement of expenditures demonstrating funds are allowable and included in the approved application	**District Comments** 2/6/2023 2:21:17 PM Federal Programs Manager Joshua Hicks Reach did not use any Title IV funds on technology infrastructure. See effective use of technology (with $8000 for professional development only) and the grant budget which has 0 listed for purchased property services and property. **Monitor Comments** 6/29/2023 3:39:11 PM State Monitor Helen Gross Reach did not use any Title IV funds on technology infrastructure.
Documentation must be uploaded for all LEAs					Title IV Effective Use of Technology Narrative from Consol App.pdf Title IV Grant Tracking Expenditures Summary Sheet.xlsx Title IV Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. If the LEA has received more than $30,000 in Title IV funds, a **minimum** of 20% has been budgeted for Well-Rounded Educational activities.				☐ Consolidated application Well-Rounded narrative completed, funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application ☑ Consolidated application showing funds in the Well-Rounded expenditure section	**District Comments** 2/6/2023 2:27:04 PM Federal Programs Manager Joshua Hicks Consolidated application showing funds in the Well-Rounded section is attached. Also please see grant tracking expenditures summary sheet for items labeled well rounded educational activities that total above 20% of grant spending (multiple stem coach salary/benefits). Currently expended funds can also be seen by viewing the current grant expenditures from Sage... document. **Monitor Comments** 6/29/2023 3:40:09 PM State Monitor Helen Gross Complete documentation was provided and reviewed.

Documentation must be uploaded for all LEAs

Title IV Well Rounded Narrative from Consolidated App.pdf
Title IV Grant Tracking Expenditures Summary Sheet.xlsx
Title IV Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. If the LEA has received more than $30,000 in Title IV funds, a **minimum** of 20% has been budgeted for Safe and Healthy activities.				☑ Consolidated application Safe and Healthy narrative completed, funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application	**District Comments** 2/6/2023 2:25:50 PM Federal Programs Manager Joshua Hicks Safe and Healthy Narrative from consolidated app is attached. Also please see grant tracking expenditures sheet for items labeled safe and healthy that total above 20% of grant spending (well over $100,000 out of the grant total of $236,230, social worker, psychologist, counselor salary/benefits and DEI trainings). Current spending can also be seen by viewing the current grant expenditures from Sage... document. **Monitor Comments** 6/29/2023 3:41:08 PM State Monitor Helen Gross Complete documentation was provided and reviewed.
Documentation must be uploaded for all LEAs					Title IV Safe and Healthy Narrative from Consol App.pdf Title IV Grant Tracking Expenditures Summary Sheet.xlsx Title IV Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. If the LEA has received more than $30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.				☑ Consolidated application Effective Use of Technology narrative completed funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application	**District Comments** 2/6/2023 2:26:16 PM Federal Programs Manager Joshua Hicks Consolidated application Effective Use of Technology narrative is attached. Also please see grant tracking expenditures sheet for items labeled use of technology (PETE&C Conference, etc). Current spending can also be seen by viewing the current grant expenditures from Sage... document. **Monitor Comments** 6/29/2023 3:41:28 PM State Monitor Helen Gross Complete documentation was provided and reviewed.

Documentation must be uploaded for all LEAs

Title IV Effective Use of Technology Narrative from Consol App.pdf
Title IV Grant Tracking Expenditures Summary Sheet.xlsx
Title IV Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf

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

Component II: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400

2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title IV application. **Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.**				
If you have additional comments to make about this section, enter them here:				

Title VIII: (Title IIA, IIIA, and IVA): Non-Public Equitable Services

Requirements

The LEA provides Title services to eligible children attending non-public schools. The equitable services requirements that apply to those programs are contained in ESEA section 8501. Title VIII Programs Covered Under the Division of Federal Programs purview:
Title II, Part A Supporting effective instruction state grants
Title III, Part A English language acquisition, language enhancement, and academic achievement
Title IV, Part A Student support and academic enrichment grants

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Initial Consultation has occurred between the LEA and nonpublic official(s) **prior** to submitting LEA's Consolidated Application and the start of the services.	☐	☐	☐	☐ Intent to participate ☐ Copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
2. Consultation is ongoing between the LEA and Nonpublic school official regarding the provision of services, whether to pool funds, and the transfer of funds* if applicable. *Title III funds may not be transferred.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ **Dated** meeting agendas and sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
3. The results of agreement following consultation have been transmitted to the equitable services ombudsman.	☐	☐	☐	☐ Signed Affirmation of Consultation form uploaded to eGrants	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The LEA is serving schools located within their geographical boundaries.				Participation list and eGrants - list of nonpublic schools obtained by the LEA entered in the Non-Public Allocation Breakout area of Equitable Non-Public Share section. Participation list and schools listed in eGrants must match, or back up documentation to verify inaccuracy is required. Title III only: The participation list of schools should be used to determine Title III NP eligibility, NOT the enrollment counts. Total school enrollment counts are used for Title IIA and Title IV equitable share but NOT for Title III.	
Documentation must be uploaded for all LEAs					
5. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.				Informal quotes or RFPs	
Documentation must be uploaded for all LEAs					
6. LEA has accurately determined the amount required for equitable services to NP schoolteachers and other educational personnel now based on the LEA's total allocation for Titles IIA, III and IVA.				eGrants - Calculation/equitable share in Equitable Nonpublic Share section and LEA budget listing the NP equitable share	
Documentation must be uploaded for all LEAs					
7. LEA has budgeted expenditures for nonpublic services based on the NP share calculated in eGrants				LEA budget detailing NP expenditures	
Documentation must be uploaded for all LEAs					
8. LEA has procedures for provision of services to eligible NP School Students, Teachers, and Other Educational Personnel (Title VIII). Please note: for the 2022-23 SY LEAs will be required to have documented procedures detailing the provision of services.				Copy of LEA's Nonpublic Procedures	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. LEA has performance goal detailing use of equitable share as discussed and agreed upon during consultation with NP.				Consolidated application, Performance Goals section listing measurable goal(s)	
Documentation must be uploaded for all LEAs					
10. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students. If equipment was not purchased for Nonpublic schools, select N/A				☐ UGG compliant inventory equipment log **dated and signed** by LEA to ensure physical inventory is **conducted annually at the end of the school year**	
Documentation must be uploaded for all LEAs					
If you have additional comments to make about this section, enter them here:					

Personnel Interviews

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

Division of Federal Program
Consolidated Program Review
2022-2023 School Year
Reach Cyber CS

Reach Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Joshua Hicks	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers: Dr. Helen Gross

Visit Date: 6/29/2023

School Level Monitoring

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. **All instructional paraprofessionals** working in a Title I program are appropriately certified.			☐	List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	**District Comments** 3/22/2023 3:40:02 PM Federal Programs Manager Joshua Hicks We currently employ four paraprofessional staff members. Each has completed the Bureau of Special Education Paraprofessional Credential of Competency lessons. I have attached a verification letter regarding proof of credential of competency assessment completion here as well as a list of paraprofessionals working at Reach with their qualifications. **Monitor Comments** 6/29/2023 3:42:44 PM State Monitor Helen Gross All instructional paraprofessionals working in a Title I program are appropriately certified/highly qualified.
Documentation must be uploaded for all LEAs					Paraprofessional List 2022.docx Paraprofessional Competency verification.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.				☑ Copy of Right-to-Know - Teacher Qualifications letter **dated** and evidence of distribution date	**District Comments** 3/7/2023 10:43:31 AM Federal Programs Manager Joshua Hicks See parents' right to know_22 with the message sent October 3, 2022 (see proof of send date evidence). **Monitor Comments** 6/29/2023 3:55:09 PM State Monitor Helen Gross A copy of the Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date(s) was provided and reviewed.
Documentation must be uploaded for all LEAs					Parent Right to Know_Spanish_9.15.2022.pdf Right to Know--Proof of Send Date.jpeg Parents Right to Know_English_8.25.2022.docx Reach Parents' Right To Know_22.docx
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)				☑ Copy of Right-to-Know Four Consecutive Week letter AND evidence of distribution date with signature, if distributed	**District Comments** 3/7/2023 10:38:59 AM Federal Programs Manager Joshua Hicks No Reach teachers or substitutes have fallen under the conditions that require the four consecutive week letter. However, I have attached an example copy of our notice should the need arise. **Monitor Comments** 6/29/2023 3:58:24 PM State Monitor Helen Gross Certified staff exceed the 75/25 threshold and no letter needed to be sent. However, an example notice was provided and is kept on file with the Federal Programs Coordinator/Principal.
Documentation must be uploaded for all LEAs					Notice of Teacher Status_9.12.2022.docx

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

Component II: Parent and Family Engagement

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

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **All the following are Required components**: • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement	☑	☐	☐	School Parent and Family Engagement policy, (that includes all required components), with review/revision date, dated parent meeting, dated agenda & sign-in sheets, and method of distribution	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents ◦ Timely information about Title I programs ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards ◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.					**District Comments** 3/1/2023 1:53:28 PM Federal Programs Manager Joshua Hicks See file 1 for approved parent and family engagement policy distributed to parents with approval date. Required components/bullets are labeled with comments in file 1: Reach Parent Policy and Compact. Parent engagement policy is also located in student handbook accessible by students and parents 24/7 on the school website. Handbook attached (In file 11, please see page 6 under roles and responsibilities for link to Parent engagement policy). File 2 is the webmail distribution of the Parent engagement policy. File 3 is the read receipt for the Parent engagement policy distribution to ALL parents. Files 4-7 are invites, surveys, and reminders for parents and teachers to attend the annual parent meeting where feedback and collaboration is requested regarding the Parent engagement policy. The annual parent meeting was held February 17, 2023. The agenda for the annual parent meeting (which includes the Parent engagement policy discussion and review) is on slide 3 of file 8, the annual parent meeting powerpoint. File 9 is the DATED sign in sheet for the annual parent meeting. File 10 includes the direct notes taken relating to the parent compact and parent and family engagement policy. Board minutes from the meeting where policy was approved are in file 12. **Monitor Comments** 6/29/2023 3:59:13 PM State Monitor Helen Gross Documentation was provided and reviewed. All required components were highlighted, dated, and fully explained by Mr. Hicks. The LEA provides multiple methods of distribution to parents.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). ○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. ○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. ○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).					
Documentation must be uploaded for all LEAs					File 1. 22-23 Reach Parent Policy and Compact_9.13.2022 (2).docx File 2. 22-23 11-1-22 WebMail - Parent and Family Engagement Policy and Compact.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					File 3. 22-23 Reach Parent Policy Webmail Receipts 12.19.2022.xlsx File 4. 22-23 Parent invitation--Annual Parent Meeting.pdf File 5. 22-23 Parent Interest Survey--Annual Parent Meeting (Responses).xlsx File 6. 22-23 Reminder WebMail - Announcement_ Reminder_ Federal Programs Annual Parent Meeting Invitation, Friday, February 17, 12_15 p.m_.pdf File 7. 22-23 Annual Parent Meeting Staff Invite.pdf File 8. 22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf File 9. 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses) (2).xlsx File 10. 22-23 Annual Parent Mtg Parent and Family Engagement notes.docx File 11. 22-23 Reach Student Handbook.docx File 12. Parent fam engagement-parent Compact Approval-Board minutes September_2022_Minutes.pdf
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.				☑ **Dated** Title I meeting agenda & sign-in sheets	**District Comments** 3/1/2023 1:56:02 PM Federal Programs Manager Joshua Hicks Please see File 1. annual parent meeting agenda slide 3 for meeting agenda. Dated sign-ins are on File 2. attached annual parent meeting agenda sign in sheet. See files 3, 4, and 6 for parent invitation email and reminder (with translation option at bottom of message). Files 7-10 are the breakout room notes in which topics from the agenda were discussed. **Monitor Comments** 6/29/2023 4:00:11 PM State Monitor Helen Gross Extensive and timely documentation was provided and reviewed.
Documentation must be uploaded for all LEAs					File 2. 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses).xlsx File 3. 22-23 Annual Parent Meeting invitation.pdf File 4. 22-23 Annual Parent Meeting Survey--Staff (Responses).xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					File 6. 22-23 WebMail - Announcement_ Reminder_ Federal Programs Annual Parent Meeting Invitation, Friday, February 17, 12_15 p.m_.pdf File 7. 22-23 Annual Parent Meeting--Elementary Notes.docx File 8. 22-23 Annual Parent Meeting--High School Notes.docx File 9. 22-23 Annual Parent Meeting--Parent and Family Engagement notes.docx File 10. 22-23 Annual Parent Mtg-Middle School Notes.docx File 1. 22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf
3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall • describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and				☑ School-parent compact with review/revision date, dated agenda, sign-in sheets and method of distribution	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.					**District Comments** 3/1/2023 1:57:01 PM Federal Programs Manager Joshua Hicks See file 1 for approved parent compact distributed to parents with approval date. Required components/bullets are labeled with comments in file 1: Reach Parent Policy and Compact. Parent compact is also located in student handbook accessible by students and parents 24/7 on the school website. Handbook attached (In file 11, please see page 6 under roles and responsibilities for link to parent compact). File 2 is the webmail distribution of the compact. File 3 is the read receipt for the parent compact distribution to ALL parents. Files 4-7 are invites, surveys, and reminders for parents and teachers to attend the annual parent meeting where feedback and collaboration is requested regarding the compact. The annual parent meeting was held February 17, 2023. The agenda for the annual parent meeting (which includes the parent compact discussion and review) is on slide 3 of file 8, the annual parent meeting powerpoint. File 9 is the DATED sign in sheet for the annual parent meeting. File 10 includes the direct notes taken relating to the parent compact and parent and family engagement policy. Board minutes from the meeting where policy was approved are in file 12. **Monitor Comments** 6/29/2023 4:00:58 PM State Monitor Helen Gross Extensive and timely documentation was provided and reviewed.

Documentation must be uploaded for all LEAs

File 1. 22-23 Reach Parent Policy and Compact_9.13.2022 (2).docx
File 2. 22-23 11-1-22 WebMail - Parent and Family Engagement Policy and Compact.pdf
File 3. 22-23 Reach Parent Policy Webmail Receipts 12.19.2022.xlsx
File 4. 22-23 Parent invitation--Annual Parent Meeting.pdf
File 5. 22-23 Parent Interest Survey--Annual Parent Meeting (Responses).xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					File 6. 22-23 Reminder WebMail - Announcement_ Reminder_ Federal Programs Annual Parent Meeting Invitation, Friday, February 17, 12_15 p.m_.pdf File 7. 22-23 Annual Parent Meeting Staff Invite.pdf File 8. 22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf File 9. 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses) (2).xlsx File 10. 22-23 Annual Parent Mtg Parent and Family Engagement notes.docx File 11. 22-23 Reach Student Handbook.docx File 12. Parent fam engagement-parent Compact Approval-Board minutes September_2022_Minutes.pdf
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.				☑ **Dated** Title I meeting agenda & sign-in sheets that indicate topics of discussion ☐ Staff/Parent meeting agendas and sign-in sheets	**District Comments** 3/1/2023 2:24:19 PM Federal Programs Manager Joshua Hicks Please see agenda on slide 3 and slide 28 (handouts/discussion groups which covered the topics of assessments and student progress) of the Annual Parent Meeting Powerpoint as well as 22-23 agenda sign in sheet. Also see testing descriptors handouts as well as individual breakout meeting discussion notes for elementary, middle, high school, and parent/family engagement. **Monitor Comments** 6/29/2023 4:02:39 PM State Monitor Helen Gross Extensive and timely documentation was provided and reviewed. Meetings were elementary level, middle school level, and high school level specific.
Documentation must be uploaded for all LEAs					File 1. 22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf File 2. 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses).xlsx Parent Meeting handout Updated--PSSA English Language Arts Performance Level Descriptors.pdf Parent Meeting handout Updated--PSSA Math 7-8 Descriptors.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					22-23 Annual Parent Meeting--Elementary Notes.docx 22-23 Annual Parent Meeting--Parent and Family Engagement notes.docx 22-23 Annual Parent Mtg-Middle School Notes.docx 22-23 Annual Parent Meeting--High School Notes.docx Parent Meeting handout Updated--Testing Descriptions PSSA KEYSTONE.docx Parent Meeting handout 5_Things_Every_ParentGuardian_Needs_to_Know_about_Progress_Learning.pdf
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.				☐ Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events ☑ Submit only one example of workshops with copies of dated agendas and sign-in sheets.	**District Comments** 3/7/2023 10:49:09 AM Federal Programs Manager Joshua Hicks Please see calendar of events for family literacy activities conducted by Reach's literacy coach as well as sign in sheet for 11/16/2022 parent/caretaker training. **Monitor Comments** 6/29/2023 4:05:54 PM State Monitor Helen Gross Extensive and timely documentation was provided and reviewed. In addition to the one requested example of a parent training, it is important to note that an additional calendar of events for family literacy activities conducted by Reach's literacy coach was provided.
Documentation must be uploaded for all LEAs					Literacy Workshops (4).pdf Family Literacy Night 2022 (Responses).xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. **ALL** schools' teachers and staff shall **annually** be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.				☐ **Dated** staff meeting agendas and sign-in sheets ☑ SPAC skits and staff agendas and sign in sheets ☐ Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	**District Comments** 3/9/2023 8:37:25 AM Federal Programs Manager Joshua Hicks SPAC skits were reviewed with staff and takeaways were discussed. See dated and time stamped attendance sheet with attendees listed. **Monitor Comments** 6/29/2023 4:06:32 PM State Monitor Helen Gross SPAC skits were reviewed with staff and takeaways were discussed
Documentation must be uploaded for all LEAs					2022-23 Student Parent Advisory Council Parent Involvement Skits (Responses) (1).xlsx
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	☑	☐	☐	☐ Transition Plan ☐ Parent training materials, evaluations, agendas, calendar of events ☑ Staff/Parent meeting agendas and sign-in sheets	**District Comments** 3/14/2023 10:10:18 AM Federal Programs Manager Joshua Hicks Reach provides a multitude of transition programs. Attached is an example of a student and parent training regarding FAFSA applications for college. Also, please see attached successful community partnerships to provide real world career training experiences for students. **Monitor Comments** 6/29/2023 4:07:21 PM State Monitor Helen Gross Extensive and timely documentation was provided and reviewed.
Documentation must be uploaded for all LEAs					Financial Aid Attendance 9_28.xlsx 2022-23 Financial Aid Presentation.pdf Completed Career Experiences.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.			☐	☐ Translated documents such as fliers, letters, web site postings ☑ Translated Schoolwide Plan	**District Comments** 3/7/2023 10:50:51 AM Federal Programs Manager Joshua Hicks See attached translated school wide plan. **Monitor Comments** 6/29/2023 4:08:44 PM State Monitor Helen Gross A translated (Spanish) Comprehensive Plan 22-25 was provided.
Documentation must be uploaded for all LEAs					En Espanol_CSI_Schoolwide Comprehensive_Plan___2022_-_2025__1__Spanish_US.docx
If you have additional comments to make about this section, enter them here:					

Component III: Schoolwide Programs

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

Sec. 1114

☐ **If the school does not operate a Schoolwide Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. An approved Schoolwide Plan is present in the FRCPP. ESEA §1114(b)(6) requires that the schoolwide plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Additionally §1114(b)(7) the schoolwide plan needs to include a description ofthe strategies that the school will be implementing to address school needs, including a description of how such strategies willprovide opportunities for all children, including each of the subgroups of students (as defined in §1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school ,increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.				☑ Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	**District Comments** 3/17/2023 8:24:13 AM Federal Programs Manager Joshua Hicks Please see documentation of approved CSI/comprehensive plan. **Monitor Comments** 6/29/2023 4:10:10 PM State Monitor Helen Gross An approved Schoolwide (Comprehensive) Plan is present in the FRCPP.
Documentation must be uploaded for all LEAs					CSI Comprehensive Plan _ 2022 - 2025.pdf Screenshot 2023-03-16 at 9.04.06 AM.png

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan. ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.				☐ **Agendas and sign-in sheets** demonstrating plan was developed in the year prior to initial implementation for newly identified schoolwide program schools ☑ **Agendas and sign-in sheets** demonstrating plan was updated within a year of the monitoring visit.	**District Comments** 3/7/2023 10:20:27 AM Federal Programs Manager Joshua Hicks Please see biweekly school improvement monitoring template from 21-22 year as well as planning meetings to review grant items that include school improvement/schoolwide set aside items. Also see attached CSI Calendar Monthly review 21-22 dates in the 21-22 calendar year. Also, please see slides 7 and 8 in the 21-22 annual parent meeting agenda in which the CSI plan and progress is reviewed with parents and staff. **Monitor Comments** 6/29/2023 4:11:16 PM State Monitor Helen Gross Evidence was provided of the schoolwide/comprehensive plan being developed in the year prior to initial implementation.
Documentation must be uploaded for all LEAs					21-22 Bi-weekly Monitoring Template - Reach Cyber CS (1).xlsx Reach 2122 annual parent meeting agenda ppt.pdf Annual Parent meeting invite for 2_3 (3).docx Annual Title I Parent Meeting 2021_2022 (1).docx Title I Parent Meeting staff attendance on Thu Feb 3_ 2022 (2).xlsx Annual Title I Parent Meeting attendance 2_3 (3).docx CSI Calendar Monthly Plan Review--2021-2022 CSI Meetings.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plans action plan. Please note: Schoolwide plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (b) Evidence exists that data has been collected in line with the schoolwide plans goals targeted timeframes. ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.				☑ **Agendas and sign-in sheets** of meetings ☐ Copies of data reports	**District Comments** 3/7/2023 9:56:04 AM Federal Programs Manager Joshua Hicks Please see attached school improvement meeting rolling agenda for 22-23 and the biweekly monitoring document for 22-23. Please see Reach Staff Huddle document (slide 6). Reach conducts weekly all staff meetings (called huddles), in which CSI student data is regularly reviewed and discussed (Huddle, slide 6). Also see 22-23 annual parent meeting powerpoint, slides 11 and 12 where current CSI data is reviewed and discussed with parents and staff (also see attached sign in for proof of date/time/content). **Monitor Comments** 6/29/2023 4:12:03 PM State Monitor Helen Gross Evidence exists of ongoing review and revisions, as necessary, of the schoolwide / comprehensive plan's action plan. Moving forward, remember to complete all quarterly reports in the Plan Monitoring section of the FRCPP Comprehensive / Schoolwide Plan(s).

Documentation must be uploaded for all LEAs

Reach CS 22-23 Bi-weekly Template_CSI.xlsx
21-22 Bi-weekly Monitoring Template - Reach Cyber CS.xlsx
22-23 Rolling Agenda.docx
Reach Staff Huddle 3_6__2023.pdf
22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf
22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses).xlsx

Note: If the school does not have an approved 2022-23 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.

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

Component IV: Targeted Assistance Programs

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

Sec. 1113

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

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

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

Comments

Evidence/documents uploaded with explanations were complete and question specific. All areas were thoroughly addressed and completed in a timely manner. Attention to detail and recognizing the importance of solid interactive communication with all stakeholders is a mainstay at Reach Cyber CS and its' Title programs.

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

Division of Federal Programs
Consolidated Program Review

2022-2023 School Year

Reach Cyber CS
750 East Park Drive
Suite 204
Harrisburg

LEA Level Monitoring

	Name	**Phone Number**	Check if Interviewed
Superintendent:	Jane Swan	717-409-8356	☐
Business Manager:	Karen Yeselavage	7179034282	☐
Federal Program Coordinator:	Joshua Hicks	7177457353	☐
Parent/Family Member:			☐

Program(s) Reviewed:

☑ Title IA: Fiscal
☑ Title IIA: Fiscal
☐ Title IIIA: Fiscal
☑ Title IVA: Fiscal

Program Reviewer(s): Dr. Helen Gross

Program Review Date: 06/29/2023

Title IA: Fiscal

Component I: General Fiscal Requirements/Uniform Grants Guidance

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Audits The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: **The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.** Uniform Grants Guidance Section 200.501	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA				Two most recent audit reports	**District Comments** 2/8/2023 8:06:21 AM Federal Programs Manager Joshua Hicks The two most recent audit reports are attached. Technically N/A Uploaded documentation not required, but I have the files on hand here if you want to review them. **Monitor Comments** 6/29/2023 10:19:09 AM State Monitor Helen Gross Uploaded Documentation was not required. However, the LEA uploaded the documentation and was reviewed.
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						Reach Cyber Charter School June 30, 2021.pdf Reach Cyber Charter School June 30, 2022.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years.**				UGG compliant inventory log of items purchased with Title I A.	**District Comments** 2/7/2023 9:47:25 AM Federal Programs Manager Joshua Hicks No inventory was purchased using Title funds. Title funds are used for employee salaries, benefits, stipends, and trainings. **Monitor Comments** 6/29/2023 10:19:29 AM State Monitor Helen Gross No inventory was purchased using Title funds. Title funds are used for employee salaries, benefits, stipends, and trainings.
Documentation must be uploaded for all LEAs						
	2. LEA conducts a physical inventory of all items every two years				UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years	**District Comments** 2/7/2023 9:47:52 AM Federal Programs Manager Joshua Hicks No inventory was purchased using Title funds. Title funds are used for employee salaries, benefits, stipends, and trainings. **Monitor Comments** 6/29/2023 10:19:37 AM State Monitor Helen Gross No inventory was purchased using Title funds. Title funds are used for employee salaries, benefits, stipends, and trainings.
Documentation must be uploaded for all LEAs						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved/submit date **(List approval/submit date in comment section).**				☐ Copy of Title 1 expenditures, showing very 1st expense using current year's funds.	**District Comments** 2/9/2023 10:20:29 AM Federal Programs Manager Joshua Hicks Cyclical monitoring. "Uploaded documentation not required." **Monitor Comments** 6/29/2023 10:19:54 AM State Monitor Helen Gross Uploaded Documentation not required
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. 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. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.				☑ Semi-annual time certifications	**District Comments** 3/1/2023 10:45:12 AM Federal Programs Manager Joshua Hicks Please see pages 11-13 of the 22-23 semi annual certifications document for current signed certifications for the 2022-2023 school year. Also, please see pages 1-6 of the Reach 2122 Semi-cert document for both July 1 to Dec 31 2021 and January 1 to June 30 2022 signed certifications. **Monitor Comments** 6/29/2023 10:20:52 AM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs					22-23 July 1 2022 to December 31 2022 Reach Time and Effort Semi Annual Certifications Signed.pdf Reach 2122 TI.IIA.IVA.SIG.ESSER.IDEA Semi-Certs (3).pdf	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.		☐		☐ Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	**District Comments** 2/8/2023 8:28:25 AM Federal Programs Manager Joshua Hicks N/A this is not applicable as all Reach employees paid through a Federal grant are working under a single cost objective. **Monitor Comments** 6/29/2023 10:21:01 AM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on **multiple cost objectives** and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.				Time logs Staff schedules	**District Comments** 2/7/2023 9:48:55 AM Federal Programs Manager Joshua Hicks No employees work on multiple cost objectives at Reach. Please see semi-annual certifications for employees paid with grant funds. **Monitor Comments** 6/29/2023 10:21:10 AM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Time and Effort Procedures	1. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be stablished to ensure effective internal control over the federal awards.				☑ Written Procedure for Time and Effort (do not need board approval)	**District Comments** 2/8/2023 8:35:10 AM Federal Programs Manager Joshua Hicks See attached Reach Federal Programs Procedures manual pages 31 and 32. Note, please use the actual page number labels at the bottom of each page. The table of contents is numbered 1-3 and then the numbers start over again in the body of the document. **Monitor Comments** 6/29/2023 10:25:15 AM State Monitor Helen Gross Documentation was included as part of a procedural manual.
Documentation must be uploaded for all LEAs						Reach Federal Programs Procedures Manual.docx.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)				☐ Federal Program document(s) (i.e. invoices paid from federal funds) from up to 7 years ago ☑ Screenshot of files/records ☐ Photo of files/records	**District Comments** 5/10/2023 10:25:35 AM Federal Programs Manager Joshua Hicks Reach was founded in the 2016-2017 school year. I have attached screenshots of our records system for the 16-17 year to present. I've also attached the grant tracking sheets which specifically list out spending items. **Monitor Comments** 6/29/2023 10:32:58 AM State Monitor Helen Gross Fiscal record retention was clearly represented. However, it was hard to determine the extent of record keeping for programs -- including meetings, parent engagement, annual forms, etc.

Documentation must be uploaded for all LEAs

17-18 FY Screenshots.pdf
17-18 FY Reach Grant Tracking.xlsx
18-19 FY Reach Grant Tracking.xlsx
18-19 FY Screenshots.pdf
19-20 FY Reach Grant Tracking.xlsx
19-20 FY Screenshots.pdf
20-21 FY Reach Grant Tracking.xlsx
20-21 FY Screenshots Grant Expense Tracking.pdf
21-22 FY Reach Grant Tracking.xlsx
21-22 FY Screenshots Grant Expense Tracking.pdf
22-23 FY Screenshots Grant Expense Tracking.pdf
22-23 Partial Year FY Reach Grant Tracking.xlsx
16-17 FY Reach Grant Tracking.xlsx
16-17 Screenshot.png

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report, for the prior year, for Title IA.				☑ Consolidated Application, Performance Goal Output Report in Title IA	**District Comments** 5/11/2023 4:41:00 PM Federal Programs Manager Joshua Hicks Submission date of 1-3-2023 is listed on the top left. **Monitor Comments** 6/29/2023 10:33:37 AM State Monitor Helen Gross The LEA has submitted the Performance Goal Output Report, for the prior year, for Title IA, in a timely manner.
Documentation must be uploaded for all LEAs						Title I Performance Report 2021-22.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the performance goal report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success.				☑ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**District Comments** 2/8/2023 9:30:58 AM Federal Programs Manager Joshua Hicks See attached data files/narratives for backup documentation regarding performance goal reporting. These files are used to determine whether goals have been met/not met. See narrative title I performance goal output report for complete summary of data. **Monitor Comments** 6/29/2023 12:40:37 PM State Monitor Helen Gross Backup documentation for the performance goal report from the prior year was uploaded/provided.

Documentation must be uploaded for all LEAs

State Test Score Report 2022 (3) (1).pdf
Logged Contacts for Leadership 6.2 (3) (1).xlsx
Parent Survey Summary 2021.png
Required Contacts.png
FutureReadyIndexSummary - Reach Cyber CS - Career Readiness.pdf
CBA Goal 3.png
Narrative Title I Performance goal output report.docx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Conflict of Interest Policy UGG Sec 200.112	1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes: • Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) • Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) • Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) • Mandatory Disclosure- (potential conflict disclosed in writing)				☑ Board Approved policy - LEA must highlight all four bullets in policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest - *The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.*	**District Comments** 3/21/2023 10:03:37 AM Federal Programs Manager Joshua Hicks See attached approved board policy. Required items are highlighted. **Monitor Comments** 6/29/2023 12:43:58 PM State Monitor Helen Gross The Board approved policy is current (2023) and the LEA highlighted all four bullets in policy. Required language was included.
Documentation must be uploaded for all LEAs					Highlighted 2-24-2023_Reach_Conflict_of_Interest_Policy_Approved.pdf	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. Allowability of Costs Procedures UGG Sec 200.43	1. Allowability of Costs Requirement - Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles: • Necessary, reasonable and allocable • Conform with federal law and grant terms • Consistent with state and local policies • Adequately documented				☑ Review Allowability of Costs Procedures to check for internal controls relating to bulleted items. LEA must highlight the four required bullets in their evidence.	**District Comments** 2/28/2023 2:04:03 PM Federal Programs Manager Joshua Hicks Please see attached Reach Federal Programs Procedures manual Allowability of Costs pages 6-11 (please look for the page numbers on the bottom of each page). Each cost principal is highlighted and has a comment posted identifying the area it covers. **Monitor Comments** 6/29/2023 12:45:32 PM State Monitor Helen Gross Current (2023) Allowability of Costs Procedures to check for internal controls relating to bulleted items was reviewed. The LEA highlighted the four required bullets in their evidence.
Documentation must be uploaded for all LEAs						2023 Reach Federal Programs Procedures Manual Updated.docx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. Procurement Procedures UGG Sec 200.320, 100.67, 200.88	1. Procurement the LEA maintains purchasing procedures • Micro-purchases (purchase up to $10,000) • Small Purchase (between $10,000-$250,000) • Sealed Bids (purchases over $250,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source)				☑ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels - LEA must highlight the required bullets in their evidence.	**District Comments** 2/28/2023 2:05:01 PM Federal Programs Manager Joshua Hicks Please see attached Reach Federal Programs Procedures manual pages 15-22 regarding Procurement (please look for the page numbers listed at the bottom of each page). Each purchasing procedure is highlighted and has a comment posted identifying the area it covers. **Monitor Comments** 6/29/2023 12:48:19 PM State Monitor Helen Gross Procurement Procedures are current. The LEA highlighted the required bullets in their evidence.
Documentation must be uploaded for all LEAs					2023 Reach Federal Programs Procedures Manual Updated.docx	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
11. Cash Management Procedures UGG Sec 200.305	1. Cash Management - the LEA must maintain written procedures to implement the following cash management requirements: • Reimbursements - explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds • Advances - explain what happens if the LEA receives advance payments of federal grant funds • Interest - explain how the LEA will manage interest earned on federal grant awards				☑ Cash Management Procedures are available that address the three components. LEA must highlight the required bullets in their evidence.	**District Comments** 2/28/2023 2:05:52 PM Federal Programs Manager Joshua Hicks Please see attached Reach Federal Programs Procedures manual pages 11-14 (please look for the page numbers listed at the bottom of each page) regarding cash management policies. Each cash management requirement is highlighted and has a comment posted identifying the area it covers. **Monitor Comments** 6/29/2023 12:50:08 PM State Monitor Helen Gross Cash Management Procedures are current and address the three required components. The LEA highlighted the required bullets in their evidence.
Documentation must be uploaded for all LEAs						2023 Reach Federal Programs Procedures Manual Updated.docx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
12. Travel Reimbursement Policy UGG Sec 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)				☑ Board approved policy - LEA must highlight the required bullets in their evidence. Policy does not have to be specific to federal funds.	**District Comments** 2/21/2023 3:18:51 PM Federal Programs Manager Joshua Hicks See attached approved board policy. Required items are highlighted. **Monitor Comments** 6/29/2023 12:54:26 PM State Monitor Helen Gross A Board approved Travel Reimbursement Policy was uploaded. Due to a technical glitch, the last part of the policy was blank/cut off and the date was not visible. - However, the LEA didhighlight the required bullets in their evidence.
Documentation must be uploaded for all LEAs					Highlighted Reach_Travel_Policy_Proposal_Approved.pdf	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
13. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454	1. LEA must obtain prior written approval for the following expenditures: • Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454)				Items were included in approved consolidated application budgets and/or narratives Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.	**District Comments** 2/9/2023 10:15:45 AM Federal Programs Manager Joshua Hicks Cyclical monitoring. "Uploaded documentation not required." **Monitor Comments** 6/29/2023 12:55:03 PM State Monitor Helen Gross Uploaded Documentation not required
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						
14. Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with Title I allocations greater than $50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary				Waiver request and Carryover Waiver Approval Letter, if over 15%.	**District Comments** 2/8/2023 9:43:10 AM Federal Programs Manager Joshua Hicks Reach did not carry over funds. "Uploaded documentation not required." **Monitor Comments** 6/29/2023 12:55:13 PM State Monitor Helen Gross Uploaded Documentation not required

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						
15. Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area. Sec. 1113	1. LEA appropriately distributed funds to all Title I buildings				☐ Title I allocation for each Title I building from LEA budget and a **copy of the Title I application within the Consolidated Application** to verify amounts spent by building	**District Comments** 2/8/2023 9:39:11 AM Federal Programs Manager Joshua Hicks Reach is one school and therefore does not have multiple buildings for which to distribute funds. Cyclical monitoring. "Uploaded documentation not required." **Monitor Comments** 6/29/2023 12:55:21 PM State Monitor Helen Gross Uploaded Documentation not required
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. If an LEA has a building over 75%, this cannot be marked N/A	☐	☐	☑	List of schools served, building level budgets aligned with Consolidated Application	**District Comments** 2/8/2023 9:39:36 AM Federal Programs Manager Joshua Hicks Reach is one school and therefore does not have multiple buildings for which to distribute funds. Cyclical monitoring. "Uploaded documentation not required." **Monitor Comments** 6/29/2023 12:55:32 PM State Monitor Helen Gross Uploaded Documentation not required
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						
	3. Pre-kindergarten children are excluded from the poverty count of any school	☐	☐		☐ PIMS Report on Economically Disadvantaged ☐ Other printed documentation showing Pre-K excluded from enrollment counts	**District Comments** 2/8/2023 9:44:04 AM Federal Programs Manager Joshua Hicks Cyclical monitoring. "Uploaded documentation not required." **Monitor Comments** 6/29/2023 12:55:42 PM State Monitor Helen Gross Uploaded Documentation not required
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
16. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113(c)(3), 42 U.S.C 11432 Sec. 1116(a)(3)	1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.				☑ Consolidated Application Reservation of Funds page and statement of expenditures for Homeless students	**District Comments** 2/8/2023 9:44:35 AM Federal Programs Manager Joshua Hicks Reach has reserved funds for homeless students. Please see attached reservation of funds documentation. **Monitor Comments** 6/29/2023 12:56:13 PM State Monitor Helen Gross Required documentation was provided/uploaded.
Documentation must be uploaded for all LEAs						Consolidated App--Title I Reservation of funds Homeless.pdf Title I Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf
	2. The LEA has reserved funds for **Foster students** at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	☐	☐	☑	☐ Statement of expenditures for Foster	**District Comments** 2/8/2023 9:46:53 AM Federal Programs Manager Joshua Hicks Cyclical monitoring: Uploaded documentation not required. **Monitor Comments** 6/29/2023 12:56:22 PM State Monitor Helen Gross Uploaded Documentation not required
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)				☐ Spreadsheet demonstrating calculations	**District Comments** 2/9/2023 10:11:41 AM Federal Programs Manager Joshua Hicks Uploaded documentation not required for cyclical LEAs. **Monitor Comments** 6/29/2023 12:56:30 PM State Monitor Helen Gross Uploaded Documentation not required
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						
	4. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	☐	☐	☑	☐ LEA Title I budget and expenditures	**District Comments** 2/9/2023 10:12:06 AM Federal Programs Manager Joshua Hicks Uploaded documentation not required for cyclical LEAs. **Monitor Comments** 6/29/2023 12:56:42 PM State Monitor Helen Gross Uploaded Documentation not required
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)				☐ Statement of expenditures for Neglected Institution	**District Comments** 2/9/2023 10:12:44 AM Federal Programs Manager Joshua Hicks Uploaded documentation not required for cyclical LEAs. **Monitor Comments** 6/29/2023 12:56:50 PM State Monitor Helen Gross Uploaded Documentation not required
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						
17. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	☑	☐	☐	☐ Expenditures aligned to transferred into subprogram ☑ Consolidated Application, Transferability page	**District Comments** 2/8/2023 9:40:34 AM Federal Programs Manager Joshua Hicks Reach did not take advantage of transferability of funds at the time of this monitoring. **Monitor Comments** 6/29/2023 12:57:40 PM State Monitor Helen Gross The LEA did not transfer Title II and Title IV funds into Title I.
Documentation must be uploaded for all LEAs						Transferability of Funds--Did not use.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
18. Comparability The LEA complies with the comparability provisions of Title I Sec. 1118(c)	1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15				☐ Detailed Data Sheet and Assurance page ☑ Assurance page for those LEAs that are exempt	**Monitor Comments** 6/29/2023 12:58:35 PM State Monitor Helen Gross The Assurance page for those LEAs that are exempt was completed and submitted to PDE in a timely manner.
Documentation must be uploaded for all LEAs						Reach 2223 Comparability signed 11.4.2022.pdf
If you have additional comments to make about this section, enter them here:						

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

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 2021-22 SY?				☐ Consolidated Application, Selection of Schools	
Documentation must be uploaded for all LEAs, as applicable					
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				☐ Consolidated Application Selection of Schools	
Documentation must be uploaded for all LEAs, as applicable					
If you have additional comments to make about this section, enter them here:					

Comments

Fiscal documentation was well prepared, well explained, and complete.

Title IIA: Fiscal

Requirements

☐ **If the LEA transferred all of Title IIA funds, please check here.**

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources Sec. 1118(b)	1. Title II - the LEA approved budget and records of expenditures of Title II funds match				☑ Title II budgets ☐ LEA budget ☐ Statement of Expenditures for Title II	**District Comments** 2/28/2023 4:00:08 PM Federal Programs Manager Joshua Hicks Please see Title II consolidated application budget as well as expenditure tracking sheet and latest quarterly submission for the 2022-23 school year. I've also included the final approved LEA budget for context. **Monitor Comments** 6/29/2023 1:03:14 PM State Monitor Helen Gross Documentation was provided and well organized. - The LEA approved budget and records of expenditures of Title II funds match
Documentation must be uploaded for all LEAs						Title II Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf FINAL Approved Budget 22-23.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Time Documentation UGG 200.430	1A. The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. Semi-annual funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.				☑ Semi-annual time certifications	**District Comments** 2/15/2023 3:10:58 PM Federal Programs Manager Joshua Hicks Please see pages 15 and 16 of the 22-23 July 1 2022 to Dec 31 2022 document for Title II semi annual certifications for the current school year. Also see pages 7 -12 of the Reach 21-22 document for both July 1 to Dec 31 2021 and January 1 to June 30 2022 Title II semi-annual certs. **Monitor Comments** 6/29/2023 1:04:42 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						22-23 July 1 2022 to December 31 2022 Reach Time and Effort Semi Annual Certifications Signed.pdf Reach 2122 TI.IIA.IVA.SIG.ESSER.IDEA Semi-Certs (3).pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	☐	☐		☐ Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	**District Comments** 2/15/2023 3:12:48 PM Federal Programs Manager Joshua Hicks Reach operates a schoolwide program and all staff time is devoted 100% to a single cost objective of schoolwide academic improvement. All staff funded with Title funds complete semi-annual certifications which are included above. **Monitor Comments** 6/29/2023 1:04:52 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on **multiple cost objectives** and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 2/15/2023 3:13:10 PM Federal Programs Manager Joshua Hicks No Reach employees are working under multiple cost objectives. **Monitor Comments** 6/29/2023 1:05:00 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the 21-22 Performance Goal Output Report for Title II by the due date.			☐	Consolidated Application, Performance Goal Output Report in Title II.	**District Comments** 2/15/2023 3:19:52 PM Federal Programs Manager Joshua Hicks Performance goal output report is attached. See upper left hand corner for submission date of 1-3-2023 **Monitor Comments** 6/29/2023 1:05:44 PM State Monitor Helen Gross The LEA has submitted the 21-22 Performance Goal Output Report for Title II in a timely manner.
Documentation must be uploaded for all LEAs						Title II Performance Goals Report.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the performance goal report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success				☑ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**District Comments** 5/11/2023 4:57:27 PM Federal Programs Manager Joshua Hicks Attached is the data used to determine whether goals were not met for Title II. At the time I completed the performance goals (I submitted the goals after the deadline of the survey), 100 percent of respondents had indicated that they were satisfied with the coaching experience and activities. Several post-deadline respondees adjusted the total slightly, but we still met the goal. See data summary narrative for detailed explanation with evidence summaries in a single location. **Monitor Comments** 6/29/2023 1:06:44 PM State Monitor Helen Gross Backup documentation was uploaded for the performance goal report from the prior year that aligns with the data indicated in the goals that were used to determine success
Documentation must be uploaded for all LEAs						Title II Performance Goals Report.pdf 21-22 EOY Coaching Feedback Survey Title II.pdf Narrative Title II Performance goal output report.docx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Performance Goals	1. Baseline data has been collected for 22-23 performance goals				☑ Data reports, attendance sign-in sheets or other tool as identified in performance goal	**District Comments** 3/1/2023 10:19:25 AM Federal Programs Manager Joshua Hicks Previous year feedback results provide baseline data for 22-23 goals. **Monitor Comments** 6/29/2023 1:07:18 PM State Monitor Helen Gross Appropriate documentation was provided/uploaded.
Documentation must be uploaded for all LEAs						21-22 EOY Coaching Feedback Survey Title II.pdf
5. 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)	☐	☐	☑	☐ UGG compliant equipment inventory list of items purchased with Title IIA, for current and all prior years, and/or any additional photo evidence or documentation	**District Comments** 3/1/2023 10:02:57 AM Federal Programs Manager Joshua Hicks As of this point, no Title II funds have been used to purchase any inventory. Please see attached sample inventory that we will use if we make purchases through grant funds in the future. **Monitor Comments** 6/29/2023 1:09:09 PM State Monitor Helen Gross Title II funds were not used to purchase Equipment, Computing Devices, or Special Purpose Equipment.
Documentation must be uploaded for all LEAs						Fed Programs Equipment Inventory List Sample.pdf
If you have additional comments to make about this section, enter them here:						

Title IVA: Fiscal

Requirements

☐ **If the LEA transferred all of Title IVA funds, please check here.**

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Supplement/Supplant Sec. 1118(b)	1. 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				☑ Title IV budget from the Consolidated Application and Statement of Expenditures for Title IV	**District Comments** 3/1/2023 10:22:00 AM Federal Programs Manager Joshua Hicks Please see Title IV grant expenditures from sage... document which includes the Title IV budget from the consolidated application as well as the latest FAI quarterly and the totals from our financial system. Please also see the Title IV grant tracking expenditures summary sheet (very detailed) which is our internal tracking sheet for Title IV in the 2022-23 school year. **Monitor Comments** 6/29/2023 1:03:45 PM State Monitor Helen Gross Documentation was provided and well organized. - The LEA approved budget and records of expenditures of Title IV funds match

Documentation must be uploaded for all LEAs

Title IV Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf
Title IV Grant Tracking Expenditures Summary Sheet (2).xlsx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title IV by the due date.			☐	Consolidated Application, Performance Goal Output Report in Title IV.	**District Comments** 3/1/2023 10:23:19 AM Federal Programs Manager Joshua Hicks Performance goal output report is attached and dated within the due date. See upper left corner for 1-3-2023 submission date. **Monitor Comments** 6/29/2023 1:10:17 PM State Monitor Helen Gross The LEA has submitted the Performance Goal Output Report for Title IV in a timely manner.
Documentation must be uploaded for all LEAs						Title IV Performance Goals Reporting.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the performance goal report from the prior year that aligns with the data indicated in the goals that would be used to determine success.				☑ Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**District Comments** 3/1/2023 10:27:20 AM Federal Programs Manager Joshua Hicks Please see safe schools documentation for the previous two school years which shows no incidents of bullying, parent survey results which show our current satisfaction ratings, and STEM participation documentation for the 20-21 and 21-22 school years. See data summary narrative for detailed explanation with evidence summaries in a single location. **Monitor Comments** 6/29/2023 1:13:53 PM State Monitor Helen Gross Backup documentation was uploaded for the performance goal report from the prior year that aligns with the data indicated in the goals that were used to determine success
Documentation must be uploaded for all LEAs						Title IV Performance Goals Reporting.pdf Safe Schools 21-22.xlsx Safe Schools 20-21.xlsx Parent Survey Summary 2021.png STEM Documentation.pdf Narrative Title IV Performance goal output report.docx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.				☑ Semi-annual time certifications	**District Comments** 3/1/2023 10:32:51 AM Federal Programs Manager Joshua Hicks Please see pages 17 and 18 of the July 1 to Dec 31 2022 document for semi annual certifications specific to Title IV. Also see pages 13-15 in the Reach 21-22 document for both July 1 to Dec 31 2021 and January 1 to June 30 2022 for both semi annual certification timeframes for that year. **Monitor Comments** 6/29/2023 1:12:05 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						22-23 July 1 2022 to December 31 2022 Reach Time and Effort Semi Annual Certifications Signed.pdf Reach 2122 TI.IIA.IVA.SIG.ESSER.IDEA Semi-Certs (3).pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.				Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	**District Comments** 3/1/2023 10:47:57 AM Federal Programs Manager Joshua Hicks Reach operates a schoolwide program and all staff time is devoted 100% to a single cost objective of schoolwide academic improvement. All staff funded with Title funds complete semi-annual certifications which are included above. **Monitor Comments** 6/29/2023 1:12:25 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on **multiple cost objectives** and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.				Time logs Staff schedules	**District Comments** 3/1/2023 10:47:17 AM Federal Programs Manager Joshua Hicks No Reach employees are working under multiple cost objectives. **Monitor Comments** 6/29/2023 1:12:33 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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)				☑ UGG compliant inventory list of items purchased with Title IV, for current and all prior years	**District Comments** 3/1/2023 10:48:42 AM Federal Programs Manager Joshua Hicks No inventory has been purchased with Title IV funds to date; however, I have attached the inventory list we will use if we use funds to purchase inventory in the future. **Monitor Comments** 6/29/2023 1:15:07 PM State Monitor Helen Gross Title IV funds were not used to purchase Equipment, Computing Devices, or Special Purpose Equipment.
Documentation must be uploaded for all LEAs						Fed Programs Equipment Inventory List Sample.pdf
If you have additional comments to make about this section, enter them here:						

Personnel Interviews

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

Division of Federal Program
Consolidated Program Review
2022-2023 School Year
Reach Cyber CS

Reach Cyber Charter SChool

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Joshua Hicks	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers: Dr. Helen Gross

Visit Date: 6/29/2023

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. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.		☐		☑ Semi-annual time certifications	**District Comments** 3/1/2023 2:40:21 PM Federal Programs Manager Joshua Hicks Please see 22-23 semi annual certifications document for current signed certifications for the 22-23 school year. Also, please see Reach 2122 Semi-cert document for both July 1 to Dec 31 2021 and January 1, 2022 to June 30, 2022 signed certifications. **Monitor Comments** 6/29/2023 1:16:07 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						Reach 2122 TI.IIA.IVA.SIG.ESSER.IDEA Semi-Certs (3).pdf 22-23 July 1 2022 to December 31 2022 Reach Time and Effort Semi Annual Certifications Signed.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.				☐ Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	**District Comments** 3/1/2023 2:42:24 PM Federal Programs Manager Joshua Hicks N/A this is not applicable as all Reach employees paid through a Federal grant are working under a single cost objective. **Monitor Comments** 6/29/2023 1:16:17 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on **multiple cost objectives** and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/1/2023 2:42:41 PM Federal Programs Manager Joshua Hicks No employees work on multiple cost objectives at Reach. Please see semi-annual certifications for employees paid with grant funds. **Monitor Comments** 6/29/2023 1:16:24 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting **ALL** Title I expenditures		☐		☑ School's **Title I** building level budget including specific salary and benefits for personnel and supply orders for **actual and anticipated** expenditures, must be used for this analysis	**District Comments** 3/1/2023 2:44:27 PM Federal Programs Manager Joshua Hicks Please see title I current grant expenditures from sage... document as well as Title I Reach grant tracking sheet. The Reach grant tracking sheet includes salaries and benefits down to the penny and is used throughout the year in concert with our fiscal system (SAGE). The Sage document has an overview at the top in addition to the latest FAI and the Title I grant budget from the consolidated app. Since Reach is one school we have an overall budget rather than a building level budget. I have also included our final approved budget for the 22-23 school year as well as a Reach Budget Narrative for context. **Monitor Comments** 6/29/2023 1:18:43 PM State Monitor Helen Gross Documentation was provided and well organized. - The LEA approved budget and records of expenditures of Title I LEA/school funds match

Documentation must be uploaded for all LEAs

Title I Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf
Title I Reach Grant Tracking 22-23.xlsx
Reach Budget Narrative for 22-23.docx
FINAL Approved Budget 22-23.pdf

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

Comments

The Federal Programs Coordinator did an excellent job in preparing and providing all requested documentation in the fiscal review.

pennsylvania
DEPARTMENT OF EDUCATION

Monday, March 11, 2024

Jane Swan
School Leader
750 East Park Drive
Suite 204
Harrisburg

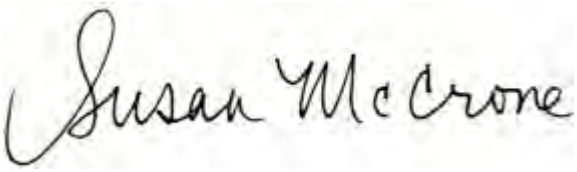
Dear Jane Swan,

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2022-23 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Reach Cyber CS compliance. At this time, all documents uploaded to Fedmonitor have been reviewed and no further action is required. The 2022-23 Consolidated Monitoring is now closed.

You may print off a copy of your completed Monitoring Instrument at https://www.federalmonitor.com/pa. If you have any questions, please feel free to contact your regional coordinator.

Thank you for your cooperation.

Sincerely,



Susan McCrone
Chief
Division of Federal Programs

Executive Summary
BSE Compliance Monitoring Review
of the
Reach Cyber CS

PART I
SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of April 15, 2024, the Reach Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	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)	1	0
Independent Education Evaluation	0	1
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	0	1
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	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)	1	0
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)	0	1
Dropout Rates (SPP)	0	1
Suspensions (Rates)	0	1
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	1	0
Participation in Charter-Wide Assessment	0	0
Public School Enrollment	1	0
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 Reach Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	86	1	73
Evaluation/Reevaluation: Process and Content	243	0	537
Individualized Education Program: Process and Content	512	5	283
Procedural Safeguards: Process and Content	119	1	0
TOTALS	**960**	**7**	**893**

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	209	11	86
Program Implementation: Special Ed Teacher Interviews	305	9	139
Program Implementation: Parent Interviews	140	12	79
TOTALS	**654**	**32**	**304**

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: **Reach Cyber CS**

Chief Executive Officer: **Ms. Jane Swan**

Special Education Director/Coordinator: **Greg McCurdy**

BSE Special Education Adviser: **John Gombocz**

Date of Report: **June 16, 2025**

Date Final Report Sent to LEA: **July 10, 2024**

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: **July 18, 2024**

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. **FSA-ASSISTIVE TECHNOLOGY AND SERVICES** **Standard:** The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. **FSA-HEARING AIDS** **Standard:** Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. **FSA-POSITIVE BEHAVIOR SUPPORT** **Standard:** LEA complies with the positive behavior support policy requirements.			
Y						3. **FSA-CHILD FIND** **Standard:** LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. **FSA-CONFIDENTIALITY** **Standard** The LEA is in compliance with confidentiality requirements.			
		X				5. **FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)** **Standard:** The LEA uses dispute resolution processes for program improvement.			
Y						8. **FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION** **Standard:** The LEA adheres to procedural requirements in suspending students with disabilities.			
	N					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.	The LEA has provided an updated procedure for responding to requests made by parents for an Independent Educational Evaluation. There is no corrective action needed in this area as the LEA is in compliance with the Independent Educational Evaluation requirements.	07/10/2025	07/18/2024
Y						11A. **FSA-LEAST RESTRICTIVE ENVIRONMENT** **Standard:** The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. **FSA-EXTENDED SCHOOL YEAR SERVICES**	The LEA will update its current Extended School Year procedures to ensure the required information is included in students' IEPs and that timelines for determinations are followed. Evidence of change: The LEA will submit the procedures to the Adviser as evidence of corrective action. The Adviser will also complete a review of files.	07/10/2025 LEA IU PaTTAN BSE	03/28/2025
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.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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.			
					2	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					3	Don't Know			
					0	Does not Apply			
						P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.			
					2	Always			
					2	Sometimes			
					0	Rarely			
					0	Never			
					2	Don't Know			
					0	Does not Apply			
Y						18. **FSA-SURROGATE PARENTS (STUDENTS REQUIRING)** **Standard:** The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. **FSA-PERSONNEL TRAINING** **Standard:** In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
9	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
8	1	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	1				GE 90.	If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
8	1	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?			
8	1	0				GE 94.	If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124.	Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20.	**FSA-INTENSIVE INTERAGENCY APPROACH** **Standard:** The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
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			
Y						21A.	**TRANSITION REQUIREMENTS** **Standard:** The LEA complies with requirements for transition planning for students.			
						Topical Area 2: Delivery of Service				
	N					17.	**FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** The LEA's percentage of children with disabilities served in special education is comparable to state data.	The LEA will implement an improvement plan to address trending towards the statewide average of students identified for special education. Evidence of change: The LEA will submit an improvement plan by 12/1/2024.	07/10/2025 LEA IU PaTTAN BSE	11/27/2024

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					17A. **FSA PUBLIC SCHOOL ENROLLMENT**	The LEA will update its enrollment policy for students with disabilities enrolling in the LEA. The policy will include: 1. A description of entitlement to education for resident students. 2. Provisions for timely enrollment. (A school district or charter school shall normally enroll a child the next business day but no later than 5 business days of application) 3. A statement or description that a child's right to be admitted to school may not be conditioned on the child's immigration status, and that the LEA may not inquire regarding the immigration status of a child as part of the admission process. 4. A provision for administering a home language survey to all students seeking first time enrollment in its school. 5. If the Policy describes additional information (other than proof of age, immunizations required by law, proof of residency, parent registration statement, and home language survey) that the LEA requests in the admission process, is it explained that the LEA can not prohibit or delay admission contingent upon receipt of this additional information. Evidence of change: The LEA will submit the policy to the Adviser as evidence of corrective action.	07/10/2025 LEA IU PaTTAN BSE	04/16/2025
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	D K	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.			
	N					23. **FSA-EDUCATIONAL BENEFIT REVIEW** **Standard:** The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	08/09/2024 LEA IU PaTTAN BSE	08/08/2024
						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)			
					 2 1 1 0 2 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			
					6	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.			
					2	Always			
					1	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					2	Does not Apply			
						P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.			
					5	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
9	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
9	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?			
9	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
9	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?			
9	0	0				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	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? Collaborate with other students, socially, keeping up with the flow of the class, participation. Taught thing that will benefit student in real life. Behaviorally, respectful, participation. Does well grade wise, had access to everything peers did, opportunity to meet live (Zoom). Very adaptable to student's IEP and modifications needed, asynchronous work, social interaction with peers. Has grade level curriculum. Integration working collaboratively with other students both above and below current level. Working with peers and getting varying viewpoints is beneficial. In live class, interacts with staff/peers and can work on self regulating and social skills, has developed comfort.			
0	0	9				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
9	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
9	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				GE 85b. If no, what training or support would assist you?			
9	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?			
5	1	4				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
3	3	4				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	7				SE 95c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Related services and small group. Academics Based on need.			
0	0	7				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP Team decision. No other classes at that time. Based on needs and progress.			
5	1	4				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?			
9	0	1				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
7	0	3				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
7	1	2				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	1	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. **FSA-EFFECTIVE USE OF DISPUTE RESOLUTION** **Standard:** The LEA uses dispute resolution processes for program improvement.			
Y						6. **FSA-GRADUATION RATES (SPP)** **Standard:** The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						7. **FSA-DROPOUT RATES (SPP)** **Standard:** The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. **FSA-SUSPENSION RATES** **Standard:** The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. **FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)** **Standard:** Students with disabilities are provided for in the least restrictive environment			
	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 implement an improvement plan to address trending towards meeting the SPP target for participation rate in state assessments for students with disabilities. Evidence of change: The LEA will submit the improvement plan by 12/1/2024.	07/10/2025 LEA IU PaTTAN BSE	11/27/2024
		X				16A. **FSA-LOCAL ASSESSMENT**			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PERMISSION TO REEVALUATE (File Reviews)			
7	0	3				FR 194. PTRE-Consent Form is present in the student file			
7	0	3				FR 195. Demographic data			
7	0	3				FR 196. Reason for reevaluation			
7	0	3				FR 197. Types of assessment tools, tests and procedures to be used			
7	0	3				FR 198. Contact person's name and contact information			
7	0	3				FR 199. Parent has selected a consent option			
7	0	3				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 181. Recommendations for consideration by the IEP team			
0	0	10				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
10	0	0				FR 207. RR is present in the student file			
9	1	0			10%	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)	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide the memorandum to the Adviser as evidence of corrective action. The Adviser will also complete a review of files.	07/10/2025 LEA IU PaTTAN BSE	06/16/2025

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				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)			
10	0	0				FR 210.	Demographic data			
10	0	0				FR 211.	Date IEP team reviewed existing evaluation data			
10	0	0				FR 212.	Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
10	0	0				FR 213.	Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
10	0	0				FR 214.	Aptitude and achievement tests			
10	0	0				FR 215.	Current classroom based assessments and local and/or state assessments			
10	0	0				FR 216.	Observations by teacher(s) and related service provider(s) when appropriate			
10	0	0				FR 217.	Teacher recommendations			
10	0	0				FR 218.	Lack of appropriate instruction in reading			
10	0	0				FR 219.	Lack of appropriate instruction in math			
10	0	0				FR 220.	Limited English proficiency			
10	0	0				FR 221.	Conclusion regarding need for additional data is indicated			
3	0	7				FR 222.	Reasons additional data are not needed are included			
10	0	0				FR 223.	Determination whether the child has a disability and requires special education			
10	0	0				FR 224.	Disability category(ies)			
10	0	0				FR 225.	Summary of findings includes student's educational strengths and needs			
10	0	0				FR 226.	Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
7	0	3				FR 228. Interpretation of additional data			
1	0	9				FR 229. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 230. Indication of process(es) used to determine eligibility			
1	0	9				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
1	0	9				FR 233. Effects of the student's environment, culture, or economic background			
1	0	9				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 236. Observation in the student's learning environment			
1	0	9				FR 237. Other data if needed			
1	0	9				FR 238. Statement for all 6 items			
10	0	0				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	1	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
4	0	2	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
4	0	2	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
0	0	5	1			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	6	0	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)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
7	0	3				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
7	0	3				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			
7	0	3				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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
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			
2	0	8				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
7	0	3				FR 264. Student			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 265. General Education Teacher	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide the memorandum to the Adviser as evidence of corrective action. The Adviser will also complete a review of files.	07/10/2025 LEA IU PaTTAN BSE	06/16/2025
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
5	0	5				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				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	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide the memorandum to the Adviser as evidence of corrective action. The Adviser will also complete a review of files.	07/10/2025 LEA IU PaTTAN BSE	06/16/2025
						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			
1	0	9				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			
3	0	7				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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				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			
1	0	9				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			
7	0	3				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				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)			
7	0	3				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
7	0	3				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			
7	0	3				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
7	0	3				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
7	0	3				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented			
6	0	4				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
0	0	10				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				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			
0	0	10				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			
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			
1	0	9				FR 306. Short Term Objectives			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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			
8	0	2				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
9	1	0			10%	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	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide the memorandum to the Adviser as evidence of corrective action. The Adviser will also complete a review of files.	07/10/2025 LEA IU PaTTAN BSE	06/16/2025
8	0	2				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
3	1	6			25%	FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide the memorandum to the Adviser as evidence of corrective action. The Adviser will also complete a review of files.	07/10/2025 LEA IU PaTTAN BSE	06/16/2025
4	0	6				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)			
6	0	4				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?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	0	0			P 30.	Was the meeting held at a time and location that was convenient for you?			
1	0	5	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?			
6	0	0	0			P 32.	Was the input you provided considered in the development of your child's current IEP?			
6	0	0	0			P 32a.	Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b.	If no, what training or support would assist you?			
6	0	0	0			P 33.	Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
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?			
		6	0			P 65.	If you did not participate in your child's IEP meeting, what kept you from participating?			
5	1	3				GE 74.	Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
2	4	3				GE 75.	Did you recommend any needed supports to implement the current IEP for this student?			
2	0	7				GE 76.	Were those recommendations considered by the IEP team?			
9	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?			
7	2	0				GE 87.	Do you provide progress monitoring data as part of the IEP development process?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						IEP CONTENT				
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)				
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.			
9	0	0				GE 81.	Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	0				GE 82.	Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
9	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?			
3	0	7				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?			
9	0	1				SE 107.	If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
9	1	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Social interactions, different opportunities. When student attends, yes, does not have high attendance. Academics Was struggling with executive functioning, now last three quarters student has almost all As, supports are helping in that aspect. Has access to materials, but student isn't attending so isn't utilizing it. Able to have interactions with peers. Making progress towards goals, social interaction. Access to curriculum and peers. Able to practice skills, socializing. Needs all of the learning opportunities, gives student a chance to be exposed to same age peers and model appropriate social skills.			
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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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.			
					5	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					1	Don't Know			
					0	Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			
					6	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
6	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
8	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
0	0	9				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?			
0	0	9				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	9				GE 79c. If yes, what reasons were discussed for recommending removal?			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
0	0	9				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?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	6				GE 84.	If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
7	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?			
8	0	2				SE 113.	If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114.	Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120.	Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)				
3	0	3	0			P 42.	If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
5	1	0	0			P 43.	Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
5	1	0	0			P 44.	Did you receive an explanation of what would make your child eligible for ESY services?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	0	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	3	1			P 47.	If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121.	Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
3	0	7				SE 122.	If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a.	At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b.	Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c.	Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d.	Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e.	If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f.	Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)				
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	1	0	1			P 50a.	In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	2	1	1			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	4	0			P 50c. If yes, what reasons were discussed for recommending removal? Small resource group. For extra help.			
0	0	4	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Listed as every day. As needed.			
6	0	0	0			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?			
6	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? Participation, asks questions. Can't tell me....either having a good day or not. Makes child not feel like Special Education, self confidence. Benefits from being with advanced students to push to do better. Academically Interacting with other kids, normalizes.			
0	0	6	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
						P 59. I am satisfied with the transition services developed for my child.			
					2	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					4	Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
7	0	3				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
8	0	2				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)			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					6	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
		0	0			P 66. Tell me anything you really like about your child's special education program.			
					3	a. modifications			
					1	b. progress reports			
					1	c. staff-aide ratios			
					3	d. staff's knowledge, training			
					1	e. instructional materials			
					4	g. staff open to suggestions, good communication			
					2	i. support services			
					4	k. staff's understanding and attitude			
		3	0			P 67. Tell me anything you would like to change about the program.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3	n. other			
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			
		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			
					2	b. Strongly agree			
					2	c. Agree			
						P 69. Additional comments about your child's program. Reach is doing an excellent job providing specialized services. Make better accommodations for state testing, easier access point for testing.			
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				SE 101. Do you hold the required certification to implement this student's program?			
9	1	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
10	0	0				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
0	0	9				SE 101b. If no, what training or support would assist you? Assistive technology- amplification devices.			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				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.)			
10	0	0				FR 339. Parent has selected a consent option			
9	1	0			10%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide the memorandum to the Adviser as evidence of corrective action. The Adviser will also complete a review of files.	07/10/2025 LEA IU PaTTAN BSE	06/16/2025
						INTERVIEW RESULTS (Parent)			
1	0	5	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					6	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			
						FSA 19A Teacher Survey Results	The LEA will implement an improvement plan to provide training to staff on augmentative communication per the teacher survey results. Evidence of change: The LEA will submit the improvement plan by 12/1/2024.	12/01/2024 LEA IU PaTTAN BSE	11/27/2024

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 19A Teacher Survey Results Improvement Plan	Based on the teacher survey results, the LEA will train staff on Augmentative Communication. The LEA will: - provide two professional development sessions will be offered at Reach's Back to School development offerings: One session will be held in August of 2024 and the second will be held in August of 2025. -Additionally, one virtual session will be held during the 2024-2025 school year. Evidence of change: The LEA will provide training materials and sign in sheets to the Adviser as evidence of corrective action by 12/1/2025.	12/01/2025 LEA IU PaTTAN BSE	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 16 Students Participation in State Assessments Improvement Plan	The LEA will trend towards meeting the target for students with disabilities participating in state assessments. The LEA will: -Reach Cyber Charter School will hold parent information sessions about how to best support their students in preparation for state testing. -Testing proctors will facilitate communication to students and families prior to the testing window to assist with easing apprehensions about in an unfamiliar testing environment. -A letter will be mailed home that explains the importance of student participation in state testing. -Reach Cyber Charter School will implement online state testing to better meet student's typical mode of education. -All testing proctors will attend and be assessed on the State Testing Accommodations (SAC)(TAT). -Testing Proctors will have a list of all allowable testing accommodations for each student. -Email reminders including state testing requirements and expectations, state testing state testing assignment, and what to expect at state testing. -Auto dialers will be sent to testing eligible students. -LMS and SIS announcements. -Students who are "no shows" on their assigned testing date will receive a personal phone call from site staff to remind them of	12/01/2025 LEA IU PaTTAN BSE	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							their testing requirements and provide make up testing information. -Students who attend, and complete testing will receive a food coupon/gift card and Reach gear item for their participation. -Additionally, students will earn a ticket for each day of participation that can be entered into a site-wide drawing to earn and prize. Evidence of change: The LEA will provide evidence of communications, trainings and rewards provided to the Adviser as evidence of corrective action by 12/1/2025.		

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 17 School Enrollment Improvement Plan	The LEA will trend towards the average of students enrolled in special education. The LEA will: -Progress monitoring data will be reviewed monthly between Supervisors of Special Education and Special Education Teachers to identify students who are earning above average to exemplary grades to access for possible re-evaluation and qualification for special education using the two-prong eligibility requirement. -Annual record of students dismissed from special education services will be documented and analyzed each year to monitor trends. -Speech Language Pathologists will push-in and provide internal support to Kindergarten Teachers using a co-teaching model in an effort to decrease initial evaluation for special education for suspected speech language impairments. Speech Language Pathologists will meet quarterly with kindergarten regular education teachers to discuss student progress and growth using UFLI progress monitoring data, academic data and DIBELS scores. -To provide more robust and personalized education services outside of the IEP process, all instructional staff will be trained in Universal Design for Learning, Structured Literacy, and UFLI. An annual review of special education services will be conducted and tracked annually to determine if this instructional progress is decreasing the need for special education services across the cyber charter school. Evidence of change: The LEA will provide progress monitoring data, record summary of students dismissed from services, data	12/01/2025 LEA IU PaTTAN BSE	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							from co-teaching model, and training materials and sign in sheets to the Adviser as evidence of corrective action by 12/1/2025.		

REACH
CYBER CHARTER SCHOOL
Reach your potential

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

2025-2026 Move-In Process Checklist and Critical Timelines

Assistant Director/Supervisor Responsibilities	Chair Responsibilities	Case Manager Responsibilities
● Runs enrollment each day for new STs ● Grade bands split for review by Stacey (secondary), Whitney (middle) and Sheila (elementary) ● Reviews each student's documents and completes enrollment FOCUS (SIS) ● Leaves 'move in notes' on Entry/Withdrawal Form for CM ● Requests any missing documents through Admin Assistants ● Meets with lead once a week to review any incoming students or unique cases ● Will review finalized IEPS within the PowerSchool system and ask case-managers to amend IEPS based upon Director or Supervisor feedback ● Pull reports weekly from the PowerSchools and FOCUS system to capture data points and ensure IEPs are held within compliant timelines	● Reviews accountability report daily or communicates with Assistant Director about new STs ● Grade bands split for review by Kaycee (EL), Carissa (MS), and Morgan (HS) as well as Morgan and Holly (Life skills), Amy Turner (S/L) ● Reviews all special ed documentation and completes the following: ✓ "Entry Withdrawal Change" in PowerSchools ✓ Add to New Student Tracking sheet ✓ Send entry/withdrawal change sheet and docs to School Psych and Jaissa/Sheryl (as needed for CF) ✓ If ST enrolls from **Out of State**, set up a school-based meeting within 2 days to review docs with CM, psych, Jaissa/Sheryl *(Amy Turner and Anne as needed)* before amending the IEP - Entry/Withdrawal form can still be completed	● Reviews move in notes provided by Assistant Director or Supervisor and move-in cover sheet provided by chair ● Updates New Student Tracking sheet ● Make 3 attempts to contact parent (log each call) OR receive written consent to go forth with initial action ● ST Log in FOCUS for this call should be similar to that of an IEP meeting – *detailed* ● Sends documents out for signature(s) from CT(s) via DocuSign - IEP/NOREP ● Make sure appropriate naming convention: *Reach_Student Name_ ID_ Name of Doc_ Date of Doc_signed/unsigned* ● (*If annual, you will follow through with annual procedures.) ● Finalized IEPS must be sent to your direct supervisor via the PowerSchools messenger system.

	● Admin Assistant Uploads: completed entry/withdrawal page and IEP (if amended) with the naming convention as follows (one document): *Reach_Student Name_ ID_ Name of Doc_ Date of Doc_signed/unsigned* ● Email or phone call to CM to alert of new ST and answer any questions about action and/or move in notes	

Important Timelines:

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

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

Other Important Information:

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

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

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

Threading the Needle of Strengths and Needs in IEPs

Special Education PLC 5/2/2025

Think of the IEP as a Quilt

-Each section is the fabric square

-Each strength or need has its own spool of thread

**What happens to the quilt when one piece of fabric is missing or the thread does not pass through the fabric?

**What happens if you add fabric pieces that don't match?



Think of the IEP as a Quilt

Answer: You might get something like this!



The Thread



Attention

Vision

Sensory

Communication

Hearing

Transition

Social Skills

Achievement

Behavior

Executive Functioning

Motor skills

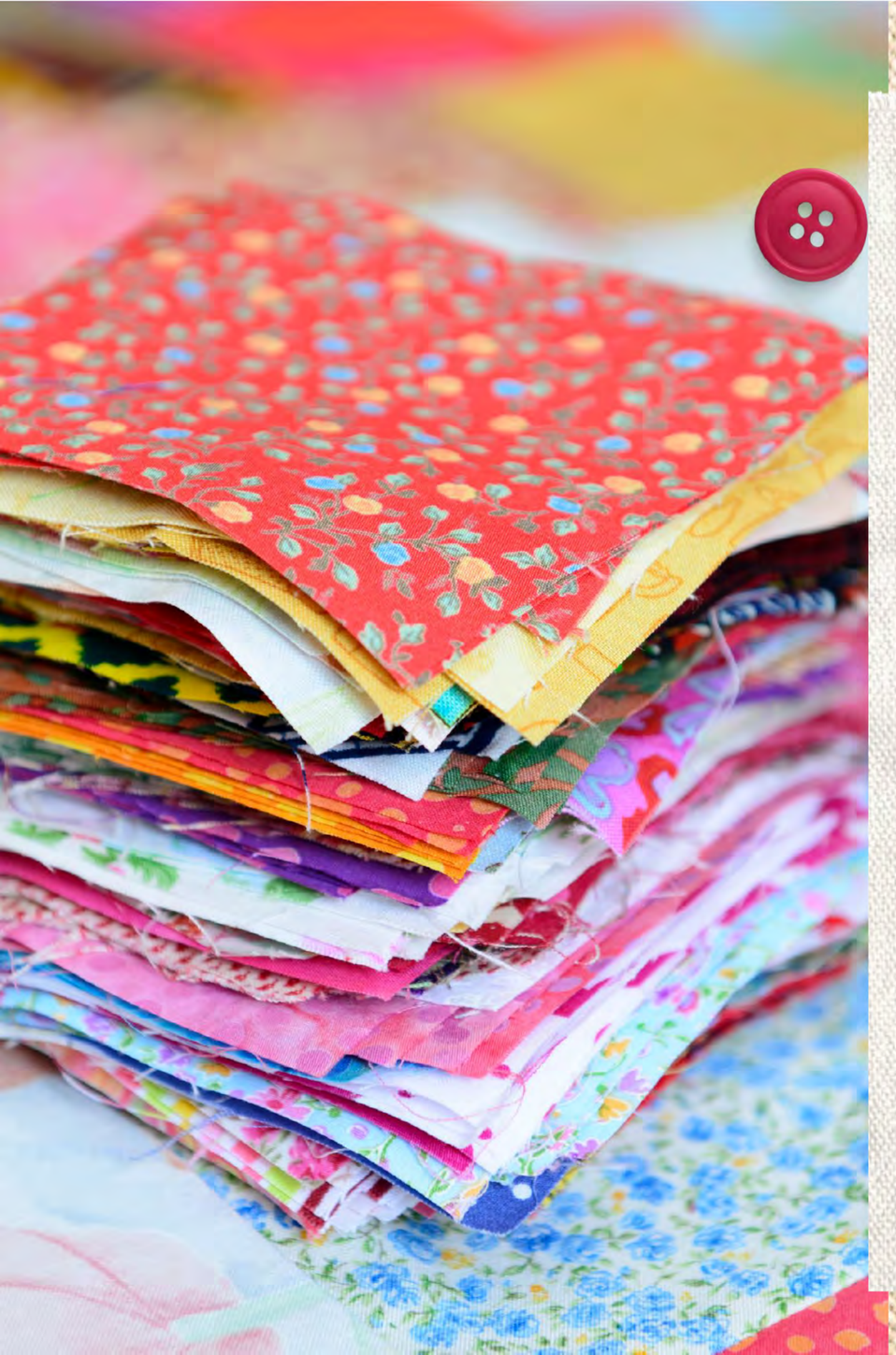
Assistive Technology

Engagement

Adaptive

The area of strength and need that is woven into and throughout the IEP.

**Remember the strengths! Strengths-based IEPs are best!



The Sections a.k.a "Fabric Pieces"

1. Special Considerations
2. Present Levels
3. Transition
4. Assessments
5. Goals
6. Services
7. Placement
8. LRE

Amy - Go to Pink Cat Game!

Scenario TIME!

Access this doc

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

Is the student blind or visually impaired?

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

☐ No

Is the student deaf or hard of hearing?

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

☐ No

Does the student have communication needs?

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

☐ No

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

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

☐ No

Does the student have limited English proficiency?

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

☐ No

Does the student exhibit behaviors that impede {.his,her} learning or that of others?

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

☐ No

Other (specify):

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)

Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)

Present levels related to current postsecondary transition goals if the student's age is 14, or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)

Parental concerns for enhancing the education of the student

How the student's disability affects involvement and progress in the general education curriculum

Strengths

Academic, developmental, and functional needs related to student's disability

III. TRANSITION SERVICES

This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordi activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the stude preferences, and interests.

POST SCHOOL GOALS - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of stu support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code:

Postsecondary Education and Training Goal:	**Measurable Annual Goal** ☐ Yes ☐ No (Document in Section V)

Courses of Study:

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

Employment Goal:	**Measurable Annual Goal** ☐ Yes ☐ No (Document in Section V)

Courses of Study:

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

Independent Living Goal, if appropriate:	**Measurable Annual Goal** ☐ Yes ☐ No (Document in Section V)

Courses of Study:

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

Instructions for IEP Teams:
Please select the appropriate assessment option. Information on available testing accommodations may be found in the Accommodations Guidelines available on www.education.pa.gov

STATE ASSESSMENTS

Not Assessed

- ☐ No statewide assessment is administered at this student's grade level
- ☐ No English proficiency assessment administered because the student is not an English Learner

☐ **PSSA** (Math and English Language Arts (ELA) administered in grades 3-8; Science administered in grades 5 and 8).

- ☐ **Keystone Exam** (Replaces the 11th grade PSSA in high school; Student must participate by 11th grade)
- ☐ **Keystone Project Based Assessment** (Available when student is unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module.)
- ☐ **Validated Local Assessment** (Available when selected as option by LEA)

PASA (Administered in grades 3-8, 11 for English Language Arts (ELA) and Math; Grades 5, 8, 11 for Science)

Student will participate in the PASA:

The IEP team must review each of Pennsylvania's 6 eligibility criteria to determine participation in the PASA. The IEP team must answer "YES" to ALL six criteria in order for the student to participate in the PASA. If the answer is "NO" to any of the questions, the st
PSSA/Keystones with or without accommodations, as determined appropriate by the IEP team.

1. Will the student be in grade 3, 4, 5, 6, 7, 8 or 11 by September 1st of the school year during which the IEP will be operative?
2. Does the student have significant cognitive disabilities? Pennsylvania defines significant cognitive disabilities as pervasive and global in nature, affecting student learning in all academic content areas, as well as adaptive behaviors and functional skills across li
3. Does the student require intensive, direct, and repeated instruction in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings?
4. Does the student require extensive adaptations and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?
5. Does the student require substantial modifications to the general education curriculum?
6. Does the student's participation in the general education curriculum differ substantially in form and/or substance from that of most other students? Students found eligible to take the PASA must have measurable annual goals AND short-term objectives refle

☐ **Student will participate in the PASA**

☐ **ACCESS for ELs** (Administered in grades K-12)

Alternate ACCESS for ELs (Administered in grades 1-12)

☐ **Student will participate in the Alternate ACCESS for ELs.**

VI. SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS

Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI):

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

Modifications & SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration

B. RELATED SERVICES - List the services that the student needs in order to benefit from {,his,her} special education program.

Service	Location	Frequency	Projected Beginning Date	Anticipated Duration

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student's IEP.

School Personnel to Receive Support	Support	Location	Frequency	Projected Beginning Date	Anticipated Duration

D. GIFTED SUPPORT SERVICES FOR A STUDENT IDENTIFIED AS GIFTED WHO ALSO IS IDENTIFIED AS A STUDENT WITH A DISABILITY - Support services are required to assist a gifted student to benefit from gifted education (e.g., psychological services, parent counseling and education, counseling services, transportation to and from gifted programs to classrooms in buildings operated by the school district).

E. EXTENDED SCHOOL YEAR (ESY) - The IEP team has considered and discussed ESY services, and determined that:

☐ Student IS eligible for ESY based on the following information or data reviewed by the IEP team

OR

☐ As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

If the IEP team has determined ESY is appropriate, complete the following:

ESY Service to be Provided	Location	Frequency	Projected Beginning Date	Anticipated Duration

V. GOALS AND OBJECTIVES

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

Reference from

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

MEASURABLE ANNUAL GOAL - Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	**Describe HOW the student's progress toward meeting this goal will be measured**	**Describe WHEN periodic reports on progress will be provided to parents**
ESY Goal? ☐		

VII. EDUCATIONAL PLACEMENT

A. QUESTIONS FOR IEP TEAM - The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with students without disabilities.

It is the responsibility of each public agency to ensure that to the maximum extent appropriate students with disabilities, including those in public or private institutions or other care facilities are educated with students who are not disabled. Specia
disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfact

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enables the student to make progress on the goals and objectives
- What benefits are provided in the regular education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with non-disabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:

B. TYPE OF SUPPORT (Implementation Start Date:)

1. Amount of special education supports

- [ ] Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day
- [x] Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
- [ ] Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

2. Type of special education supports

- [x] Autistic Support
- [ ] Blind-Visually Impaired Support
- [ ] Deaf and Hard of Hearing Support
- [ ] Emotional Support
- [ ] Learning Support
- [ ] Life Skills Support
- [ ] Multiple Disabilities Support
- [ ] Physical Support
- [ ] Speech and Language Support

C. LOCATION OF STUDENT'S PROGRAM

Name of School District where the IEP will be implemented: Reach Cyber Charter School

Name of School Building where the IEP will be implemented:

Is this school the student's neighborhood school (i.e., the school the student would attend if {.he,she} did not have an IEP)?

- [x] Yes

VIII. PENNDATA REPORTING: Educational Environment
(Complete either Section A or B; Select only one Educational Environment)

Effective Date:

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

SECTION A: For Students Educated in Regular School Buildings with Nondisabled Peers – Indicate the percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	**Total hours in a typical school day (including lunch, recess & study periods)**	**(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %**	**Section A: The percentage of time student spends inside the regular classroom:**	**Using the calculation result - select the appropriate percentage category**
1.4	5	(1.4 ÷ 5) x 100 = 28%	28% of the day	INSIDE the Regular Classroom Less Than 40% of the Day

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day – select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

- ☐ Approved Private School (Non Residential) (ID) lookup
- ☐ Approved Private School (Residential) (ID) lookup
- ☐ Other Private Facility (Non Residential) (ID) lookup
- ☐ Other Private Facility (Residential) (ID) lookup
- ☐ Other Public Facility (Residential) (ID) lookup
- ☐ Other Public Facility (Non Residential) (ID) lookup
- ☐ Hospital/Homebound (ID) lookup
- ☐ Correctional Facility (ID) lookup
- ☐ Out of State Facility (ID) lookup
- ☐ Instruction Conducted in the Home (ID) lookup

EXAMPLES for Section A: How to Calculate PennData - Educational Environment Percentages

	Column 1	Column 2	Calculation	Indicate Percentage
	Total hours the student spends in the regular classroom - per day	**Total hours in a typical school day (including lunch, recess & study periods)**	**(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %**	**Section A: The percentage of time student spends inside the regular classroom:**
Example 1	5.5	6.5	(5.5 ÷ 6.5) x 100 = 85%	85% of the day (Inside 80% or More of Day)
Example 2	3	5	(3 ÷ 5) x 100 = 60%	60% of the day (Inside 79-40% of Day)
Example 1	1	5	(1 ÷ 5) x 100 = 20%	20% of the day (Inside less than 40% of Day)

For help in understanding this form, an annotated IEP is available on the PaTTAN website at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

Effective Date:



GO THROUGH YOUR IEPS AND SEE IF YOU CAN THREAD THE NEEDLE!

Name (original name)	Join time	Leave time	Duration (minutes)
Jaissa Gerity	5/2/2025 8:40	5/2/2025 10:00	81
Maya Noble	5/2/2025 8:47	5/2/2025 9:00	14
Sheryl Glasser	5/2/2025 8:54	5/2/2025 10:00	67
Deb Schaeffer	5/2/2025 8:54	5/2/2025 9:56	63
Karen Keith	5/2/2025 8:54	5/2/2025 10:00	66
Marci Mazenko	5/2/2025 8:55	5/2/2025 9:00	6
Ms. DeLuca	5/2/2025 8:55	5/2/2025 9:00	6
Holly Kauffman	5/2/2025 8:55	5/2/2025 9:00	6
Miss Rux	5/2/2025 8:55	5/2/2025 9:00	6
Emily Spronatti	5/2/2025 8:56	5/2/2025 9:00	5
Mrs. Karpen	5/2/2025 8:56	5/2/2025 9:00	4
Andrea O'Brien	5/2/2025 8:56	5/2/2025 9:00	4
Colette Silvestri	5/2/2025 8:56	5/2/2025 9:00	4
Cindy Urich	5/2/2025 8:56	5/2/2025 9:00	4
Jessica Martin	5/2/2025 8:57	5/2/2025 9:00	4
Kathryn Lorah	5/2/2025 8:57	5/2/2025 9:00	3
Miss Gardner	5/2/2025 8:57	5/2/2025 9:00	3
Morgan Wertz	5/2/2025 8:57	5/2/2025 9:00	3
Ms. Jessie (OT)	5/2/2025 8:57	5/2/2025 9:00	3
Amy Turner	5/2/2025 8:57	5/2/2025 10:00	63
Rebecca Dando	5/2/2025 8:57	5/2/2025 9:00	3
rhartley	5/2/2025 8:58	5/2/2025 9:00	3
Miss Stacey (OT)	5/2/2025 8:58	5/2/2025 9:00	3
Kyra Hulsebos	5/2/2025 8:58	5/2/2025 9:00	3
Jenna Buterbaugh	5/2/2025 8:58	5/2/2025 9:00	3
Erin Shiffer	5/2/2025 8:58	5/2/2025 9:00	3
Ms. Carissa Blair	5/2/2025 8:58	5/2/2025 9:00	3
Mrs. Chase	5/2/2025 8:58	5/2/2025 9:00	3
Alfonso Camargo	5/2/2025 8:58	5/2/2025 9:00	2
Ms. Miller	5/2/2025 8:58	5/2/2025 9:00	2
Mrs. Amanda	5/2/2025 8:58	5/2/2025 9:00	2
Mrs. Super	5/2/2025 8:58	5/2/2025 9:00	2
Mrs. Jones	5/2/2025 8:58	5/2/2025 9:00	2
Ms. Dana	5/2/2025 8:58	5/2/2025 9:00	2
Jessica Scott	5/2/2025 8:58	5/2/2025 9:00	2
Lindsey Kepner	5/2/2025 8:59	5/2/2025 9:00	2
Kelly Makay	5/2/2025 8:59	5/2/2025 9:00	2
Carly Zaremski	5/2/2025 8:59	5/2/2025 9:00	2
Paige Barbus	5/2/2025 8:59	5/2/2025 9:00	2
Stacey Baker	5/2/2025 8:59	5/2/2025 9:50	52
Lauren McElrone	5/2/2025 8:59	5/2/2025 9:00	2
Lindsey Barclay	5/2/2025 8:59	5/2/2025 9:00	2

Jamie Tracy	5/2/2025 8:59	5/2/2025 9:00	2
Mrs. Pursel	5/2/2025 8:59	5/2/2025 9:00	2
Mrs. Bendis	5/2/2025 8:59	5/2/2025 9:00	2
Eugene Pronio	5/2/2025 8:59	5/2/2025 9:00	2
Sarah Walter	5/2/2025 8:59	5/2/2025 9:00	1
Mrs. Annette Zell	5/2/2025 8:59	5/2/2025 9:00	1
Mrs. McGonigle	5/2/2025 8:59	5/2/2025 9:00	1
Chelsea Dorsek	5/2/2025 8:59	5/2/2025 9:00	1
Beth Shaffer	5/2/2025 8:59	5/2/2025 9:00	1
Mr. Zinn	5/2/2025 8:59	5/2/2025 9:00	1
Ms. Koschoff	5/2/2025 8:59	5/2/2025 9:00	1
Jenna Izing	5/2/2025 8:59	5/2/2025 9:00	1
Jenna Hurbanek	5/2/2025 8:59	5/2/2025 9:00	1
Mrs. Bubb	5/2/2025 8:59	5/2/2025 9:00	1
Danielle Hreha	5/2/2025 8:59	5/2/2025 9:00	1
Brianna Runk	5/2/2025 8:59	5/2/2025 9:00	1
Mrs. Carulli	5/2/2025 8:59	5/2/2025 9:00	1
Tara Donahue	5/2/2025 8:59	5/2/2025 9:00	1
Heather Baughman	5/2/2025 8:59	5/2/2025 9:00	1
Lindsey Walter	5/2/2025 8:59	5/2/2025 9:00	1
Morgan Myers	5/2/2025 8:59	5/2/2025 9:00	1
Mary Kay Pronio	5/2/2025 8:59	5/2/2025 9:00	1
Anne Miller	5/2/2025 8:59	5/2/2025 9:00	1
Ms. Julz	5/2/2025 8:59	5/2/2025 9:00	1
Alice Kuhn	5/2/2025 8:59	5/2/2025 9:00	1
Justine Irwin	5/2/2025 8:59	5/2/2025 9:00	1
Donna Payne	5/2/2025 8:59	5/2/2025 9:00	1
Rachel Moussa	5/2/2025 8:59	5/2/2025 9:00	1
Kaitlyn Wilczynski	5/2/2025 8:59	5/2/2025 9:00	1
Jessica Savka (OT)	5/2/2025 8:59	5/2/2025 9:00	1
Kristi Skaggs	5/2/2025 8:59	5/2/2025 9:00	1
Sarah Gallagher	5/2/2025 9:00	5/2/2025 9:00	1
Bethany Brownlee	5/2/2025 9:00	5/2/2025 9:00	1
Ms. Hannah Campbell	5/2/2025 9:00	5/2/2025 9:00	1
Gabriela Gutierrez	5/2/2025 9:00	5/2/2025 9:00	1
Ms. Ashley	5/2/2025 9:00	5/2/2025 9:00	1
Mrs. Calabrese	5/2/2025 9:00	5/2/2025 9:00	1
Lauren Fix	5/2/2025 9:00	5/2/2025 9:00	1
Rebecca Ritchie	5/2/2025 9:00	5/2/2025 9:00	1
Gregory C. McCurdy	5/2/2025 9:00	5/2/2025 9:39	40
Brandy Lair	5/2/2025 9:00	5/2/2025 9:00	1
Alyssa Roberts	5/2/2025 9:00	5/2/2025 9:00	1
Diana Simmons	5/2/2025 9:00	5/2/2025 9:00	1
Brittany Snedeker	5/2/2025 9:00	5/2/2025 9:00	1

Mrs. Bongivengo	5/2/2025 9:00	5/2/2025 9:00	1
JP Wasicko	5/2/2025 9:00	5/2/2025 9:00	1
Zack Ramicone	5/2/2025 9:00	5/2/2025 9:00	1
Marykate N.	5/2/2025 9:00	5/2/2025 9:00	1
Jill McConnell	5/2/2025 9:00	5/2/2025 9:00	1
Lauren Busch	5/2/2025 9:00	5/2/2025 9:00	1
Leslie Hartos	5/2/2025 9:00	5/2/2025 9:00	1
Lisa Staros	5/2/2025 9:00	5/2/2025 9:00	1
Allyson Ruff	5/2/2025 9:00	5/2/2025 9:00	1
Miss. Chelsea Frankhou:	5/2/2025 9:00	5/2/2025 9:00	1
Marybeth Zepka	5/2/2025 9:00	5/2/2025 9:00	1
Ms. Diane Desmond (sh	5/2/2025 9:00	5/2/2025 9:00	1
Miss Santello	5/2/2025 9:00	5/2/2025 9:00	1
Sarah Yoder	5/2/2025 9:00	5/2/2025 9:00	1
Mrs. McDermott	5/2/2025 9:00	5/2/2025 9:00	1
Kelly Makay	5/2/2025 9:00	5/2/2025 9:18	18
Grace Scavicchio	5/2/2025 9:00	5/2/2025 9:00	1
Mrs. Jones	5/2/2025 9:00	5/2/2025 10:00	60
Marci Mazenko	5/2/2025 9:00	5/2/2025 10:00	60
Mrs. Bendis	5/2/2025 9:00	5/2/2025 10:00	60
Mrs. Super	5/2/2025 9:00	5/2/2025 10:00	60
Ms. Dana	5/2/2025 9:00	5/2/2025 10:00	60
Mrs. Chase	5/2/2025 9:00	5/2/2025 10:00	60
Holly Kauffman	5/2/2025 9:00	5/2/2025 9:59	59
Ms. Carissa Blair	5/2/2025 9:00	5/2/2025 9:59	60
Lauren McElrone	5/2/2025 9:00	5/2/2025 9:58	58
Nicole Fritz	5/2/2025 9:00	5/2/2025 9:00	1
Mrs. Annette Zell	5/2/2025 9:00	5/2/2025 10:00	60
Allyson Ruff	5/2/2025 9:00	5/2/2025 9:21	22
Beth Shaffer	5/2/2025 9:00	5/2/2025 10:00	60
Carly Zaremski	5/2/2025 9:00	5/2/2025 10:00	60
Cindy Urich	5/2/2025 9:00	5/2/2025 9:59	60
Ms. Miller	5/2/2025 9:00	5/2/2025 10:00	60
Jenna Hurbanek	5/2/2025 9:00	5/2/2025 10:00	60
Miss Stacey (OT)	5/2/2025 9:00	5/2/2025 10:00	60
Kyra Hulsebos	5/2/2025 9:00	5/2/2025 10:00	60
Jessica Scott	5/2/2025 9:00	5/2/2025 10:00	60
Lindsey Barclay	5/2/2025 9:00	5/2/2025 10:00	60
Maya Noble	5/2/2025 9:00	5/2/2025 10:00	60
Jenna Izing	5/2/2025 9:00	5/2/2025 10:00	60
Rebecca Dando	5/2/2025 9:00	5/2/2025 10:00	60
Miss Gardner	5/2/2025 9:00	5/2/2025 10:00	60
Eugene Pronio	5/2/2025 9:00	5/2/2025 10:00	60
Jamie Tracy	5/2/2025 9:00	5/2/2025 9:59	59

Sarah Walter	5/2/2025 9:00	5/2/2025 10:00	60
Colette Silvestri	5/2/2025 9:00	5/2/2025 10:00	60
Kathryn Lorah	5/2/2025 9:00	5/2/2025 10:00	60
Ms. Koschoff	5/2/2025 9:00	5/2/2025 10:00	60
Chelsea Dorsek	5/2/2025 9:00	5/2/2025 10:00	60
Andrea O'Brien	5/2/2025 9:00	5/2/2025 10:00	60
Paige Barbus	5/2/2025 9:00	5/2/2025 10:00	60
Miss Rux	5/2/2025 9:00	5/2/2025 10:00	60
Mrs. Karpen	5/2/2025 9:00	5/2/2025 9:54	55
Emily Spronatti	5/2/2025 9:00	5/2/2025 10:00	61
Mr. Zinn	5/2/2025 9:00	5/2/2025 10:00	60
Erin Shiffer	5/2/2025 9:00	5/2/2025 10:00	60
Alfonso Camargo	5/2/2025 9:00	5/2/2025 10:00	60
Morgan Wertz	5/2/2025 9:00	5/2/2025 9:09	9
Mrs. Amanda	5/2/2025 9:00	5/2/2025 10:00	60
Ms. DeLuca	5/2/2025 9:00	5/2/2025 10:00	60
Mrs. Pursel	5/2/2025 9:00	5/2/2025 10:00	60
Lindsey Kepner	5/2/2025 9:00	5/2/2025 9:56	57
Marykate N.	5/2/2025 9:00	5/2/2025 9:59	59
Jenna Buterbaugh	5/2/2025 9:00	5/2/2025 10:00	60
Zack Ramicone	5/2/2025 9:00	5/2/2025 10:00	60
Mrs. Bubb	5/2/2025 9:00	5/2/2025 10:00	60
JP Wasicko	5/2/2025 9:00	5/2/2025 10:00	60
Jessica Martin	5/2/2025 9:00	5/2/2025 10:00	60
Donna Payne	5/2/2025 9:00	5/2/2025 9:57	58
Anne Miller	5/2/2025 9:00	5/2/2025 10:00	60
Miss Santello	5/2/2025 9:00	5/2/2025 9:59	60
Bethany Brownlee	5/2/2025 9:00	5/2/2025 10:00	60
Diana Simmons	5/2/2025 9:00	5/2/2025 9:59	59
Ms. Diane Desmond (she	5/2/2025 9:00	5/2/2025 10:00	60
Jill McConnell	5/2/2025 9:00	5/2/2025 10:00	60
Mrs. McGonigle	5/2/2025 9:00	5/2/2025 9:59	60
Rebecca Ritchie	5/2/2025 9:00	5/2/2025 10:00	60
Lauren Busch	5/2/2025 9:00	5/2/2025 10:00	60
rhartley	5/2/2025 9:00	5/2/2025 10:00	60
Tara Donahue	5/2/2025 9:00	5/2/2025 10:00	60
Ms. Ashley	5/2/2025 9:00	5/2/2025 10:00	60
Mrs. Carulli	5/2/2025 9:00	5/2/2025 10:00	60
Jessica Savka (OT)	5/2/2025 9:00	5/2/2025 10:00	60
Lisa Staros	5/2/2025 9:00	5/2/2025 10:00	60
Leslie Hartos	5/2/2025 9:00	5/2/2025 9:59	60
Mrs. Calabrese	5/2/2025 9:00	5/2/2025 9:59	60
Justine Irwin	5/2/2025 9:00	5/2/2025 10:00	60
Lauren Fix	5/2/2025 9:00	5/2/2025 10:00	60

Brandy Lair	5/2/2025 9:00	5/2/2025 10:00	60
Alice Kuhn	5/2/2025 9:00	5/2/2025 9:51	52
Lindsey Walter	5/2/2025 9:00	5/2/2025 10:00	60
Mrs. Bongivengo	5/2/2025 9:00	5/2/2025 10:00	60
Miss. Chelsea Frankhou:	5/2/2025 9:00	5/2/2025 10:00	60
Morgan Myers	5/2/2025 9:00	5/2/2025 10:00	60
Danielle Hreha	5/2/2025 9:00	5/2/2025 10:00	60
Kaitlyn Wilczynski	5/2/2025 9:00	5/2/2025 9:53	54
Sarah Yoder	5/2/2025 9:00	5/2/2025 10:00	60
Mrs. McDermott	5/2/2025 9:00	5/2/2025 10:00	60
Kristi Skaggs	5/2/2025 9:00	5/2/2025 10:00	60
Marybeth Zepka	5/2/2025 9:00	5/2/2025 10:00	60
Brittany Snedeker	5/2/2025 9:00	5/2/2025 10:00	60
Mary Kay Pronio	5/2/2025 9:00	5/2/2025 10:00	60
Heather Baughman	5/2/2025 9:00	5/2/2025 10:00	60
Alyssa Roberts	5/2/2025 9:00	5/2/2025 10:00	60
Rachel Moussa	5/2/2025 9:00	5/2/2025 9:55	55
Ms. Jessie (OT)	5/2/2025 9:00	5/2/2025 10:00	60
Ms. Holly	5/2/2025 9:00	5/2/2025 9:00	1
Clare Sheedy	5/2/2025 9:00	5/2/2025 9:00	1
Ms. Julz	5/2/2025 9:00	5/2/2025 10:00	60
Brianna Runk	5/2/2025 9:00	5/2/2025 10:00	60
Sarah Gallagher	5/2/2025 9:00	5/2/2025 10:00	60
Ms. Hannah Campbell	5/2/2025 9:00	5/2/2025 9:23	24
Tyler Murray	5/2/2025 9:00	5/2/2025 9:00	1
Grace Loughrie	5/2/2025 9:00	5/2/2025 9:00	1
Gabriela Gutierrez	5/2/2025 9:00	5/2/2025 10:00	60
Ashley McGough	5/2/2025 9:00	5/2/2025 9:00	1
Chantal Kline	5/2/2025 9:00	5/2/2025 9:00	1
Karen Snyder	5/2/2025 9:00	5/2/2025 9:00	1
Tyler Murray	5/2/2025 9:00	5/2/2025 10:00	60
Nicole Fritz	5/2/2025 9:00	5/2/2025 10:00	60
Clare Sheedy	5/2/2025 9:00	5/2/2025 10:00	60
Kelsey Soboleski	5/2/2025 9:00	5/2/2025 9:00	1
Ms. Holly	5/2/2025 9:00	5/2/2025 10:00	60
Grace Loughrie	5/2/2025 9:00	5/2/2025 10:00	60
Grace Scavicchio	5/2/2025 9:00	5/2/2025 9:59	60
Samantha Watson	5/2/2025 9:00	5/2/2025 9:00	1
Regina Landis	5/2/2025 9:00	5/2/2025 9:00	1
Ashley McGough	5/2/2025 9:00	5/2/2025 10:00	60
Chantal Kline	5/2/2025 9:00	5/2/2025 10:00	60
Francesca Klinger	5/2/2025 9:00	5/2/2025 9:00	1
Karen Snyder	5/2/2025 9:00	5/2/2025 9:58	59
Maddie Ayres	5/2/2025 9:00	5/2/2025 9:00	1

Katelyn Herback	5/2/2025 9:00	5/2/2025 9:00	1
Anna Kovach	5/2/2025 9:00	5/2/2025 9:00	1
Rebecca Sibbett	5/2/2025 9:00	5/2/2025 9:00	1
Kelsey Soboleski	5/2/2025 9:00	5/2/2025 9:56	56
Samantha Watson	5/2/2025 9:00	5/2/2025 10:00	60
Maddie Ayres	5/2/2025 9:00	5/2/2025 9:44	45
Francesca Klinger	5/2/2025 9:00	5/2/2025 10:00	60
Regina Landis	5/2/2025 9:00	5/2/2025 10:00	60
Katelyn Herback	5/2/2025 9:00	5/2/2025 10:00	60
Leigh Niedergall	5/2/2025 9:00	5/2/2025 9:00	1
Rebecca Sibbett	5/2/2025 9:00	5/2/2025 9:55	55
Alexa McLaughlin	5/2/2025 9:00	5/2/2025 9:01	1
Anna Kovach	5/2/2025 9:00	5/2/2025 10:00	60
Megan Byers	5/2/2025 9:00	5/2/2025 9:01	1
Leigh Niedergall	5/2/2025 9:01	5/2/2025 9:59	59
Alexa McLaughlin	5/2/2025 9:01	5/2/2025 10:00	60
Kimberly Haines	5/2/2025 9:01	5/2/2025 9:01	1
Patrick Lavelle	5/2/2025 9:01	5/2/2025 9:01	1
Monica Rourke	5/2/2025 9:01	5/2/2025 9:01	1
Megan Byers	5/2/2025 9:01	5/2/2025 10:00	60
Mr. Henry	5/2/2025 9:01	5/2/2025 9:01	1
Angela Lannan	5/2/2025 9:01	5/2/2025 9:01	1
Jadie Smith	5/2/2025 9:01	5/2/2025 9:01	1
Kelli Coppolella	5/2/2025 9:01	5/2/2025 9:01	1
Monica Rourke	5/2/2025 9:01	5/2/2025 10:00	60
Shelly Pomo	5/2/2025 9:01	5/2/2025 9:01	1
Mr. Henry	5/2/2025 9:01	5/2/2025 10:00	60
Patrick Lavelle	5/2/2025 9:01	5/2/2025 10:00	59
Kimberly Haines	5/2/2025 9:01	5/2/2025 10:00	59
Mrs. Kirchner	5/2/2025 9:01	5/2/2025 9:01	1
Angela Lannan	5/2/2025 9:01	5/2/2025 10:00	59
Kelli Coppolella	5/2/2025 9:01	5/2/2025 10:00	59
Jadie Smith	5/2/2025 9:01	5/2/2025 10:00	59
Shelly Pomo	5/2/2025 9:01	5/2/2025 10:00	59
Mrs. Kirchner	5/2/2025 9:01	5/2/2025 10:00	59
Miss Lacey (OT)	5/2/2025 9:01	5/2/2025 9:01	1
Gabby Marghella	5/2/2025 9:01	5/2/2025 9:01	1
Mrs. Mallory Geibel	5/2/2025 9:01	5/2/2025 9:01	1
Alexandria Flamino	5/2/2025 9:01	5/2/2025 9:01	1
Mary Watral	5/2/2025 9:01	5/2/2025 9:01	1
Tess Roberts	5/2/2025 9:01	5/2/2025 9:01	1
Miss Lacey (OT)	5/2/2025 9:01	5/2/2025 10:00	59
Gabby Marghella	5/2/2025 9:01	5/2/2025 9:32	31
Mrs. Mallory Geibel	5/2/2025 9:01	5/2/2025 10:00	59

Kimberly Cooper	5/2/2025 9:01	5/2/2025 9:01	1
Alexandria Flamino	5/2/2025 9:01	5/2/2025 10:00	59
Mary Watral	5/2/2025 9:01	5/2/2025 10:00	59
Tess Roberts	5/2/2025 9:01	5/2/2025 9:59	59
Mrs. Lexi Miller	5/2/2025 9:01	5/2/2025 9:01	1
Kimberly Cooper	5/2/2025 9:01	5/2/2025 10:00	59
Mrs. Lexi Miller	5/2/2025 9:01	5/2/2025 10:00	59
Kyra Dowling	5/2/2025 9:01	5/2/2025 9:01	1
Kyra Dowling	5/2/2025 9:01	5/2/2025 10:00	59
Mrs. Loveday	5/2/2025 9:02	5/2/2025 9:02	1
Jen Dibert	5/2/2025 9:02	5/2/2025 9:02	1
Ms. Guerra	5/2/2025 9:02	5/2/2025 9:02	1
Judy Burt	5/2/2025 9:02	5/2/2025 9:02	1
Ms. Guerra	5/2/2025 9:02	5/2/2025 10:00	58
Mrs. Loveday	5/2/2025 9:02	5/2/2025 10:00	59
Jen Dibert	5/2/2025 9:02	5/2/2025 10:00	58
Alissa Keebler	5/2/2025 9:02	5/2/2025 9:02	1
Judy Burt	5/2/2025 9:02	5/2/2025 10:00	58
Alissa Keebler	5/2/2025 9:02	5/2/2025 10:00	58
Sarah Fletcher	5/2/2025 9:02	5/2/2025 9:02	1
Maya Hill	5/2/2025 9:02	5/2/2025 9:02	1
Maya Hill	5/2/2025 9:02	5/2/2025 10:00	58
Caila Pitts	5/2/2025 9:02	5/2/2025 9:02	1
Sarah Fletcher	5/2/2025 9:02	5/2/2025 10:00	58
Caila Pitts	5/2/2025 9:02	5/2/2025 10:00	58
Whitney Ford-Welborn	5/2/2025 9:02	5/2/2025 10:00	58
Krista Frehn	5/2/2025 9:03	5/2/2025 9:03	1
Rachael Giovannangelo	5/2/2025 9:03	5/2/2025 9:03	1
Krista Frehn	5/2/2025 9:03	5/2/2025 10:00	58
Rachael Giovannangelo	5/2/2025 9:03	5/2/2025 10:00	57
Kara Bac	5/2/2025 9:04	5/2/2025 9:04	1
Kara Bac	5/2/2025 9:04	5/2/2025 9:58	54
Andy Chacon	5/2/2025 9:06	5/2/2025 9:06	1
Andy Chacon	5/2/2025 9:06	5/2/2025 10:00	55
Casey Petroshuk	5/2/2025 9:06	5/2/2025 9:07	2
Audra Young	5/2/2025 9:07	5/2/2025 9:07	1
Ms.Eboni	5/2/2025 9:07	5/2/2025 9:07	1
Audra Young	5/2/2025 9:07	5/2/2025 10:00	53
Casey Petroshuk	5/2/2025 9:07	5/2/2025 10:00	53
Ms.Eboni	5/2/2025 9:07	5/2/2025 9:56	49
Angie Krantz	5/2/2025 9:08	5/2/2025 9:08	1
Angie Krantz	5/2/2025 9:08	5/2/2025 10:00	53
Morgan Wertz	5/2/2025 9:09	5/2/2025 9:59	51
Kelly Makay	5/2/2025 9:18	5/2/2025 9:56	39

Allyson Ruff	5/2/2025 9:23	5/2/2025 9:23	1
Allyson Ruff	5/2/2025 9:23	5/2/2025 10:00	37
Ms. Hannah Campbell	5/2/2025 9:23	5/2/2025 10:00	37
Deborah Seymour	5/2/2025 9:51	5/2/2025 9:51	1
Deborah Seymour	5/2/2025 9:51	5/2/2025 10:00	9
Ms.Eboni	5/2/2025 9:56	5/2/2025 10:00	4

FBA'S TO PBSP'S

PURPOSE OF AN FBA

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

FBA

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

FBA

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

HYPOTHESIS STATEMENT

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

PBSP

A positive behavior support plan shall be developed by the IEP team, be based on an FBA, and become part of the individual eligible student's IEP.

The Annotated Positive Behavior Support Plan includes relevant components of Section VI of the IEP document. These may serve as reminders for the IEP team to consider in designing the Positive Behavior Support Plan.

https://www.pattan.net/Publications/Annotated-Positive-Behavior-Support-Plan

PBSP SHOULD INCLUDE:

-Assessment Summary information pulled directly from the most recent FBA (antecedents, behaviors of concern, consequences, hypothesis statement)
-Specific, measurable goals
-ABCs and Replacement Behaviors
-Program Modifications and SDIs
-Services

PBSP SHOULD INCLUDE:

-Procedures for teaching new REPLACEMENT skills

-Strategies for RESPONDING so that the new skills are maintained and acknowledged

-Strategies for modifying the curriculum, environment, activity, or interactions to PREVENT to occurrence of the behavior

Student's Name: Fake Student

ASSESSMENT SUMMARY

Antecedents to the behavior of concern	Behavior of concern	Consequences maintaining the behavior of concern
When Student feels frustrated or overwhelmed with a task.	Student will shut down and refuse to complete the task; verbally expressing frustration; refusing to complete a directive/task given by the teacher.	To escape the frustrating situation.

When *(antecedents to the behavior of concern)*

feeling frustrated or overwhelmed with a task

the student *(behavior of concern)*

will shut down and refuse to complete the taskescape the frustrating situation

in order to *(perceived function of the behavior of concern)*

escape the frustrating situation

Add Hypothesis

STEP 3: SUMMARY

List strategies used in the past and note their effectiveness:

Student said in the past (in the brick-and-mortar school setting) she would have access to a staff member to talk to when she became upset and would elope out of the classroom. She self-reported that this was helpful.

Antecedent (prevention) strategies:	**Consequence strategies:**
Clear expectations regarding task completion	Praise and encouragement for completed work
Clear and concise directions	Positive communication for participation
Frequent checks for understanding	Redirection
Opportunities/encouragement to reach out with questions	
Visual representations of directions	

Direct Observation Summary (attach graphic representation of observation data collected)

1. Describe how often the behavior of concern occurs, how long it lasts, and at what intensity it occurs.

   Frequency and duration of the behavior seems to depend on Student's feelings regarding if a teacher is not fully explaining a concept or if she isn't given enough time. Intensity of the behavior seems to be impacted by how many times it is occurring in her class/classes on that particular day.

2. Describe any patterns to the occurrence of the behavior of concern (consider the time of day, location, and others involved).

   There was not a specific class/time when this occurred based on the observations. Student did note feeling more supported by some teachers who explained the information/lessons more clearly and she was able to follow along without becoming frustrated. She was focused and attentive during all classes she attended, but if she felt overwhelmed or things were moving too quickly (regardless of the class), she became frustrated and would refuse to finish the task.

Antecedent and Consequence Factors

1. Describe the antecedents that are present when the behavior of concern occurs.

   Frustration and refusal would occur when Natalia was given a directive, and the teacher moved on too quickly before Student had a chance to complete the task. She also became frustrated when she did not feel the task/assignment was fully explained.

2. Describe the consequences that appear to be maintaining the behavior of concern.

   When Student then refused to do the task, she was able to escape the stress she was feeling in that moment. She would say "Okay well I'm not doing this then."

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

1. When student feels frustrated or overwhelmed with a task, Fake will shut down and refuse to complete the task in order to escape the frustrating situation or task

VI. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION FOR THE POSITIVE BEHAVIOR SUPPORT PLA

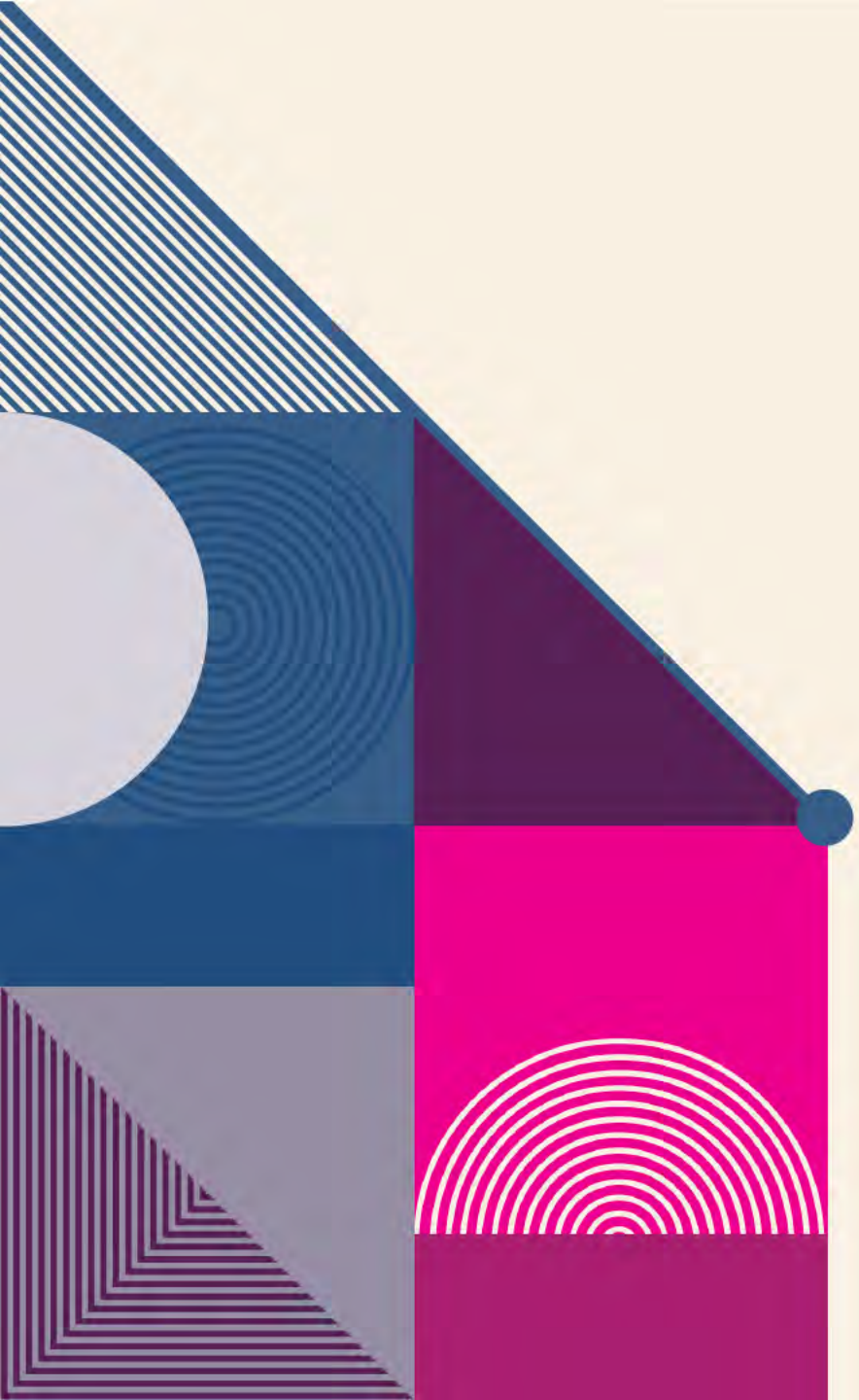
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A Antecedent (prevention) Strategies:

B Replacement Behavior:

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

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



CREATING RELEVANT BEHAVIOR GOALS

The goal is to teach the student to engage in functionally equivalent replacement behaviors that are easier and more efficient than the behaviors of concern at getting the student's needs met.

WHAT ARE THE FUNCTIONS?

*Historically effective and efficient, relative to other behaviors

- ESCAPE
- ATTENTION
- ACCESS TO ITEMS/ACTIVITIES (TANGIBLES)
- AUTOMATIC REINFORCEMENT (THE BEHAVIOR ITSELF IS REINFORCING)

QUESTIONS?



Name (original name)	Join time	Leave time	Duration (minutes)
Jaissa Gerity	12/13/2024 8:05	12/13/2024 9:49	105
Deb Schaeffer	12/13/2024 8:12	12/13/2024 8:49	38
Ms. DeLuca	12/13/2024 8:12	12/13/2024 8:15	4
Sheryl Glasser	12/13/2024 8:13	12/13/2024 9:48	95
Danielle Adams	12/13/2024 8:15	12/13/2024 8:15	1
Amanda Wydra	12/13/2024 8:15	12/13/2024 8:15	1
Ms. DeLuca	12/13/2024 8:15	12/13/2024 8:49	34
Amanda Wydra	12/13/2024 8:15	12/13/2024 8:49	34
Danielle Adams	12/13/2024 8:15	12/13/2024 8:49	34
Morgan Myers	12/13/2024 8:19	12/13/2024 8:19	1
Morgan Myers	12/13/2024 8:19	12/13/2024 8:49	31
Whitney Ford-Welborn	12/13/2024 8:19	12/13/2024 9:49	90
Gregory C. McCurdy	12/13/2024 8:20	12/13/2024 9:49	90
Amy Turner	12/13/2024 8:20	12/13/2024 9:48	89
Megan Zacchero	12/13/2024 8:20	12/13/2024 8:20	1
Megan Zacchero	12/13/2024 8:20	12/13/2024 8:49	29
Sheila Perez	12/13/2024 8:21	12/13/2024 9:49	89
Miss Gardner	12/13/2024 8:55	12/13/2024 9:00	5
Stacey Resavage	12/13/2024 8:55	12/13/2024 9:00	5
Miss Rux	12/13/2024 8:56	12/13/2024 9:00	5
Deb Schaeffer	12/13/2024 8:56	12/13/2024 9:45	50
Michelle Bower	12/13/2024 8:56	12/13/2024 9:00	5
Rebecca Dando	12/13/2024 8:56	12/13/2024 9:00	4
Jenna Buterbaugh	12/13/2024 8:56	12/13/2024 9:00	4
Maya Noble	12/13/2024 8:56	12/13/2024 9:00	4
Gabrielle Marghella	12/13/2024 8:56	12/13/2024 9:00	4
Chelsea Dorsek	12/13/2024 8:56	12/13/2024 9:00	4
Lauren Fix	12/13/2024 8:57	12/13/2024 9:00	4
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Megan Zacchero	12/13/2024 8:57	12/13/2024 9:00	3
Kimberly Filer	12/13/2024 8:57	12/13/2024 9:00	3
Ms. DeLuca	12/13/2024 8:57	12/13/2024 9:00	3
Ms. Miller	12/13/2024 8:57	12/13/2024 9:00	3
Meghan Godwin	12/13/2024 8:57	12/13/2024 9:00	3
Amanda Wydra	12/13/2024 8:58	12/13/2024 9:00	3
Jessica Savka (OT)	12/13/2024 8:58	12/13/2024 9:00	3
Nicole James	12/13/2024 8:58	12/13/2024 9:00	3
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Bethany Brownlee	12/13/2024 8:58	12/13/2024 9:00	2
Alice Kuhn	12/13/2024 8:58	12/13/2024 9:00	2
Carly Zaremski	12/13/2024 8:58	12/13/2024 9:00	2

Brittany Snedeker	12/13/2024 8:58	12/13/2024 9:00	2
Angela Lannan	12/13/2024 8:58	12/13/2024 9:00	2
Mrs. Kirchner	12/13/2024 8:58	12/13/2024 9:00	2
Tara Donahue	12/13/2024 8:58	12/13/2024 9:00	2
Judy Burt	12/13/2024 8:58	12/13/2024 9:00	2
Cindy Urich	12/13/2024 8:58	12/13/2024 9:00	2
Marci Mazenko	12/13/2024 8:58	12/13/2024 9:00	2
Miss Geiser	12/13/2024 8:58	12/13/2024 8:58	1
Mrs. Mallory Geibel	12/13/2024 8:58	12/13/2024 9:00	2
Krista Frehn	12/13/2024 8:58	12/13/2024 9:00	2
Monica Rourke	12/13/2024 8:58	12/13/2024 9:00	2
Samantha Watson	12/13/2024 8:58	12/13/2024 9:00	2
Alfonso Camargo	12/13/2024 8:58	12/13/2024 9:00	2
Lindsay Cordisco	12/13/2024 8:58	12/13/2024 9:00	2
Mrs. Chase	12/13/2024 8:59	12/13/2024 9:00	2
Erin Shiffer	12/13/2024 8:59	12/13/2024 9:00	2
Ms. Koschoff	12/13/2024 8:59	12/13/2024 9:00	2
Morgan Myers	12/13/2024 8:59	12/13/2024 9:00	2
Danielle Adams	12/13/2024 8:59	12/13/2024 9:00	2
Paige Barbus	12/13/2024 8:59	12/13/2024 9:00	2
Miss. Chelsea Frankhouser	12/13/2024 8:59	12/13/2024 9:00	2
Brandy Lair	12/13/2024 8:59	12/13/2024 9:00	1
Sarah Yoder	12/13/2024 8:59	12/13/2024 9:00	1
Kathryn Lorah	12/13/2024 8:59	12/13/2024 9:00	1
Sarah Walter	12/13/2024 8:59	12/13/2024 9:00	1
Annette Zell	12/13/2024 8:59	12/13/2024 9:00	1
Mrs. Mark	12/13/2024 8:59	12/13/2024 9:00	1
Alyssa Roberts	12/13/2024 8:59	12/13/2024 9:00	1
Beth Shaffer	12/13/2024 8:59	12/13/2024 9:00	1
Miss Amanda	12/13/2024 8:59	12/13/2024 9:00	1
Jessica Scott	12/13/2024 8:59	12/13/2024 9:00	1
Jessica Martin	12/13/2024 8:59	12/13/2024 9:00	1
Mr. Pino	12/13/2024 8:59	12/13/2024 9:00	1
Rachel Moussa	12/13/2024 8:59	12/13/2024 9:00	1
Miss Geiser	12/13/2024 8:59	12/13/2024 9:00	1
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Danielle Hreha	12/13/2024 8:59	12/13/2024 9:00	1
Jennifer Hottenstein	12/13/2024 8:59	12/13/2024 9:00	1
Shelly Wade	12/13/2024 8:59	12/13/2024 9:00	1
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LeAnn Moore	12/13/2024 8:59	12/13/2024 9:00	1
Heather Baughman	12/13/2024 8:59	12/13/2024 9:00	1

Ms. Julz	12/13/2024 8:59	12/13/2024 9:00	1
Alissa Keebler	12/13/2024 8:59	12/13/2024 9:00	1
Diana Simmons	12/13/2024 8:59	12/13/2024 9:00	1
Grace Sykes	12/13/2024 8:59	12/13/2024 9:00	1
Mrs. Duquette	12/13/2024 8:59	12/13/2024 9:00	1
Ms. Dana	12/13/2024 8:59	12/13/2024 9:00	1
Ms. Holly	12/13/2024 8:59	12/13/2024 9:00	1
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Mrs. Karpen	12/13/2024 9:00	12/13/2024 9:40	40
Krista Frehn	12/13/2024 9:00	12/13/2024 9:40	40
Jessica Savka (OT)	12/13/2024 9:00	12/13/2024 9:40	40
Jessica Scott	12/13/2024 9:00	12/13/2024 9:40	40
Beth Shaffer	12/13/2024 9:00	12/13/2024 9:40	40
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Judy Burt	12/13/2024 9:00	12/13/2024 9:40	40
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Mr. Pino	12/13/2024 9:00	12/13/2024 9:40	40
Bethany Brownlee	12/13/2024 9:00	12/13/2024 9:40	40
Alice Kuhn	12/13/2024 9:00	12/13/2024 9:40	40
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Miss Rux	12/13/2024 9:00	12/13/2024 9:40	40
Marci Mazenko	12/13/2024 9:00	12/13/2024 9:40	40
Ms. DeLuca	12/13/2024 9:00	12/13/2024 9:40	40
Carly Zaremski	12/13/2024 9:00	12/13/2024 9:40	40
Sarah Walter	12/13/2024 9:00	12/13/2024 9:40	40
Ms. Koschoff	12/13/2024 9:00	12/13/2024 9:40	40
Rebecca Dando	12/13/2024 9:00	12/13/2024 9:40	40
Mrs. Chase	12/13/2024 9:00	12/13/2024 9:40	40
Meghan Godwin	12/13/2024 9:00	12/13/2024 9:02	3

Mrs. Mallory Geibel	12/13/2024 9:00	12/13/2024 9:40	40
Mrs. Kirchner	12/13/2024 9:00	12/13/2024 9:40	40
Morgan Myers	12/13/2024 9:00	12/13/2024 9:39	40
Shelly Wade	12/13/2024 9:00	12/13/2024 9:40	40
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Megan Zacchero	12/13/2024 9:00	12/13/2024 9:40	40
Jessica Martin	12/13/2024 9:00	12/13/2024 9:40	40
Ms. Miller	12/13/2024 9:00	12/13/2024 9:40	40
Miss. Chelsea Frankhouser	12/13/2024 9:00	12/13/2024 9:39	40
Stacey Resavage	12/13/2024 9:00	12/13/2024 9:40	40
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Mrs. Amanda	12/13/2024 9:02	12/13/2024 9:40	38
Jadie Smith	12/13/2024 9:02	12/13/2024 9:40	39
Kara Bac	12/13/2024 9:03	12/13/2024 9:40	37
Sarah Fletcher	12/13/2024 9:04	12/13/2024 9:04	1
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Clare Sheedy	12/13/2024 9:04	12/13/2024 9:40	36
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Francesca Klinger	12/13/2024 9:04	12/13/2024 9:40	36
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Kelly Makay	12/13/2024 9:09	12/13/2024 9:40	31

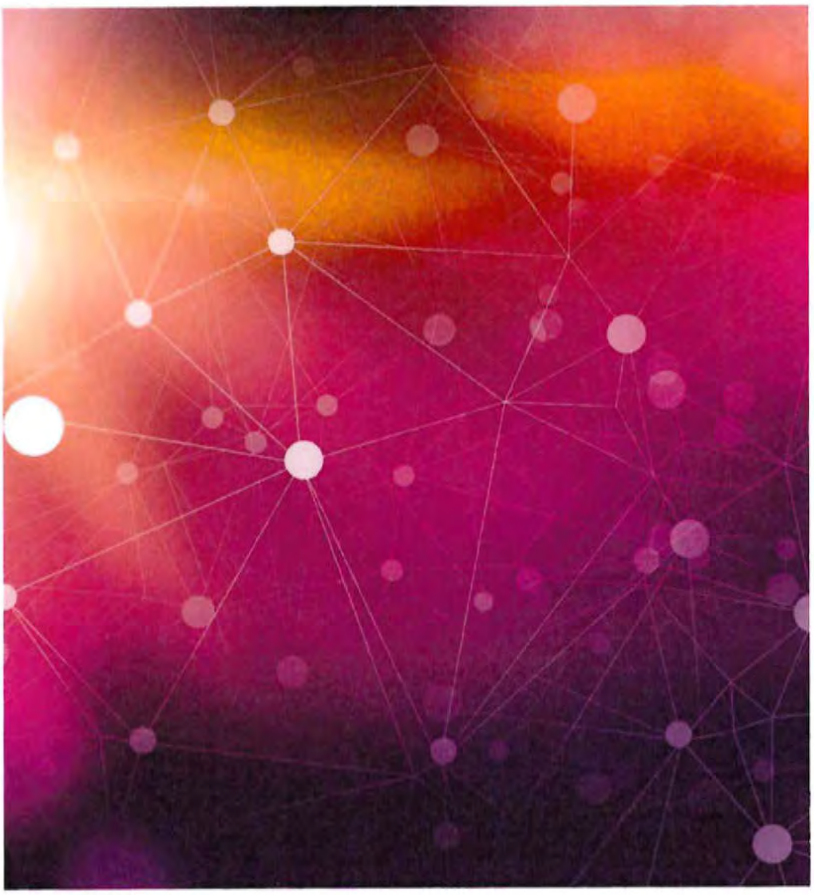
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Ms. Holly	12/13/2024 9:00	12/13/2024 9:40	40
Danielle Hreha	12/13/2024 9:00	12/13/2024 9:40	40
Ms. Dana	12/13/2024 9:00	12/13/2024 9:40	40
Karen Snyder	12/13/2024 9:00	12/13/2024 9:40	40
LeAnn Moore	12/13/2024 9:00	12/13/2024 9:40	40
Jennifer Hottenstein	12/13/2024 9:00	12/13/2024 9:40	40
Anne Miller	12/13/2024 9:00	12/13/2024 9:40	40
Jenna Buterbaugh	12/13/2024 9:00	12/13/2024 9:18	19
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Ms. Julz	12/13/2024 9:00	12/13/2024 9:40	40
Diana Simmons	12/13/2024 9:00	12/13/2024 9:40	40
Mollie Nixon	12/13/2024 9:00	12/13/2024 9:40	40
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Miss Amanda	12/13/2024 9:00	12/13/2024 9:40	40
Jamie Tracy	12/13/2024 9:00	12/13/2024 9:39	40
Grace Sykes	12/13/2024 9:00	12/13/2024 9:40	40
Lindsey Kepner	12/13/2024 9:00	12/13/2024 9:00	1
Miss Santello	12/13/2024 9:00	12/13/2024 9:00	1
Ashley McGough	12/13/2024 9:00	12/13/2024 9:00	1
Nicole Fritz	12/13/2024 9:00	12/13/2024 9:00	1
Vickie Bruce	12/13/2024 9:00	12/13/2024 9:40	40
Judith Webb	12/13/2024 9:00	12/13/2024 9:40	40
Andrea O'Brien	12/13/2024 9:00	12/13/2024 9:00	1
Amelia Steigerwalt	12/13/2024 9:00	12/13/2024 9:00	1
Mrs. McDermott	12/13/2024 9:00	12/13/2024 9:00	1
Ms. Carissa Blair	12/13/2024 9:00	12/13/2024 9:00	1
Sarah Gallagher	12/13/2024 9:00	12/13/2024 9:00	1

Mikala Smith	12/13/2024 9:00	12/13/2024 9:00	1
Ms. Guerra	12/13/2024 9:00	12/13/2024 9:00	1
Ms.Eboni	12/13/2024 9:00	12/13/2024 9:00	1
Mrs. Bongivengo	12/13/2024 9:00	12/13/2024 9:00	1
Lindsey Barclay	12/13/2024 9:00	12/13/2024 9:00	1
Kyra Hulsebos	12/13/2024 9:00	12/13/2024 9:00	1
Grace Loughrie	12/13/2024 9:00	12/13/2024 9:00	1
Shelly Pomo	12/13/2024 9:00	12/13/2024 9:40	40
Mrs. Calabrese	12/13/2024 9:00	12/13/2024 9:00	1
Patrick Lavelle	12/13/2024 9:00	12/13/2024 9:00	1
Jenna Izing	12/13/2024 9:00	12/13/2024 9:00	1
Mrs. Bubb	12/13/2024 9:00	12/13/2024 9:00	1
Kimberly Cooper	12/13/2024 9:00	12/13/2024 9:00	1
Ms.Eboni	12/13/2024 9:00	12/13/2024 9:40	40
Mrs. Super	12/13/2024 9:00	12/13/2024 9:40	40
Mikala Smith	12/13/2024 9:00	12/13/2024 9:40	40
Andrea O'Brien	12/13/2024 9:00	12/13/2024 9:40	40
Sarah Gallagher	12/13/2024 9:00	12/13/2024 9:40	40
Lindsey Kepner	12/13/2024 9:00	12/13/2024 9:40	40
Kyra Hulsebos	12/13/2024 9:00	12/13/2024 9:40	40
Ms. Guerra	12/13/2024 9:00	12/13/2024 9:40	40
Leigh Niedergall	12/13/2024 9:00	12/13/2024 9:00	1
Mrs. Bongivengo	12/13/2024 9:00	12/13/2024 9:40	40
Mrs. McDermott	12/13/2024 9:00	12/13/2024 9:40	40
Nicole Fritz	12/13/2024 9:00	12/13/2024 9:40	40
Amelia Steigerwalt	12/13/2024 9:00	12/13/2024 9:26	26
Lindsey Barclay	12/13/2024 9:00	12/13/2024 9:40	40
Ms. Carissa Blair	12/13/2024 9:00	12/13/2024 9:40	40
Mrs. Calabrese	12/13/2024 9:00	12/13/2024 9:39	40
JP Wasicko	12/13/2024 9:00	12/13/2024 9:40	40
Miss Santello	12/13/2024 9:00	12/13/2024 9:40	40
Ashley McGough	12/13/2024 9:00	12/13/2024 9:40	40
rhartley	12/13/2024 9:00	12/13/2024 9:00	1
Grace Loughrie	12/13/2024 9:00	12/13/2024 9:40	40
Tyler Murray	12/13/2024 9:00	12/13/2024 9:00	1
Patrick Lavelle	12/13/2024 9:00	12/13/2024 9:40	40
Danielle Blass	12/13/2024 9:00	12/13/2024 9:00	1
Mrs. Yannick	12/13/2024 9:00	12/13/2024 9:00	1
Grace Scavicchio	12/13/2024 9:00	12/13/2024 9:00	1
Alexandria Flamino	12/13/2024 9:00	12/13/2024 9:00	1
Ms. Ashley	12/13/2024 9:00	12/13/2024 9:00	1
Paula Haines	12/13/2024 9:00	12/13/2024 9:00	1
Leigh Niedergall	12/13/2024 9:00	12/13/2024 9:40	40
Tyler Murray	12/13/2024 9:00	12/13/2024 9:40	40

rhartley	12/13/2024 9:00	12/13/2024 9:40	40
Kimberly Cooper	12/13/2024 9:00	12/13/2024 9:40	40
Mrs. Bubb	12/13/2024 9:00	12/13/2024 9:40	40
Jenna Izing	12/13/2024 9:00	12/13/2024 9:40	40
Lisa Staros	12/13/2024 9:00	12/13/2024 9:00	1
Justine Irwin	12/13/2024 9:00	12/13/2024 9:00	1
Mrs. Yannick	12/13/2024 9:00	12/13/2024 9:40	40
Ms. Ashley	12/13/2024 9:00	12/13/2024 9:40	40
Danielle Blass	12/13/2024 9:00	12/13/2024 9:40	40
Paula Haines	12/13/2024 9:00	12/13/2024 9:39	40
Grace Scavicchio	12/13/2024 9:00	12/13/2024 9:40	40
Tayibah Bemiah	12/13/2024 9:00	12/13/2024 9:00	1
Alexandria Flamino	12/13/2024 9:00	12/13/2024 9:40	40
Lisa Staros	12/13/2024 9:00	12/13/2024 9:40	40
Justine Irwin	12/13/2024 9:00	12/13/2024 9:40	40
Lexi Allen	12/13/2024 9:00	12/13/2024 9:00	1
Mary Watral	12/13/2024 9:00	12/13/2024 9:00	1
Lisa Heffron	12/13/2024 9:00	12/13/2024 9:01	1
Tayibah Bemiah	12/13/2024 9:00	12/13/2024 9:40	40
Katelyn Herback	12/13/2024 9:00	12/13/2024 9:01	1
Wendy Masser	12/13/2024 9:00	12/13/2024 9:01	1
Lexi Allen	12/13/2024 9:00	12/13/2024 9:29	29
Mary Watral	12/13/2024 9:00	12/13/2024 9:31	31
Lisa Heffron	12/13/2024 9:01	12/13/2024 9:40	40
Casey Petroshuk	12/13/2024 9:01	12/13/2024 9:01	1
Mrs. Graw	12/13/2024 9:01	12/13/2024 9:01	1
Wendy Masser	12/13/2024 9:01	12/13/2024 9:40	40
Katelyn Herback	12/13/2024 9:01	12/13/2024 9:39	39
Lindsey Walter	12/13/2024 9:01	12/13/2024 9:40	40
Mrs. McGonigle	12/13/2024 9:01	12/13/2024 9:01	1
Mrs. Graw	12/13/2024 9:01	12/13/2024 9:40	40
Casey Petroshuk	12/13/2024 9:01	12/13/2024 9:40	39
Nicole LeCause	12/13/2024 9:01	12/13/2024 9:01	1
Mrs. McGonigle	12/13/2024 9:01	12/13/2024 9:40	39
Megan Byers	12/13/2024 9:01	12/13/2024 9:02	1
Miss. Enright	12/13/2024 9:01	12/13/2024 9:02	1
Nicole LeCause	12/13/2024 9:01	12/13/2024 9:40	40
Jadie Smith	12/13/2024 9:01	12/13/2024 9:02	1
Michelle Cornacchia	12/13/2024 9:01	12/13/2024 9:02	1
Tess Roberts	12/13/2024 9:01	12/13/2024 9:02	1
Allyson Ruff	12/13/2024 9:01	12/13/2024 9:02	1
Kelsey Soboleski	12/13/2024 9:01	12/13/2024 9:02	1
Marykate N.	12/13/2024 9:01	12/13/2024 9:02	1
Ms. Jessie (OT)	12/13/2024 9:01	12/13/2024 9:02	1

Rebecca Sibbett	12/13/2024 9:01	12/13/2024 9:02	1
Regina Landis	12/13/2024 9:01	12/13/2024 9:02	1
Mr. Henry	12/13/2024 9:01	12/13/2024 9:02	1
Kristi Skaggs	12/13/2024 9:01	12/13/2024 9:02	1
Ms. Hannah Campbell	12/13/2024 9:01	12/13/2024 9:02	1
Alexa McLaughlin	12/13/2024 9:01	12/13/2024 9:02	1
Vicki Vinskie	12/13/2024 9:01	12/13/2024 9:02	1
Marybeth Zepka	12/13/2024 9:01	12/13/2024 9:02	1
Kristine Delmas	12/13/2024 9:01	12/13/2024 9:02	1
Gabriela Gutierrez	12/13/2024 9:01	12/13/2024 9:02	1
Mrs. Amanda	12/13/2024 9:01	12/13/2024 9:02	1
Mrs. Bendis	12/13/2024 9:01	12/13/2024 9:02	1
Kyra Dowling	12/13/2024 9:02	12/13/2024 9:02	1
Mrs. Jones	12/13/2024 9:02	12/13/2024 9:02	1
Mr. Henry	12/13/2024 9:02	12/13/2024 9:40	39
Michelle Cornacchia	12/13/2024 9:02	12/13/2024 9:40	39
Alexa McLaughlin	12/13/2024 9:02	12/13/2024 9:40	39
Tess Roberts	12/13/2024 9:02	12/13/2024 9:40	38
Kelsey Soboleski	12/13/2024 9:02	12/13/2024 9:40	39
Ms. Jessie (OT)	12/13/2024 9:02	12/13/2024 9:40	38
Mrs. Bendis	12/13/2024 9:02	12/13/2024 9:40	38
Regina Landis	12/13/2024 9:02	12/13/2024 9:40	39
Rebecca Sibbett	12/13/2024 9:02	12/13/2024 9:40	39
Megan Byers	12/13/2024 9:02	12/13/2024 9:40	39
Vicki Vinskie	12/13/2024 9:02	12/13/2024 9:40	39
Miss. Enright	12/13/2024 9:02	12/13/2024 9:40	38
Allyson Ruff	12/13/2024 9:02	12/13/2024 9:40	39
Marykate N.	12/13/2024 9:02	12/13/2024 9:40	38
Marybeth Zepka	12/13/2024 9:02	12/13/2024 9:40	39
Kristi Skaggs	12/13/2024 9:02	12/13/2024 9:40	38
Gabriela Gutierrez	12/13/2024 9:02	12/13/2024 9:40	38
Mrs. Jones	12/13/2024 9:02	12/13/2024 9:40	38
Kyra Dowling	12/13/2024 9:02	12/13/2024 9:40	39
Ms. Beyer	12/13/2024 9:02	12/13/2024 9:02	1
Miss Lacey (OT)	12/13/2024 9:02	12/13/2024 9:02	1
Ms. Beyer	12/13/2024 9:02	12/13/2024 9:40	38
Miss Lacey (OT)	12/13/2024 9:02	12/13/2024 9:40	38
Caila Pitts	12/13/2024 9:02	12/13/2024 9:02	1
Ms. Diane Desmond (she/her)	12/13/2024 9:02	12/13/2024 9:02	1
Caila Pitts	12/13/2024 9:02	12/13/2024 9:40	38
Ms. Diane Desmond (she/her)	12/13/2024 9:02	12/13/2024 9:33	31
Mr. Zinn	12/13/2024 9:02	12/13/2024 9:02	1
Mr. Zinn	12/13/2024 9:02	12/13/2024 9:40	38
Angie Krantz	12/13/2024 9:03	12/13/2024 9:03	1

Jen Dibert	12/13/2024 9:03	12/13/2024 9:03	1
Kara Bac	12/13/2024 9:03	12/13/2024 9:03	1
Angie Krantz	12/13/2024 9:03	12/13/2024 9:40	37
Jen Dibert	12/13/2024 9:03	12/13/2024 9:40	37
Kelli Coppolella	12/13/2024 9:03	12/13/2024 9:04	1
Kelli Coppolella	12/13/2024 9:04	12/13/2024 9:40	37
Lauren Busch	12/13/2024 9:19	12/13/2024 9:19	1
Lauren Busch	12/13/2024 9:19	12/13/2024 9:40	21
Andy Chacon	12/13/2024 9:00	12/13/2024 9:40	40
Alfonso Camargo	12/13/2024 9:00	12/13/2024 9:40	40
Ms. Diane Desmond (she/her)	12/13/2024 9:33	12/13/2024 9:40	7



Brolly
Progress Monitoring

Agenda

Admin Updates

Progress Monitoring Logging in Brolly

Progress Report Reminder – Due 11/19



Progress Monitoring in Brolly

Progress Monitoring



- Navigate to the left side of the Brolly homepage (hint – it is a greenish/bluish color) and select the Progress Monitoring option
- A quick select screen will populate on the righthand side of the screen – you will want to select the template you want to log in from the drop-down menu



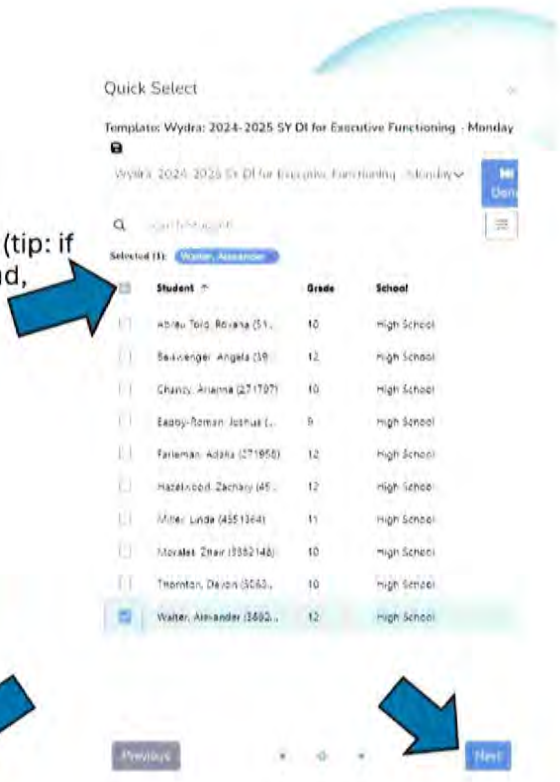
Progress Monitoring Continued

- Make sure the date in the box reflects the date the progress monitoring was completed
- Enter your assessment name (name of the activity you are using for progress monitoring)
- Enter your notes
- Hit the next button at the bottom right side of the screen



Progress Monitoring Continued

- Select the student that the progress monitoring information pertains to (tip: if you select the box next to "student" twice – it will deselect your caseload, allowing you to easily select just one student)
- Hit Next (bottom ride side of the screen) again
- Select your goal area and hit Done (bottom right side of the screen)





Progress Monitoring Continued

- Hit the "continue without saving" option on the pop-up Log Template Changes Detected screen



- Left click on the assessment score box to add the score of the assessment (a thin blue line will appear around the box and the box will turn white with the flashing cursor, so you know it is safe to type)





Progress Monitoring Continued

- Left double click in the progress box to have the drop-down selections appear and select the option that corresponds to the work submitted



- If you are choosing to an image, left double click in the image box for the upload image option to appear and then select the upload image option.



- Select the image from the folder on your desktop where you have it stored and select open.

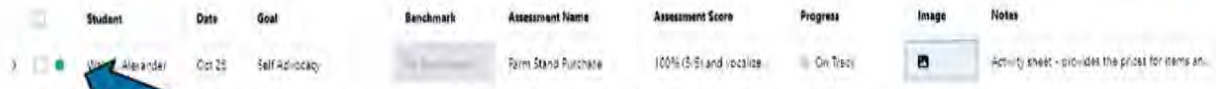


Progress Monitoring Continued

- Select Submit All in the bottom right corner of the Brolly page



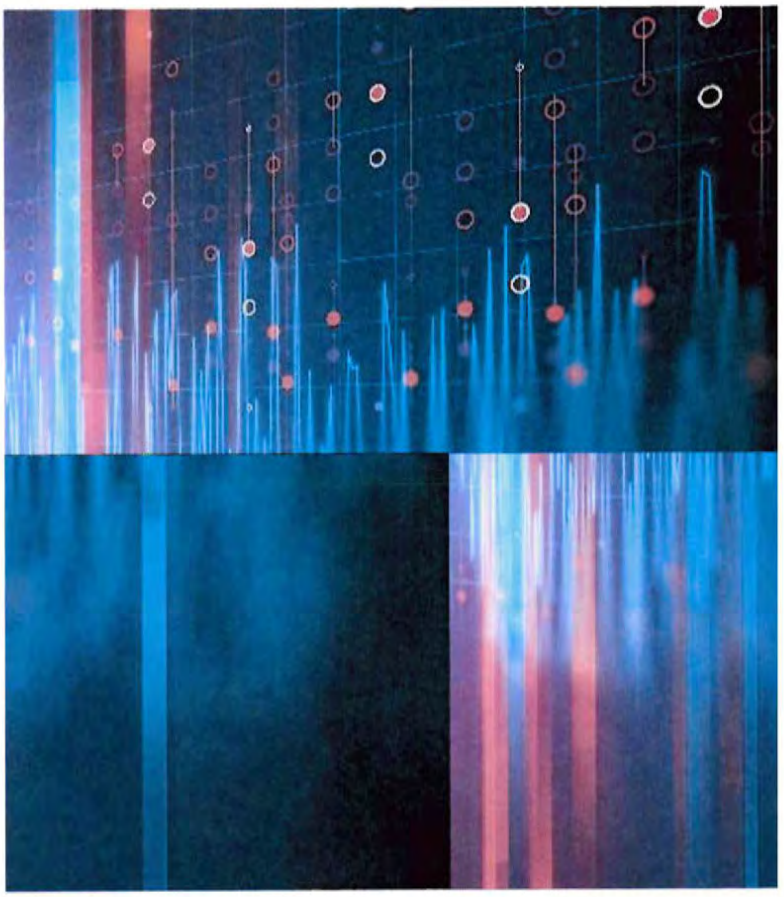
- Ensure your green circle appear next to the student's name indicating the progress log was successfully submitted.



- Remember – no data is still data – each student should have at least one progress monitoring submission per goal area monthly. If their IEP states a probe will be completed twice monthly, then they will require two progress monitoring submissions on that goal per month
- Transition information will be logged under progress monitoring – for the assessment score, you can list a score if there is one or just label it as an activity name and mark in your notes what was completed.


Progress Report Reminder
Progress Reports are due to be sent to parents/guardians on 11/19/2024 via Outlook Email

Questions?



Name (original name)	Join time	Leave time	Duration (minutes)
Jaissa Gerity	12/6/2024 8:49	12/6/2024 10:01	73
Whitney Ford-Welborn	12/6/2024 8:49	12/6/2024 10:00	71
Nicole James	12/6/2024 8:55	12/6/2024 8:59	5
Madison Frasso	12/6/2024 8:55	12/6/2024 8:59	4
Colette Silvestri	12/6/2024 8:56	12/6/2024 8:59	4
Ms. DeLuca	12/6/2024 8:56	12/6/2024 8:59	4
Lauren Fix	12/6/2024 8:56	12/6/2024 8:59	4
Michelle Bower	12/6/2024 8:56	12/6/2024 8:59	4
Miss Gardner	12/6/2024 8:56	12/6/2024 8:59	3
Jennifer Hottenstein	12/6/2024 8:57	12/6/2024 9:52	56
Marci Mazenko	12/6/2024 8:57	12/6/2024 8:59	3
Ms. Hannah Campbell	12/6/2024 8:57	12/6/2024 8:59	3
Kelly Makay	12/6/2024 8:57	12/6/2024 8:59	3
Deb Schaeffer	12/6/2024 8:57	12/6/2024 9:58	61
Amanda Wydra	12/6/2024 8:57	12/6/2024 8:59	2
Rebecca Dando	12/6/2024 8:57	12/6/2024 8:59	2
Carly Zaremski	12/6/2024 8:57	12/6/2024 8:59	2
Shannon Meiers	12/6/2024 8:57	12/6/2024 8:59	2
Judith Webb	12/6/2024 8:57	12/6/2024 8:59	2
Karen Keith	12/6/2024 8:57	12/6/2024 9:57	60
Mrs. Chase	12/6/2024 8:57	12/6/2024 8:59	2
Ms. Miller	12/6/2024 8:58	12/6/2024 8:59	2
Chelsea Dorsek	12/6/2024 8:58	12/6/2024 8:59	2
Jenna Izing	12/6/2024 8:58	12/6/2024 8:59	2
Jessica Martin	12/6/2024 8:58	12/6/2024 8:59	2
Ms. Carissa Blair	12/6/2024 8:58	12/6/2024 8:59	2
Mrs. Super	12/6/2024 8:58	12/6/2024 8:59	2
Samantha Watson	12/6/2024 8:58	12/6/2024 8:59	2
Mrs. Mark	12/6/2024 8:58	12/6/2024 8:59	2
Vicki Vinskie	12/6/2024 8:58	12/6/2024 8:59	2
Mrs. Bendis	12/6/2024 8:58	12/6/2024 8:59	2
Alfonso Camargo	12/6/2024 8:58	12/6/2024 8:59	2
Mrs. Kirchner	12/6/2024 8:58	12/6/2024 8:59	2
Karen Snyder	12/6/2024 8:58	12/6/2024 8:59	1
Mrs. McGonigle	12/6/2024 8:58	12/6/2024 8:59	1
Gabrielle Marghella	12/6/2024 8:58	12/6/2024 8:59	1
Mrs. Graw	12/6/2024 8:58	12/6/2024 8:59	1
Tara Donahue	12/6/2024 8:58	12/6/2024 8:59	1
Ashley McGough	12/6/2024 8:59	12/6/2024 8:59	1
Mrs. Bongivengo	12/6/2024 8:59	12/6/2024 8:59	1
Ms. Dana	12/6/2024 8:59	12/6/2024 8:59	1
Lisa Heffron	12/6/2024 8:59	12/6/2024 8:59	1

Kristi Skaggs	12/6/2024 8:59	12/6/2024 8:59	1
Morgan Wertz	12/6/2024 8:59	12/6/2024 8:59	1
Alissa Keebler	12/6/2024 8:59	12/6/2024 8:59	1
Grace Sykes	12/6/2024 8:59	12/6/2024 8:59	1
Miss Santello	12/6/2024 8:59	12/6/2024 8:59	1
Maya Noble	12/6/2024 8:59	12/6/2024 8:59	1
Mrs. Karpen	12/6/2024 8:59	12/6/2024 8:59	1
Brittany Snedeker	12/6/2024 8:59	12/6/2024 8:59	1
Angela Lannan	12/6/2024 8:59	12/6/2024 8:59	1
Gregory C. McCurdy	12/6/2024 8:59	12/6/2024 9:56	58
Erin Shiffer	12/6/2024 8:59	12/6/2024 8:59	1
Jessica Scott	12/6/2024 8:59	12/6/2024 8:59	1
Andrea O'Brien	12/6/2024 8:59	12/6/2024 8:59	1
Beth Shaffer	12/6/2024 8:59	12/6/2024 8:59	1
Jill McConnell	12/6/2024 8:59	12/6/2024 8:59	1
Cindy Urich	12/6/2024 8:59	12/6/2024 8:59	1
Mr. Pino	12/6/2024 8:59	12/6/2024 8:59	1
Mrs. Bubb	12/6/2024 8:59	12/6/2024 8:59	1
Kathryn Lorah	12/6/2024 8:59	12/6/2024 8:59	1
Paige Barbus	12/6/2024 8:59	12/6/2024 8:59	1
Leigh Niedergall	12/6/2024 8:59	12/6/2024 8:59	1
Mrs. Duquette	12/6/2024 8:59	12/6/2024 8:59	1
Lisa Staros	12/6/2024 8:59	12/6/2024 8:59	1
Mr. Henry	12/6/2024 8:59	12/6/2024 8:59	1
Lindsey Kepner	12/6/2024 8:59	12/6/2024 8:59	1
Kyra Dowling	12/6/2024 8:59	12/6/2024 8:59	1
Mrs. Graw	12/6/2024 8:59	12/6/2024 9:56	58
Mr. Henry	12/6/2024 8:59	12/6/2024 9:56	58
Miss Stacey (OT)	12/6/2024 8:59	12/6/2024 8:59	1
Kelly Makay	12/6/2024 8:59	12/6/2024 9:56	58
Lisa Heffron	12/6/2024 8:59	12/6/2024 9:56	58
Erin Shiffer	12/6/2024 8:59	12/6/2024 9:56	58
Ms. Hannah Campbell	12/6/2024 8:59	12/6/2024 9:56	58
Mr. Pino	12/6/2024 8:59	12/6/2024 9:56	58
Gabrielle Marghella	12/6/2024 8:59	12/6/2024 9:27	29
Michelle Bower	12/6/2024 8:59	12/6/2024 9:56	58
Leigh Niedergall	12/6/2024 8:59	12/6/2024 9:56	58
Carly Zaremski	12/6/2024 8:59	12/6/2024 9:56	58
Mrs. Duquette	12/6/2024 8:59	12/6/2024 9:56	58
Mrs. Karpen	12/6/2024 8:59	12/6/2024 9:56	57
Nicole James	12/6/2024 8:59	12/6/2024 9:56	58
Marci Mazenko	12/6/2024 8:59	12/6/2024 9:56	58
Mrs. Bendis	12/6/2024 8:59	12/6/2024 9:56	58
Mrs. Kirchner	12/6/2024 8:59	12/6/2024 9:56	58

Cindy Urich	12/6/2024 8:59	12/6/2024 9:56	58
Mrs. Super	12/6/2024 8:59	12/6/2024 9:56	58
Mrs. Chase	12/6/2024 8:59	12/6/2024 9:56	58
Ms. Miller	12/6/2024 8:59	12/6/2024 9:56	58
Miss Gardner	12/6/2024 8:59	12/6/2024 9:56	58
Angela Lannan	12/6/2024 8:59	12/6/2024 9:56	58
Paige Barbus	12/6/2024 8:59	12/6/2024 9:56	58
Madison Frasso	12/6/2024 8:59	12/6/2024 9:56	58
Shannon Meiers	12/6/2024 8:59	12/6/2024 9:56	58
Mrs. Mark	12/6/2024 8:59	12/6/2024 9:56	58
Colette Silvestri	12/6/2024 8:59	12/6/2024 9:59	60
Jessica Scott	12/6/2024 8:59	12/6/2024 9:56	58
Kristi Skaggs	12/6/2024 8:59	12/6/2024 9:56	58
Morgan Wertz	12/6/2024 8:59	12/6/2024 9:08	9
Alissa Keebler	12/6/2024 8:59	12/6/2024 9:56	58
Ms. Dana	12/6/2024 8:59	12/6/2024 9:56	57
Karen Snyder	12/6/2024 8:59	12/6/2024 9:56	58
Maya Noble	12/6/2024 8:59	12/6/2024 9:56	58
Mrs. McGonigle	12/6/2024 8:59	12/6/2024 9:56	58
Beth Shaffer	12/6/2024 8:59	12/6/2024 9:56	58
Vicki Vinskie	12/6/2024 8:59	12/6/2024 9:56	58
Miss Santello	12/6/2024 8:59	12/6/2024 9:56	58
Ms. Carissa Blair	12/6/2024 8:59	12/6/2024 9:23	24
Kathryn Lorah	12/6/2024 8:59	12/6/2024 9:56	57
Judith Webb	12/6/2024 8:59	12/6/2024 9:19	21
Jessica Martin	12/6/2024 8:59	12/6/2024 9:56	58
Mrs. Bubb	12/6/2024 8:59	12/6/2024 9:56	58
Tara Donahue	12/6/2024 8:59	12/6/2024 9:56	58
Jill McConnell	12/6/2024 8:59	12/6/2024 9:56	58
Jenna Izing	12/6/2024 8:59	12/6/2024 9:56	58
Grace Sykes	12/6/2024 8:59	12/6/2024 9:56	58
Amanda Wydra	12/6/2024 8:59	12/6/2024 9:56	58
Andrea O'Brien	12/6/2024 8:59	12/6/2024 9:56	57
Rebecca Dando	12/6/2024 8:59	12/6/2024 9:56	58
Chelsea Dorsek	12/6/2024 8:59	12/6/2024 9:56	58
Alfonso Camargo	12/6/2024 8:59	12/6/2024 9:56	58
Allyson Ruff	12/6/2024 9:02	12/6/2024 9:02	1
Allyson Ruff	12/6/2024 9:02	12/6/2024 9:56	55
Mary Kay Pronio	12/6/2024 9:02	12/6/2024 9:02	1
Sarah Fletcher	12/6/2024 9:02	12/6/2024 9:02	1
Mary Kay Pronio	12/6/2024 9:02	12/6/2024 9:56	55
Danielle Blass	12/6/2024 9:02	12/6/2024 9:02	1
Nicole LeCause	12/6/2024 9:02	12/6/2024 9:02	1
Sarah Fletcher	12/6/2024 9:02	12/6/2024 9:56	55

Leslie Hartos	12/6/2024 9:02	12/6/2024 9:02	1
Regina Landis	12/6/2024 9:02	12/6/2024 9:02	1
Caila Pitts	12/6/2024 9:02	12/6/2024 9:02	1
Anne Miller	12/6/2024 9:02	12/6/2024 9:02	1
Regina Landis	12/6/2024 9:02	12/6/2024 9:19	18
Nicole LeCause	12/6/2024 9:02	12/6/2024 9:30	28
Leslie Hartos	12/6/2024 9:02	12/6/2024 9:56	54
Danielle Blass	12/6/2024 9:02	12/6/2024 9:33	32
Anne Miller	12/6/2024 9:02	12/6/2024 9:56	55
Caila Pitts	12/6/2024 9:02	12/6/2024 9:56	55
Alexandria Flamino	12/6/2024 9:02	12/6/2024 9:03	1
Alexandria Flamino	12/6/2024 9:03	12/6/2024 9:56	54
Jessica Savka (OT)	12/6/2024 9:03	12/6/2024 9:03	1
Jessica Savka (OT)	12/6/2024 9:03	12/6/2024 9:56	54
Chantal Kline	12/6/2024 9:03	12/6/2024 9:03	1
Chantal Kline	12/6/2024 9:03	12/6/2024 9:56	54
Clare Sheedy	12/6/2024 9:04	12/6/2024 9:04	1
Clare Sheedy	12/6/2024 9:04	12/6/2024 9:56	53
Kelli Coppolella	12/6/2024 9:04	12/6/2024 9:04	1
Ashley Brown	12/6/2024 9:04	12/6/2024 9:04	1
Kelli Coppolella	12/6/2024 9:04	12/6/2024 9:56	53
Ashley Brown	12/6/2024 9:04	12/6/2024 9:56	52
Morgan Wertz	12/6/2024 9:08	12/6/2024 9:56	49
Amelia Steigerwalt	12/6/2024 9:20	12/6/2024 9:56	37
Ms. DeLuca	12/6/2024 8:59	12/6/2024 9:56	58
LeAnn Moore	12/6/2024 8:59	12/6/2024 8:59	1
Lisa Staros	12/6/2024 8:59	12/6/2024 9:56	58
Ashley McGough	12/6/2024 8:59	12/6/2024 9:56	58
Lauren Fix	12/6/2024 8:59	12/6/2024 9:56	58
Lindsey Walter	12/6/2024 8:59	12/6/2024 8:59	1
Brittany Snedeker	12/6/2024 8:59	12/6/2024 9:56	58
Samantha Watson	12/6/2024 8:59	12/6/2024 9:56	57
Lindsey Kepner	12/6/2024 8:59	12/6/2024 9:55	57
Mrs. Bongivengo	12/6/2024 8:59	12/6/2024 9:56	57
Kyra Dowling	12/6/2024 8:59	12/6/2024 9:19	21
Danielle Hreha	12/6/2024 8:59	12/6/2024 8:59	1
Brianna Runk	12/6/2024 8:59	12/6/2024 8:59	1
Vickie Bruce	12/6/2024 8:59	12/6/2024 8:59	1
Ms. Ashley	12/6/2024 8:59	12/6/2024 8:59	1
Justine Irwin	12/6/2024 8:59	12/6/2024 8:59	1
Sarah Yoder	12/6/2024 8:59	12/6/2024 8:59	1
Stacey Baker	12/6/2024 8:59	12/6/2024 9:57	58
Jadie Smith	12/6/2024 8:59	12/6/2024 9:00	1
Chelsea Frankhouser	12/6/2024 8:59	12/6/2024 9:00	1

Rachel Moussa	12/6/2024 8:59	12/6/2024 9:00	1
Sarah Yoder	12/6/2024 8:59	12/6/2024 9:56	57
Brianna Runk	12/6/2024 8:59	12/6/2024 9:56	57
Justine Irwin	12/6/2024 8:59	12/6/2024 9:56	57
Ms. Ashley	12/6/2024 8:59	12/6/2024 9:56	57
Danielle Hreha	12/6/2024 8:59	12/6/2024 9:56	57
Miss Stacey (OT)	12/6/2024 8:59	12/6/2024 9:56	57
LeAnn Moore	12/6/2024 8:59	12/6/2024 9:29	30
Vickie Bruce	12/6/2024 8:59	12/6/2024 9:56	57
Mary Watral	12/6/2024 8:59	12/6/2024 9:00	1
Andy Chacon	12/6/2024 8:59	12/6/2024 9:00	1
Lindsey Walter	12/6/2024 8:59	12/6/2024 9:19	20
Tyler Murray	12/6/2024 8:59	12/6/2024 9:00	1
Rebecca Ritchie	12/6/2024 8:59	12/6/2024 9:00	1
Rachel Moussa	12/6/2024 9:00	12/6/2024 9:56	57
Chelsea Frankhouser	12/6/2024 9:00	12/6/2024 9:56	57
Alice Kuhn	12/6/2024 9:00	12/6/2024 9:00	1
Mary Watral	12/6/2024 9:00	12/6/2024 9:56	57
Andy Chacon	12/6/2024 9:00	12/6/2024 9:56	57
Brandy Lair	12/6/2024 9:00	12/6/2024 9:00	1
Heather Baughman	12/6/2024 9:00	12/6/2024 9:00	1
Tyler Murray	12/6/2024 9:00	12/6/2024 9:56	57
Jadie Smith	12/6/2024 9:00	12/6/2024 9:56	57
Megan Byers	12/6/2024 9:00	12/6/2024 9:00	1
Rebecca Ritchie	12/6/2024 9:00	12/6/2024 9:56	57
Annette Zell	12/6/2024 9:00	12/6/2024 9:00	1
Diana Simmons	12/6/2024 9:00	12/6/2024 9:00	1
Alice Kuhn	12/6/2024 9:00	12/6/2024 9:55	55
Shelly Wade	12/6/2024 9:00	12/6/2024 9:00	1
Katelyn Herback	12/6/2024 9:00	12/6/2024 9:00	1
Marykate N.	12/6/2024 9:00	12/6/2024 9:00	1
Brandy Lair	12/6/2024 9:00	12/6/2024 9:56	57
Shannon Boandl	12/6/2024 9:00	12/6/2024 9:00	1
Heather Baughman	12/6/2024 9:00	12/6/2024 9:56	57
Ms. Koschoff	12/6/2024 9:00	12/6/2024 9:00	1
Megan Byers	12/6/2024 9:00	12/6/2024 9:56	57
Annette Zell	12/6/2024 9:00	12/6/2024 9:56	57
Diana Simmons	12/6/2024 9:00	12/6/2024 9:56	57
Shelly Wade	12/6/2024 9:00	12/6/2024 9:56	57
Wendy Masser	12/6/2024 9:00	12/6/2024 9:00	1
Megan Zacchero	12/6/2024 9:00	12/6/2024 9:00	1
Tayibah Bemiah	12/6/2024 9:00	12/6/2024 9:00	1
Marykate N.	12/6/2024 9:00	12/6/2024 9:56	57
Alyssa Roberts	12/6/2024 9:00	12/6/2024 9:00	1

Katelyn Herback	12/6/2024 9:00	12/6/2024 9:56	57
Francesca Klinger	12/6/2024 9:00	12/6/2024 9:00	1
Ms. Koschoff	12/6/2024 9:00	12/6/2024 9:56	57
Shannon Boandl	12/6/2024 9:00	12/6/2024 9:56	57
Kelsey Soboleski	12/6/2024 9:00	12/6/2024 9:00	1
Jamie Tracy	12/6/2024 9:00	12/6/2024 9:00	1
Sarah Gallagher	12/6/2024 9:00	12/6/2024 9:00	1
Wendy Masser	12/6/2024 9:00	12/6/2024 9:28	29
Mikala Smith	12/6/2024 9:00	12/6/2024 9:00	1
Megan Zacchero	12/6/2024 9:00	12/6/2024 9:56	57
Francesca Klinger	12/6/2024 9:00	12/6/2024 9:20	20
Tayibah Bemiah	12/6/2024 9:00	12/6/2024 9:59	60
Kelsey Soboleski	12/6/2024 9:00	12/6/2024 9:20	20
Lindsay Cordisco	12/6/2024 9:00	12/6/2024 9:00	1
Monica Rourke	12/6/2024 9:00	12/6/2024 9:00	1
Jamie Tracy	12/6/2024 9:00	12/6/2024 9:56	57
Sarah Gallagher	12/6/2024 9:00	12/6/2024 9:56	57
Mikala Smith	12/6/2024 9:00	12/6/2024 9:56	57
Mrs. Calabrese	12/6/2024 9:00	12/6/2024 9:00	1
Lindsay Cordisco	12/6/2024 9:00	12/6/2024 9:56	57
Miss Geiser	12/6/2024 9:00	12/6/2024 9:00	1
Monica Rourke	12/6/2024 9:00	12/6/2024 9:28	29
Ms.Eboni	12/6/2024 9:00	12/6/2024 9:00	1
Miss Lacey (OT)	12/6/2024 9:00	12/6/2024 9:00	1
Kimberly Haines	12/6/2024 9:00	12/6/2024 9:00	1
Mrs. McDermott	12/6/2024 9:00	12/6/2024 9:00	1
Mollie Nixon	12/6/2024 9:00	12/6/2024 9:00	1
Mrs. Amanda	12/6/2024 9:00	12/6/2024 9:00	1
Grace Loughrie	12/6/2024 9:00	12/6/2024 9:00	1
Miss. Enright	12/6/2024 9:00	12/6/2024 9:00	1
Mrs. Mallory Geibel	12/6/2024 9:00	12/6/2024 9:00	1
Miss Lacey (OT)	12/6/2024 9:00	12/6/2024 9:56	57
Danielle Adams	12/6/2024 9:00	12/6/2024 9:00	1
Nicole Fritz	12/6/2024 9:00	12/6/2024 9:00	1
Lindsey Barclay	12/6/2024 9:00	12/6/2024 9:00	1
Miss Geiser	12/6/2024 9:00	12/6/2024 9:56	56
Ms.Eboni	12/6/2024 9:00	12/6/2024 9:56	56
Mrs. McDermott	12/6/2024 9:00	12/6/2024 9:56	56
Marybeth Zepka	12/6/2024 9:00	12/6/2024 9:00	1
Kimberly Cooper	12/6/2024 9:00	12/6/2024 9:00	1
Kimberly Haines	12/6/2024 9:00	12/6/2024 9:56	56
Mollie Nixon	12/6/2024 9:00	12/6/2024 9:56	57
Mrs. Calabrese	12/6/2024 9:00	12/6/2024 9:56	56
Alyssa Roberts	12/6/2024 9:00	12/6/2024 9:24	24

Grace Scavicchio	12/6/2024 9:00	12/6/2024 9:00	1
Ms. Beyer	12/6/2024 9:00	12/6/2024 9:00	1
Mrs. Amanda	12/6/2024 9:00	12/6/2024 9:56	56
Mrs. Mallory Geibel	12/6/2024 9:00	12/6/2024 9:56	56
Grace Loughrie	12/6/2024 9:00	12/6/2024 9:56	56
Danielle Adams	12/6/2024 9:00	12/6/2024 9:56	56
Nicole Fritz	12/6/2024 9:00	12/6/2024 9:56	56
Kyra Hulsebos	12/6/2024 9:00	12/6/2024 9:00	1
Casey Petroshuk	12/6/2024 9:00	12/6/2024 9:00	1
Kimberly Cooper	12/6/2024 9:00	12/6/2024 9:56	56
Miss. Enright	12/6/2024 9:00	12/6/2024 9:56	56
Mr. Zinn	12/6/2024 9:00	12/6/2024 9:00	1
Marybeth Zepka	12/6/2024 9:00	12/6/2024 9:56	56
Lindsey Barclay	12/6/2024 9:00	12/6/2024 9:56	56
Lauren Busch	12/6/2024 9:00	12/6/2024 9:00	1
Ms. Beyer	12/6/2024 9:00	12/6/2024 9:56	56
Grace Scavicchio	12/6/2024 9:00	12/6/2024 9:56	56
JP Wasicko	12/6/2024 9:00	12/6/2024 9:01	1
Meghan Godwin	12/6/2024 9:00	12/6/2024 9:01	1
Kyra Hulsebos	12/6/2024 9:00	12/6/2024 9:48	48
Mr. Zinn	12/6/2024 9:00	12/6/2024 9:56	56
Casey Petroshuk	12/6/2024 9:00	12/6/2024 9:20	20
Lauren Busch	12/6/2024 9:00	12/6/2024 9:56	56
JP Wasicko	12/6/2024 9:01	12/6/2024 9:56	56
Mrs. Carulli	12/6/2024 9:01	12/6/2024 9:01	1
Meghan Godwin	12/6/2024 9:01	12/6/2024 9:56	56
Miss Amanda	12/6/2024 9:01	12/6/2024 9:01	1
Gabriela Gutierrez	12/6/2024 9:01	12/6/2024 9:01	1
Tess Roberts	12/6/2024 9:01	12/6/2024 9:01	1
Miss Rux	12/6/2024 9:01	12/6/2024 9:01	1
Jenna Buterbaugh	12/6/2024 9:01	12/6/2024 9:01	1
Eugene Pronio	12/6/2024 9:01	12/6/2024 9:01	1
Ms. Jessie (OT)	12/6/2024 9:01	12/6/2024 9:01	1
Miss Rux	12/6/2024 9:01	12/6/2024 9:56	56
Tess Roberts	12/6/2024 9:01	12/6/2024 9:56	56
Miss Amanda	12/6/2024 9:01	12/6/2024 9:56	55
Mrs. Carulli	12/6/2024 9:01	12/6/2024 9:56	56
Eugene Pronio	12/6/2024 9:01	12/6/2024 9:56	56
Gabriela Gutierrez	12/6/2024 9:01	12/6/2024 9:56	56
Jenna Buterbaugh	12/6/2024 9:01	12/6/2024 9:56	56
Ms. Diane Desmond (she/h	12/6/2024 9:01	12/6/2024 9:56	56
Audra Young	12/6/2024 9:01	12/6/2024 9:01	1
Ms. Jessie (OT)	12/6/2024 9:01	12/6/2024 9:56	56
Morgan Myers	12/6/2024 9:01	12/6/2024 9:01	1

Jen Dibert	12/6/2024 9:01	12/6/2024 9:01	1
Kara Bac	12/6/2024 9:01	12/6/2024 9:01	1
Jen Dibert	12/6/2024 9:01	12/6/2024 9:56	56
Morgan Myers	12/6/2024 9:01	12/6/2024 9:19	19
Audra Young	12/6/2024 9:01	12/6/2024 9:56	56
Kara Bac	12/6/2024 9:01	12/6/2024 9:56	56
Ms. Lexi Ferchalk	12/6/2024 9:01	12/6/2024 9:01	1
Michelle Cornacchia	12/6/2024 9:01	12/6/2024 9:01	1
Lexi Allen	12/6/2024 9:01	12/6/2024 9:01	1
Ms. Lexi Ferchalk	12/6/2024 9:01	12/6/2024 9:56	56
Michelle Cornacchia	12/6/2024 9:01	12/6/2024 9:56	56
Kristine Delmas	12/6/2024 9:01	12/6/2024 9:01	1
Lexi Allen	12/6/2024 9:01	12/6/2024 9:56	56
Ms. Guerra	12/6/2024 9:01	12/6/2024 9:01	1
Paula Haines	12/6/2024 9:01	12/6/2024 9:01	1
Shelly Pomo	12/6/2024 9:01	12/6/2024 9:01	1
Kristine Delmas	12/6/2024 9:01	12/6/2024 9:56	56
Alexa McLaughlin	12/6/2024 9:01	12/6/2024 9:01	1
Amelia Steigerwalt	12/6/2024 9:01	12/6/2024 9:01	1
Ms. Guerra	12/6/2024 9:01	12/6/2024 9:56	55
Angie Krantz	12/6/2024 9:01	12/6/2024 9:01	1
Paula Haines	12/6/2024 9:01	12/6/2024 9:56	55
Shelly Pomo	12/6/2024 9:01	12/6/2024 9:56	55
Sheryl Glasser	12/6/2024 9:01	12/6/2024 10:01	60
Alexa McLaughlin	12/6/2024 9:01	12/6/2024 9:56	55
Krista Frehn	12/6/2024 9:01	12/6/2024 9:02	1
Amelia Steigerwalt	12/6/2024 9:01	12/6/2024 9:19	19
Rebecca Sibbett	12/6/2024 9:01	12/6/2024 9:02	1
Angie Krantz	12/6/2024 9:01	12/6/2024 9:56	55
Krista Frehn	12/6/2024 9:02	12/6/2024 9:56	55
Ms. Julz	12/6/2024 9:02	12/6/2024 9:02	1
Rebecca Sibbett	12/6/2024 9:02	12/6/2024 9:56	55
Ms. Julz	12/6/2024 9:02	12/6/2024 9:56	55
Alyssa Roberts	12/6/2024 9:25	12/6/2024 9:56	32
Nicole LeCause	12/6/2024 9:33	12/6/2024 9:33	1
Nicole LeCause	12/6/2024 9:33	12/6/2024 9:55	23
Danielle Blass	12/6/2024 9:34	12/6/2024 9:56	23
Ms.Eboni	12/6/2024 9:56	12/6/2024 9:56	1
Kyra Dowling	12/6/2024 9:19	12/6/2024 9:56	37
Lindsey Walter	12/6/2024 9:19	12/6/2024 9:57	38
Regina Landis	12/6/2024 9:19	12/6/2024 9:56	37
Judith Webb	12/6/2024 9:19	12/6/2024 9:57	38
Morgan Myers	12/6/2024 9:19	12/6/2024 9:56	37
Francesca Klinger	12/6/2024 9:20	12/6/2024 9:56	37

Kelsey Soboleski	12/6/2024 9:20	12/6/2024 9:29	9
Casey Petroshuk	12/6/2024 9:20	12/6/2024 9:56	37

HIGHER ORDER THINKING SKILLS

REACH CYBER CHARTER SCHOOL

PART 1: January 17, 2025

HELLO!



Shannon Wonders, M.Ed, NBCT,BCBA
Educational Consultant
Capital Area Intermediate Unit 15
swonders@caiu.org

AGENDA

01 DANIELSON'S FRAMEWORK

A roadmap for effective teaching designed to enhance professional practice

02 BLOOM'S HOTS & WEBB'S DOK

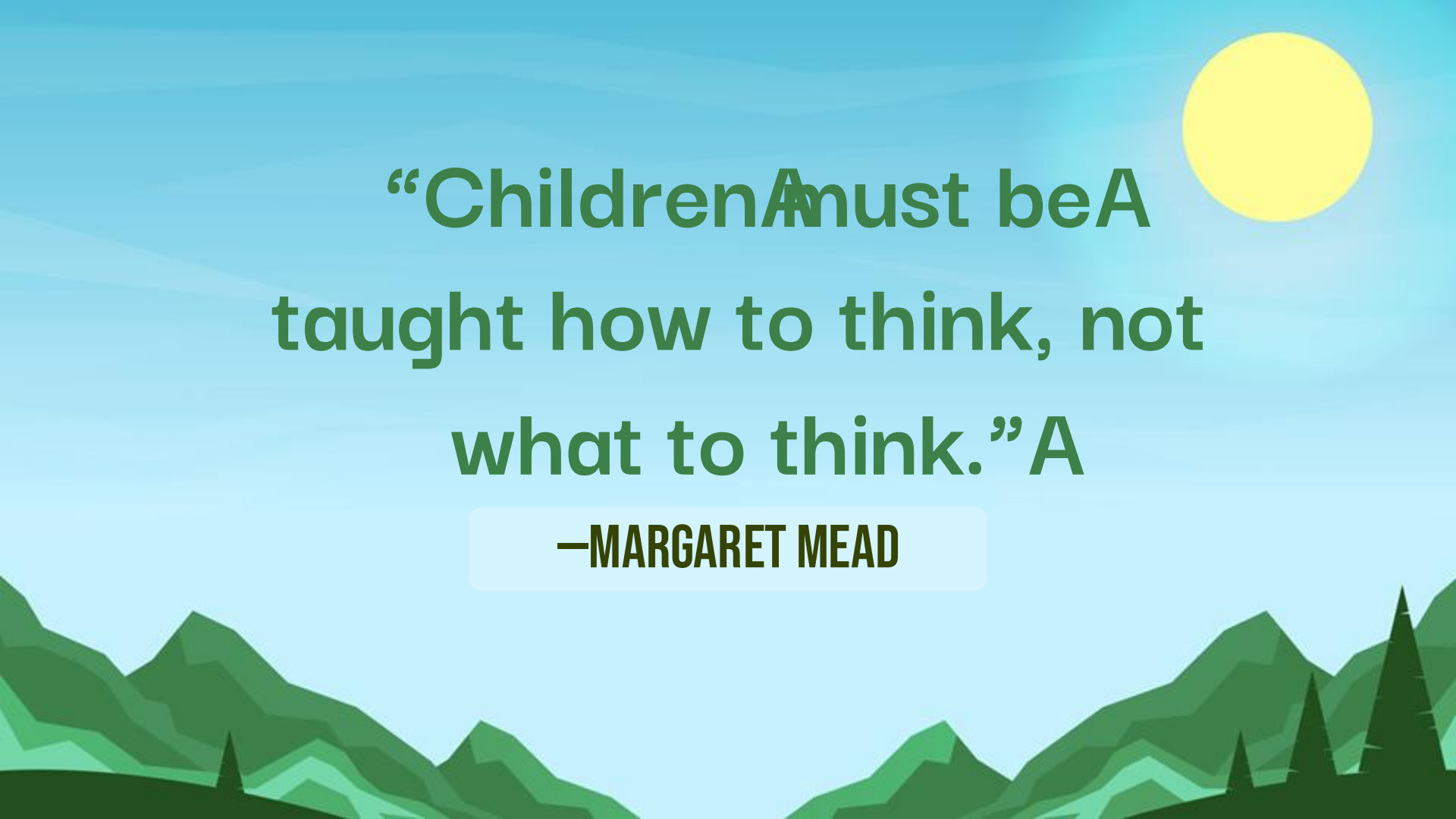
Models of cognitive rigor

03 QUESTIONS & DISCUSSION

Using quality questions to promote critical thinking

04 SCAFFOLDING FOR SPECIAL EDUCATION

Techniques for active engagement


“Children must be taught how to think, not what to think.”
—MARGARET MEAD



01

THE DANIELSON FRAMEWORK

A roadmap for effective teaching designed to enhance professional practice

THE DANIELSON FRAMEWORK

4 Domains/ 22 Components

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and behavior
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

THE DANIELSON FRAMEWORK

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
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3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

THE DANIELSON FRAMEWORK

High Leverage Practices (HLP) for Special Education

Danielson Framework	HLP for Special Education	Comments
DOMAIN 3: Instruction		
3b: Using Questioning and Discussion Techniques •Quality of questions/prompts •Discussion techniques • Student participation	**HLP 16** : Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems.	**Indicators:** *Questions of high cognitive challenge, at the student's level of learning *Questions with multiple correct answers, or multiple approaches even when there is a single correct response *Effective use of student responses and ideas

THE DANIELSON FRAMEWORK

High Leverage Practices (HLP) for Special Education

High-Leverage Practices in Special Education
Danielson's Framework for Teaching Correlation to Special Education High Leverage Practices



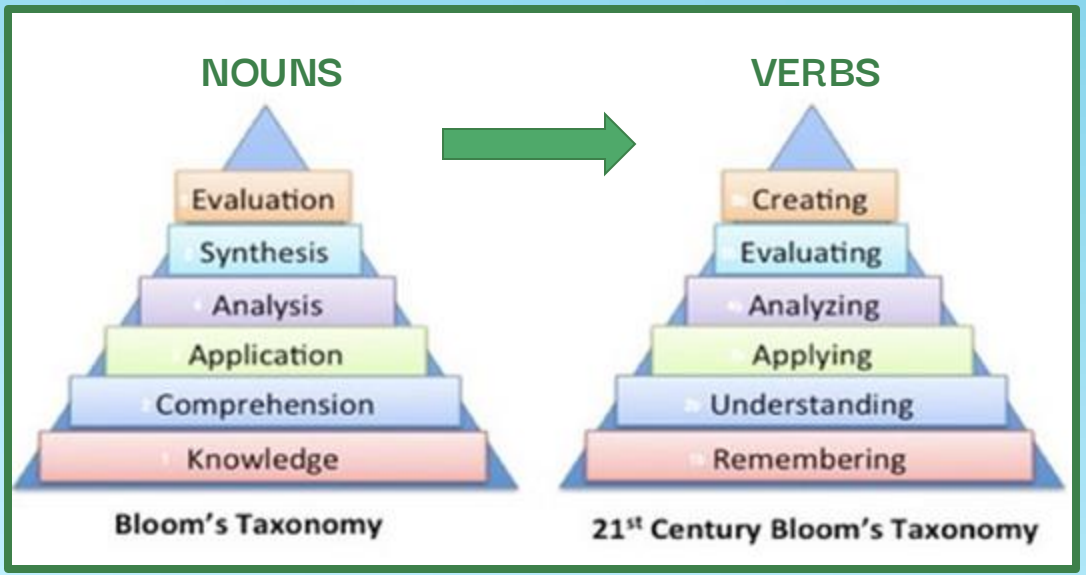
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BLOOM'S TAXONOMY & WEBB'S DEPTH OF KNOWLEDGE

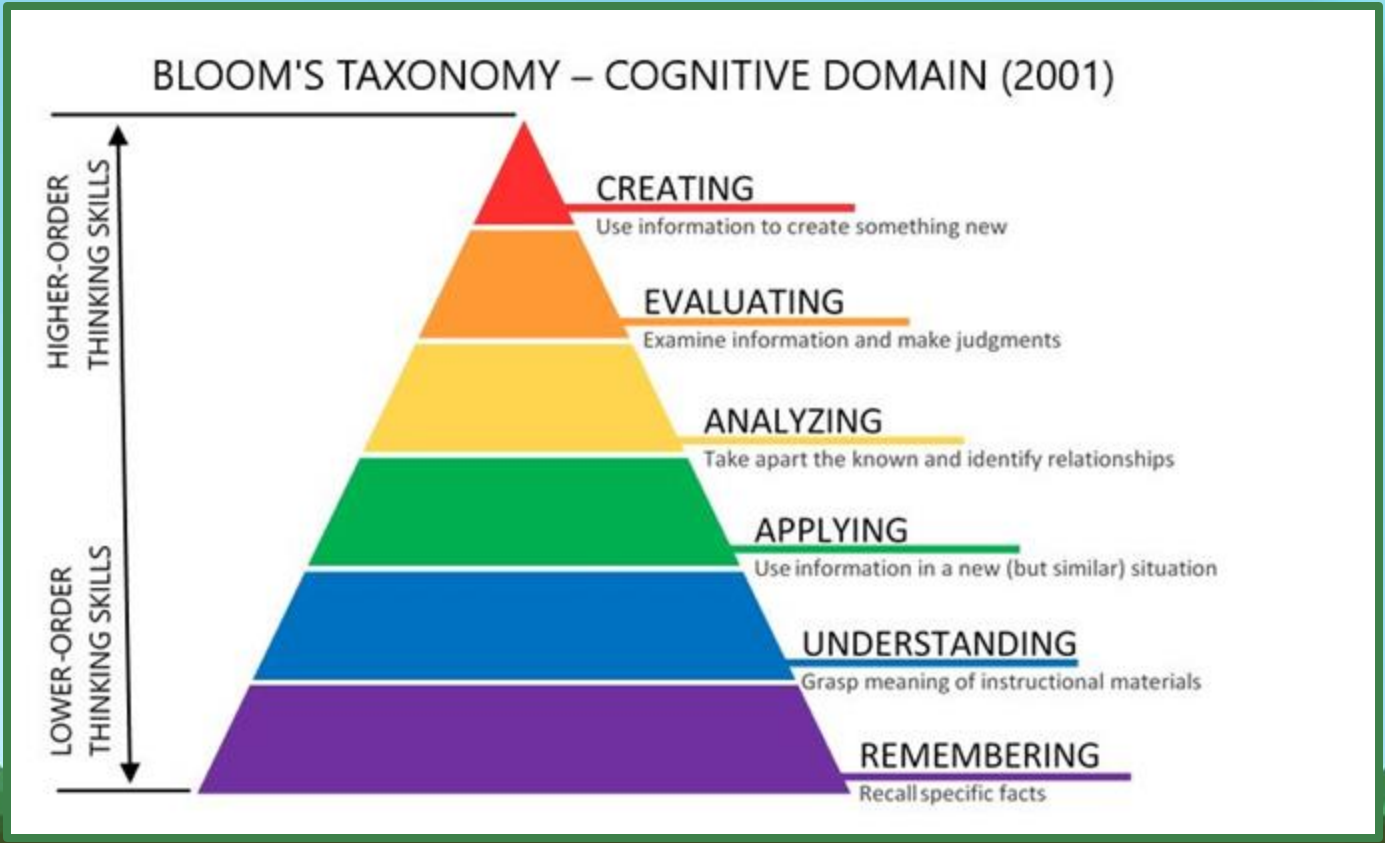
Models of cognitive complexity and rigor

BLOOM'S TAXONOMY & HIGHER ORDER THINKING SKILLS (HOTS)

- Classifies thinking and learning into 6 cognitive levels of *complexity*
  - Used to create intended learning outcomes
  - Serves as common language for teachers



BLOOM'S TAXONOMY & HIGHER ORDER THINKING SKILLS (HOTS)



HIGHER ORDER THINKING = CRITICAL THINKING

Critical Thinking Skills: the systematic evaluation of information to make reasoned judgments. It requires skepticism, objectivity, and the ability to discern connections between ideas. Through this process thinkers challenge assumptions, recognize biases and assess the validity of arguments or solutions.

EXAMPLES OF CRITICAL THINKING

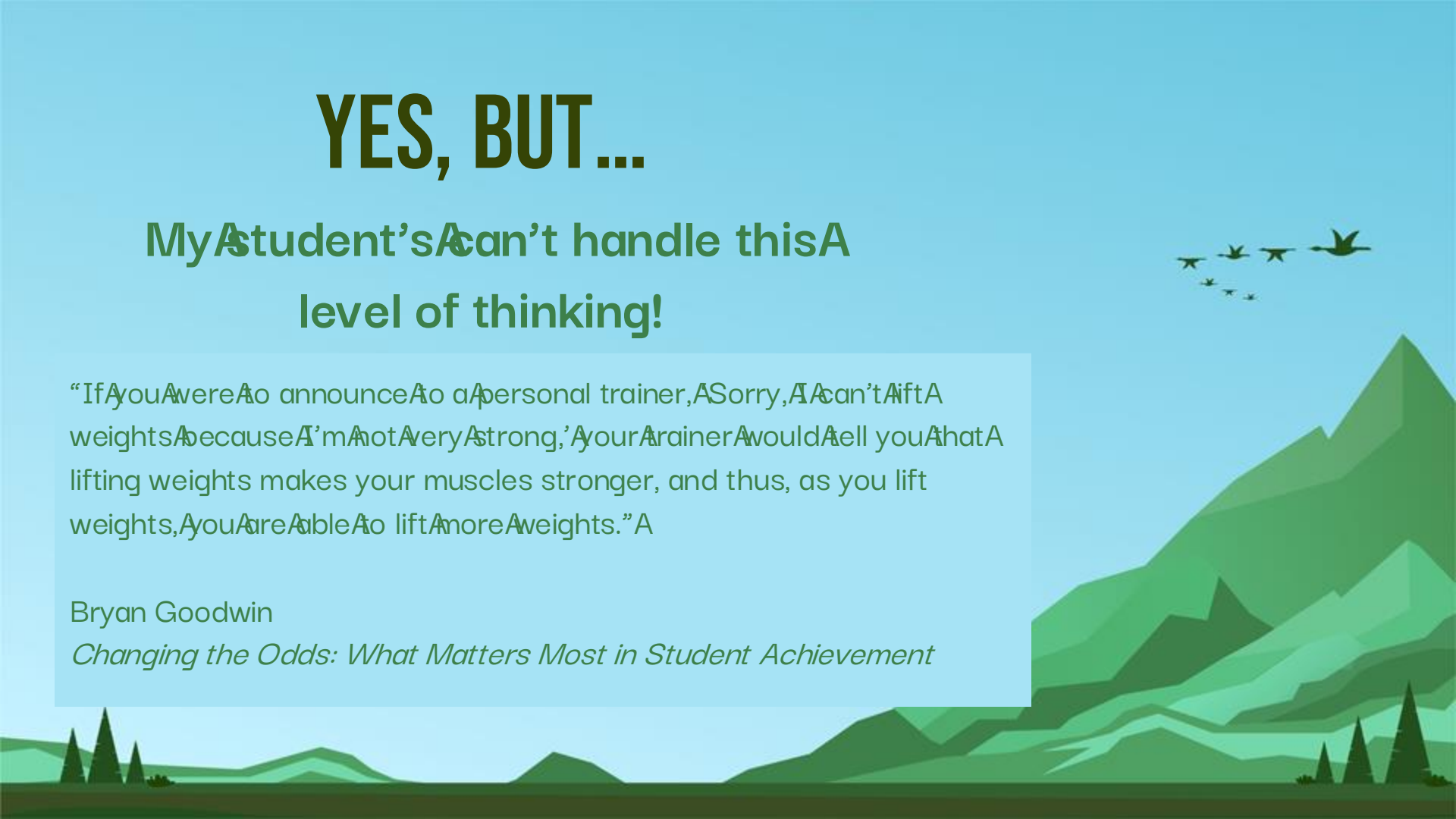
- Identifying Strengths & Weaknesses
- Creating a Hypothesis based on Limited Data
- Active Reading
- Evaluating Evidence
- Conducting Research
- Seeing something from Multiple Perspectives
- Deciding Whether to Believe Something
- Determining the Best Solution to Something
- Asking Your Own Questions

YES, BUT...

My student's can't handle this level of thinking!

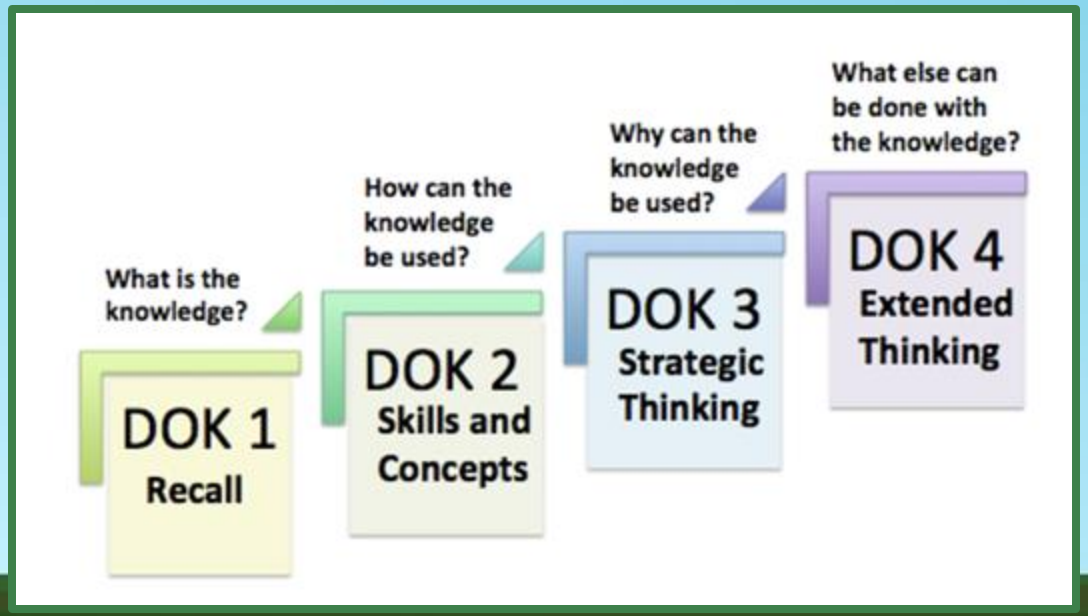
"If you were to announce to a personal trainer, 'Sorry, I can't lift weights because I'm not very strong,' your trainer would tell you that lifting weights makes your muscles stronger, and thus, as you lift weights, you are able to lift more weights."

Bryan Goodwin
Changing the Odds: What Matters Most in Student Achievement



WEBB'S DEPTH OF KNOWLEDGE (DOK): LEVELS FOR ASSESSING

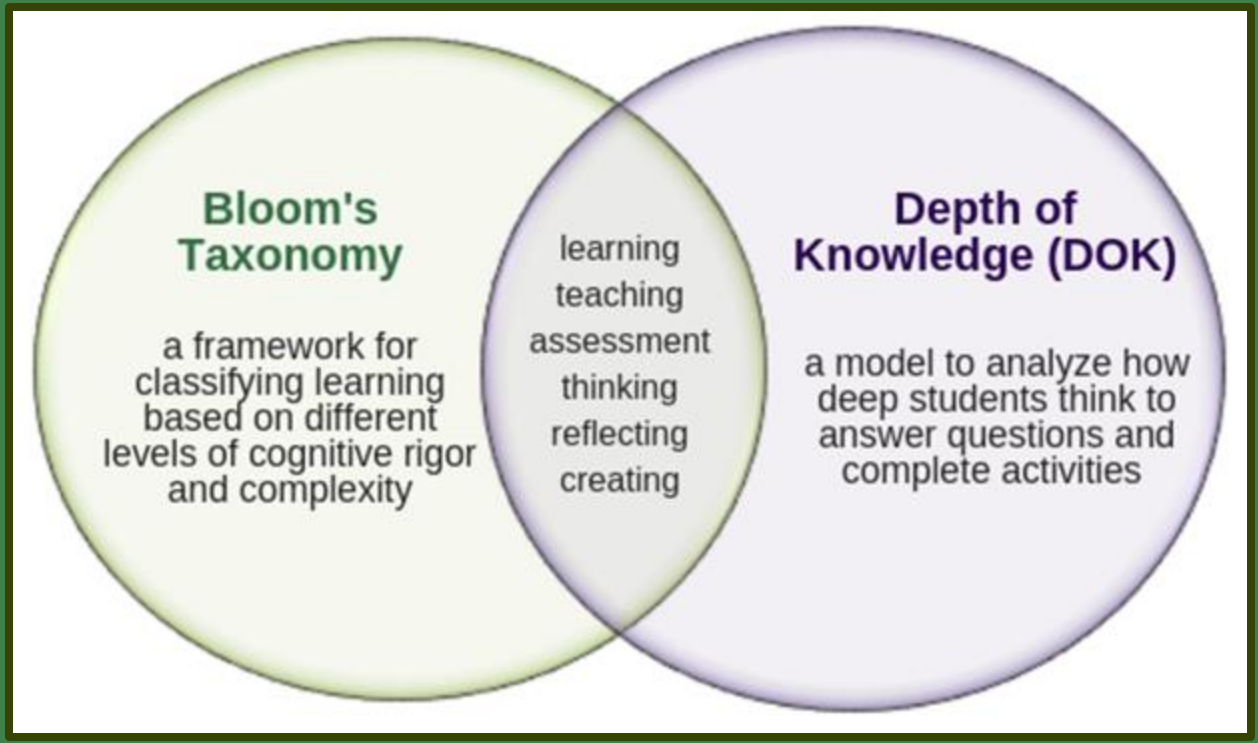
- Webb's Depth of Knowledge includes four levels that define *rigor* (thorough, exhaustive, accurate)
- Depth of knowledge is determined by the extent to which students need to know the content before they can respond to a given item.



WEBB'S DEPTH OF KNOWLEDGE (DOK): LEVELS FOR ASSESSING

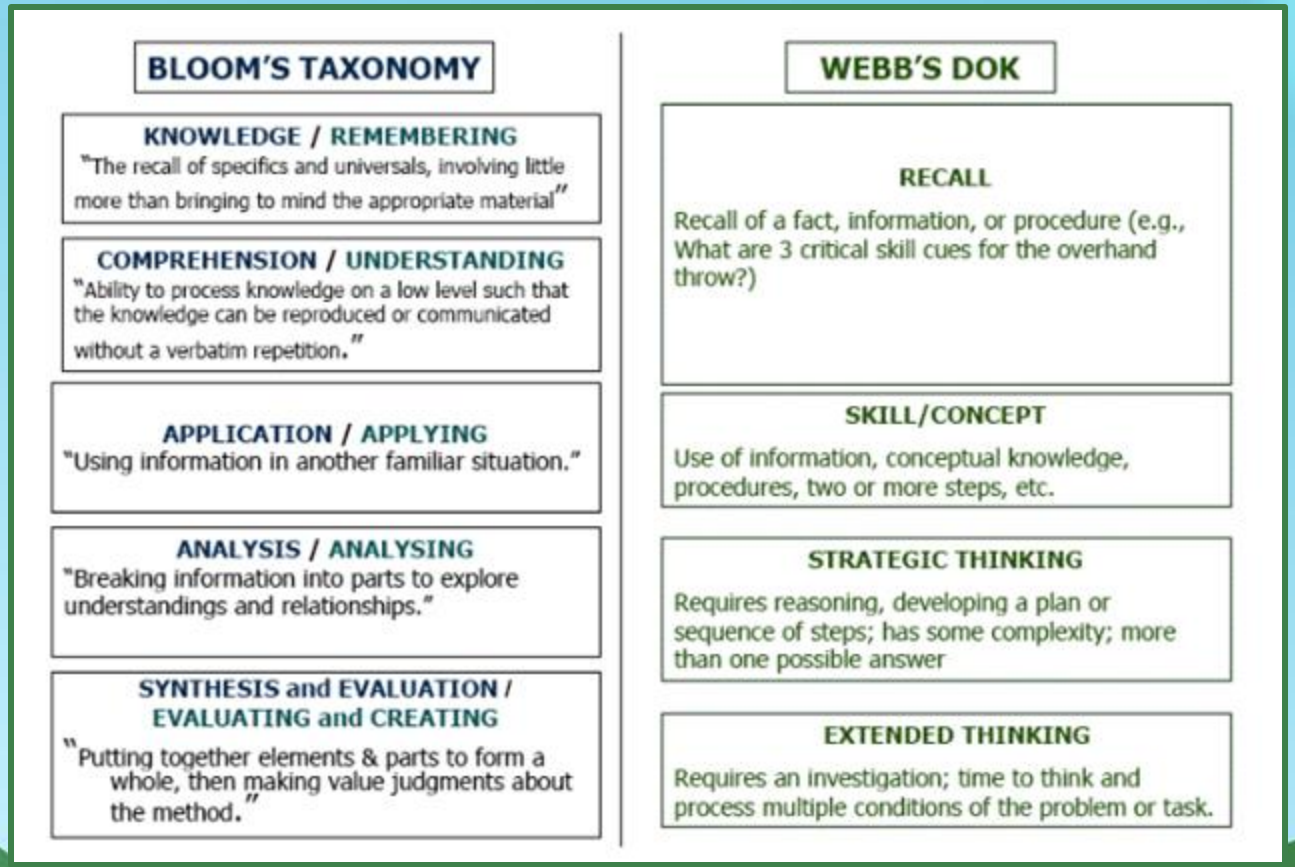
Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.



Use Bloom's as a guide for teaching and designing instruction.A Use Depth of Knowledge as a guide for developing skills and encouraging deeper thinking and learning.

A COMPARISON OF BLOOM'S TAXONOMY VS. WEBB'S DOK



BLOOM'S TAXONOMY

KNOWLEDGE / REMEMBERING
"The recall of specifics and universals, involving little more than bringing to mind the appropriate material"

COMPREHENSION / UNDERSTANDING
"Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."

APPLICATION / APPLYING
"Using information in another familiar situation."

ANALYSIS / ANALYSING
"Breaking information into parts to explore understandings and relationships."

SYNTHESIS and EVALUATION / EVALUATING and CREATING
"Putting together elements & parts to form a whole, then making value judgments about the method."

WEBB'S DOK

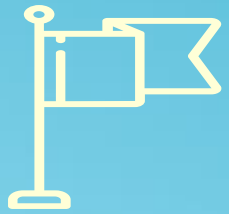
RECALL
Recall of a fact, information, or procedure (e.g., What are 3 critical skill cues for the overhand throw?)

SKILL/CONCEPT
Use of information, conceptual knowledge, procedures, two or more steps, etc.

STRATEGIC THINKING
Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer

EXTENDED THINKING
Requires an investigation; time to think and process multiple conditions of the problem or task.

QUESTION



How do you see both or either working together or separately to support your teaching practice and the different needs of your students?

Drop it in the chat.

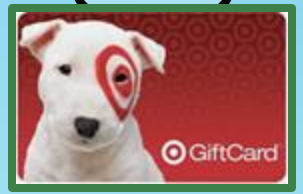
Just For Fun....

Name the song title that includes the word "high" or "higher."

Released in 1972, this controversial song is one of Colorado's two official state songs.



1



2

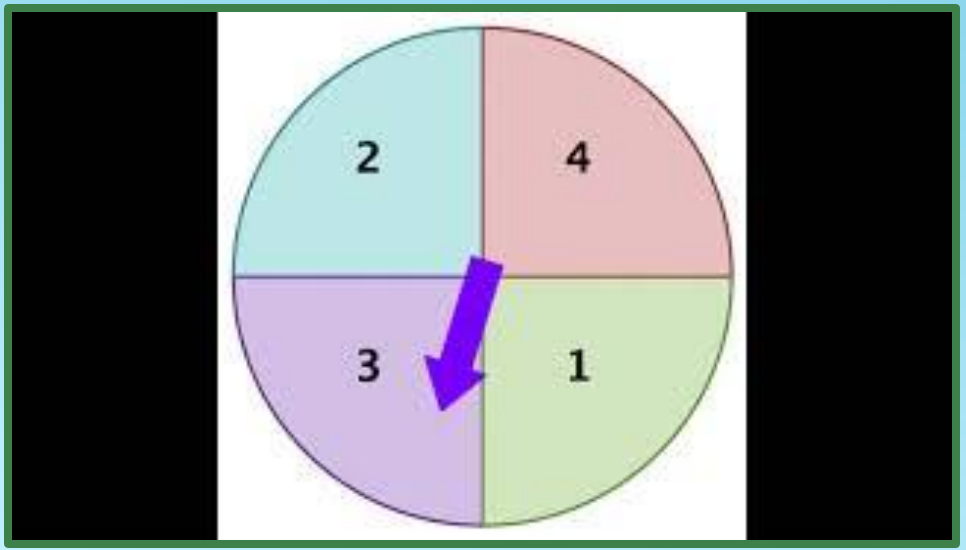


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03

QUESTIONS & DISCUSSION

Using quality questions to promote critical thinking

KEY QUESTIONING STRATEGIES

- Design quality, higher cognitive questions
- Develop a sequence of questions
- Increase wait time
- Respond to answers using redirection, probes and reinforcement

QUALITY QUESTIONS

1. *Frame Caliber Inquries:* Form questions to align with instructional purposes.
2. *Strengthen Student Thinking*: Determine the qualities of an acceptable response related to content and cognitive demand
3. *Use Formative Feedback*: Conduct in-process evaluations of comprehension, needs, and progress
4. *Promote Response-ability*: Develops student ownership for learning and thinking
5. *Develop a Culture of Thinking*: Partner with students to create a classroom culture in which thinking is expected, valued, and celebrated.

https://us.sagepub.com/sites/default/files/upm-binaries/41845_ch_1_stoehr.pdf

TYPES OF QUESTIONS

OPEN ENDED

- Multiple answers
- Prompt students to think critically, reflect and provide detailed responses
- Invite thoughts, interpretations, opinions and feelings
- Stimulate discussion, participation, and conversation
- Encourage creative problem solving

CLOSED

- One answer
- Factual
- Require specific and often brief answers from a predetermined set of options
- Useful when checking basic understanding of a topic
- End conversations

SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Remember

- Can you describe _____?
- When did _____ happen?
- Which is true/false, _____ or _____?
- What does _____ mean?
- How would you show _____?

SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Understand

- How would you compare/contrast ____?
- What's the main idea of ____?
- What would happen if ____?
- How would you state ____ in your own words?
- Which statements support ____?

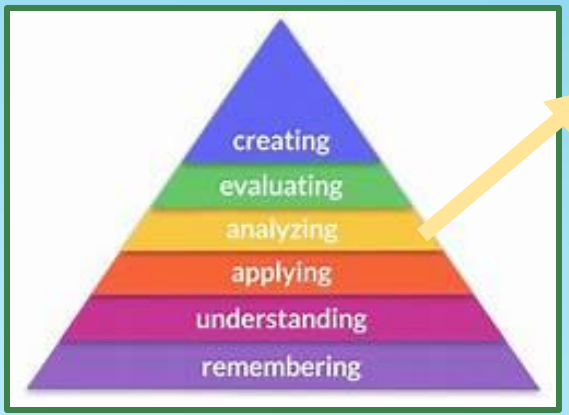
SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Apply

- Do you know of another instance where ____?
- What examples can you think of to support ____?
- How would you use ____?
- How would you solve ____ using what you've learned?
- What questions would you ask to better understand ____?

SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Analyze

- Why do you think _____?
- What conclusions can you draw about _____?
- Why did _____ changes occur?
- What's the theme of _____?
- How is _____ similar to _____?

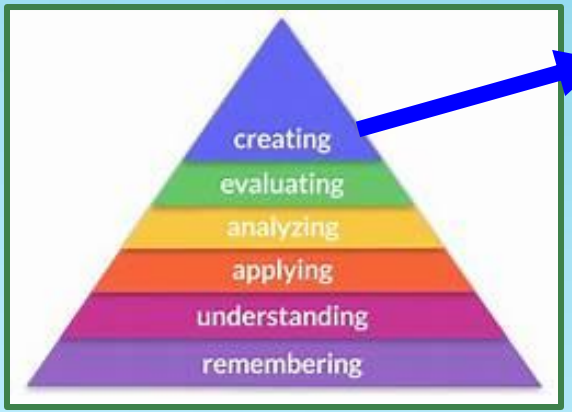
SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Evaluate

- What's your opinion of ____ and why?
- How would you handle ____?
- Is there a better solution to ____?
- What information would you use to support the view of ____?
- Why was ____ better than ____?

SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Create

- Can you see a possible solution for ____?
- What alternative can you propose for ____?
- How would you test ____?
- What would you predict is the outcome of ____?
- What new/unique uses can you come up with for ____?

Bloom's Taxonomy Question Stems

HOW TO MAKE A 3 STAR QUESTION

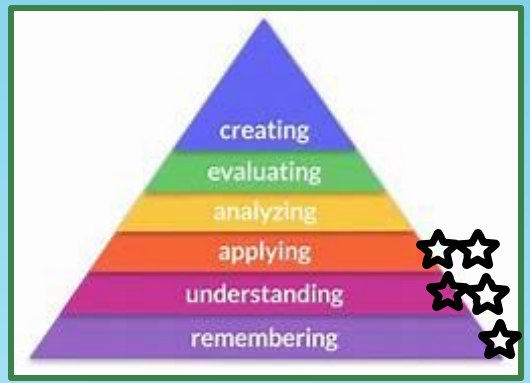


One Star Questions:

- Have simple answers (one to two sentences or even just one word)
- Answers don't require reasons or facts to support the answer.
- Can be answered by using one source.
- Usually do not lead to discussion.
- The answer is usually clear and concise.

3 Star Question Anchor Chart Rubric Danielson Model Questioning.pdf

HOW TO MAKE A 3 STAR QUESTION

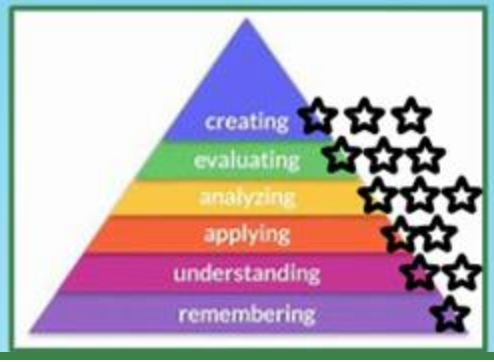


Two Star Questions:

- Requires some reasons or facts to support the answer.
- Will require the answer to include more details.
- Everyone that answers the questions will have similar answers.
- May lead to discussion.
- May require you to use multiple resources (books, internet, experts) to answer.

3 Star Question Anchor Chart Rubric Danielson Model Questioning.pdf

HOW TO MAKE A 3 STAR QUESTION



Three Star Questions:

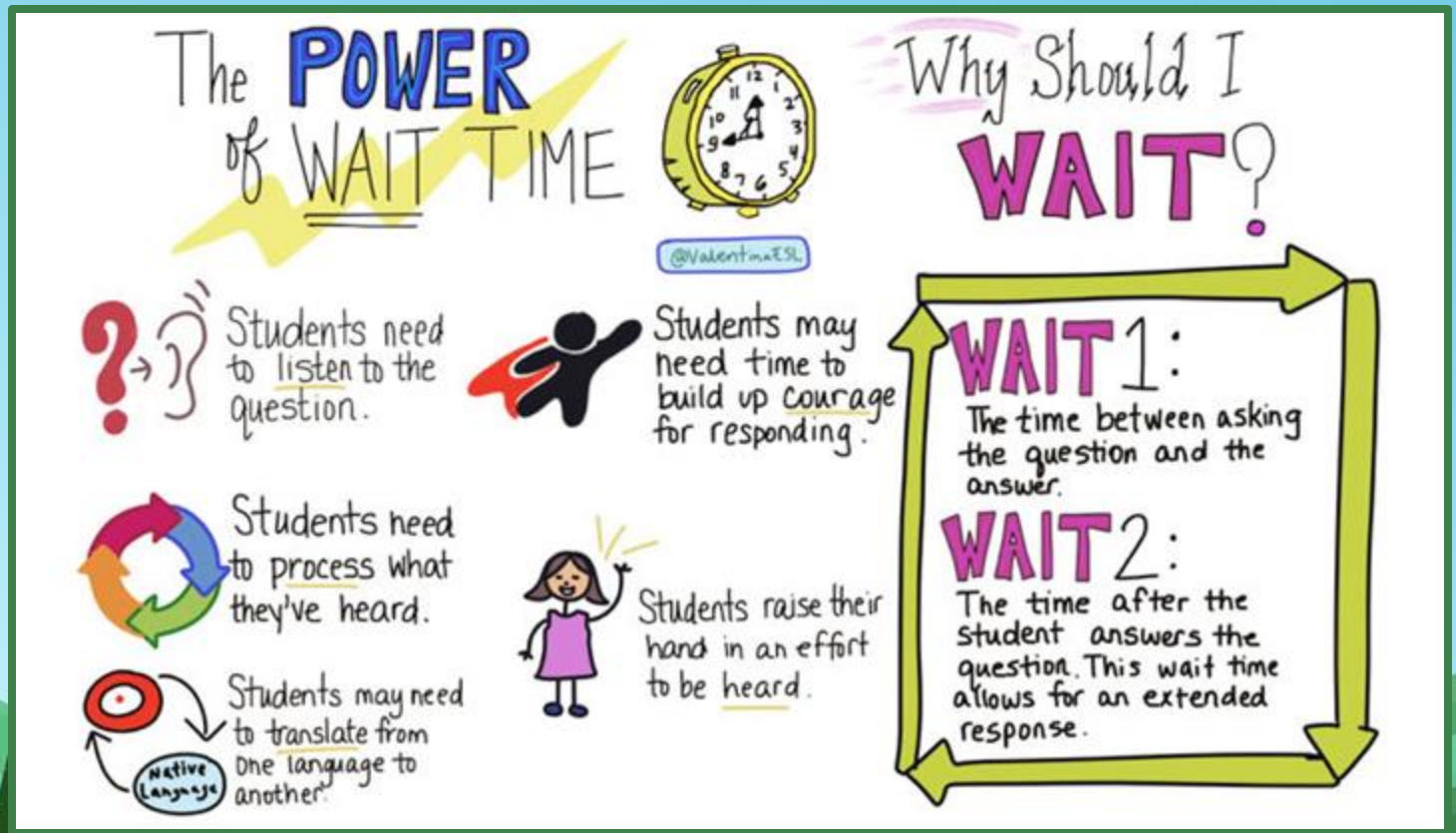
- Often lead to a discussion or conversation with classmates.
- Does not need to have a right or wrong answer.
- Often has more than one answer.
- Can be a "What if" question.
- Often lead to more questions.
- The answer usually isn't black and white.
- Answers may include opinions.
- Will require multiple resources including books, internet, experts, and personal experiences) to answer.

3 Star Question Anchor Chart Rubric Danielson Model Questioning.pdf

WAIT TIME

The AVERAGE wait time given by teachers is less than ONE SECOND.

WAIT TIME


The POWER of WAIT TIME
@ValentinaESL
Why Should I WAIT?
Students need to listen to the question.
Students may need time to build up courage for responding.
Students need to process what they've heard.
Students raise their hand in an effort to be heard.
Students may need to translate from one language to another.
Native Language
WAIT 1:
The time between asking the question and the answer.
WAIT 2:
The time after the student answers the question. This wait time allows for an extended response.

WAIT TIME: WHAT WORKS

Increasing wait time after questioning improves the number and quality of responses; it encourages students to extend their answers.

Magic numbers:

- 3 seconds for lower- order/closed questions

- 10 seconds for higher-order/open questions.

WAIT TIME: BENEFITS

Increasing wait time beyond 3 seconds has been found to positively improve these student outcomes:

- ❑ improvements in the student achievement
- ❑ improvements in student retention
- ❑ increases in the number of higher cognitive responses generated by students
- ❑ increases in the length of student responses
- ❑ increases in the number of unsolicited responses
- ❑ decreases in students' failure to respond

WAIT TIME: BENEFITS

Increasing wait time beyond 3 seconds has been found to positively improve these student outcomes:

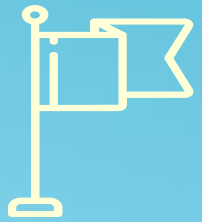
- ❑ increases in the amount /quality of evidence students offer to support inferences
- ❑ increases in contribution by students who do not participate much when wait-time is under 3 seconds
- ❑ expansion of the variety of responses offered by students
- ❑ decreases in student interruptions
- ❑ increases in student-student interactions
- ❑ increases in the number of questions posed by students.

WAIT TIME TACTICS

- Use Joint Effort: Give students 30 seconds to share their answer with a partner (promotes confidence)
- Set a timer or ask a student to time the wait
- Play “thinking music”
- Use a classsign that says “THINK TIME”



QUESTION



What are the potential drawbacks to using a minimum of 3 minutes of wait time as a standard practice?

Drop it in the chat.

Just For Fun....

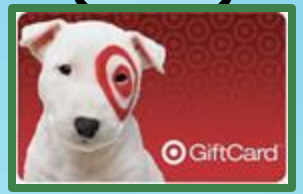
Name the song title that includes the word "high" or "higher."

A single artist wrote, sung, and played all the instruments on this 1973 hit about reincarnation.





1



2

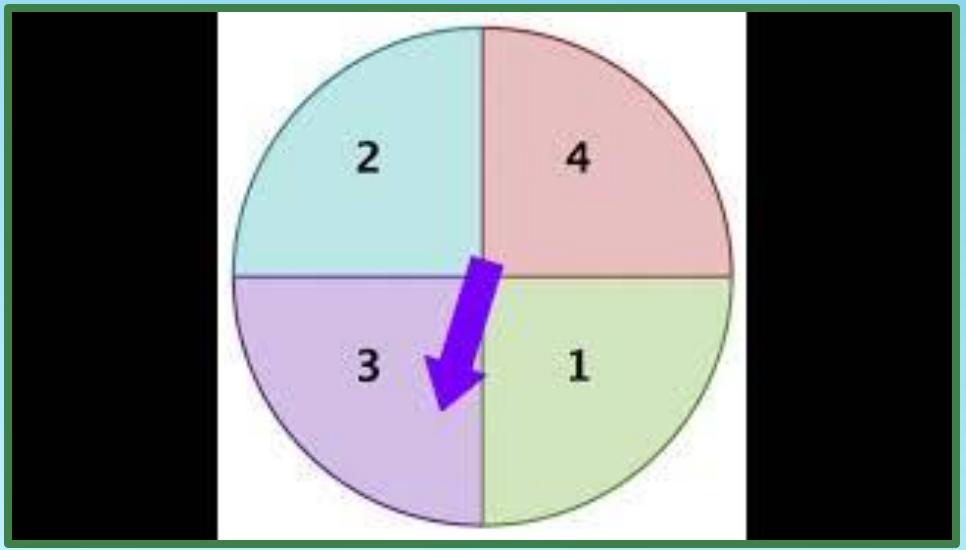


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HIGHER ORDER THINKING SKILLS

REACH CYBER CHARTER SCHOOL

PART 2: January 24, 2025

REDIRECTION, PROBING, REINFORCEMENT

Several studies have confirmed that nearly half of the student answers are at a different cognitive level than the teacher question, yet teachers general accept these answers as sufficient without probing or prompting correct responses. (Walsh & Sattes)

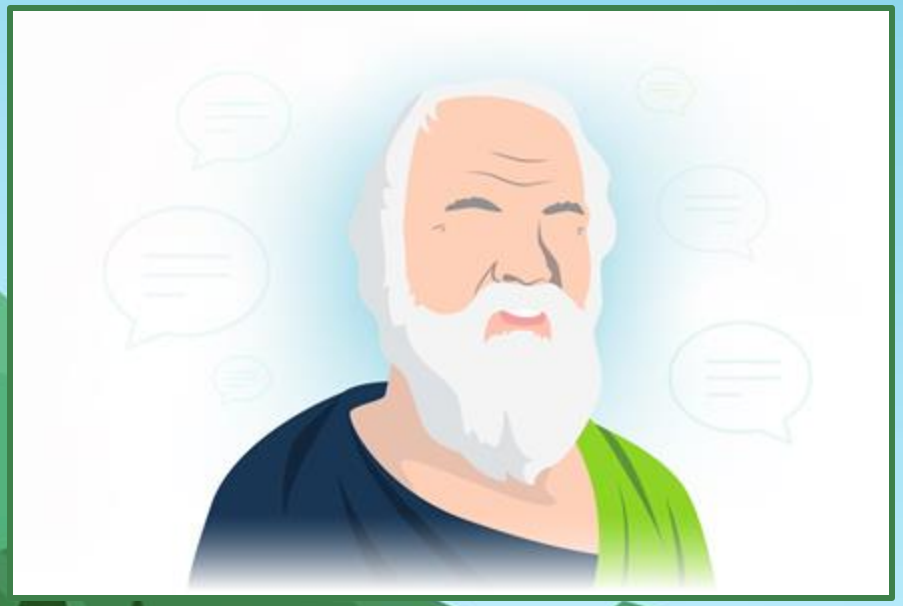
Walsh, J.A., & Sattes, B.D. (2005). Quality Questioning: Researched -Based Practice to Engage Every Learner. California: Sage Publications.

FACTS ABOUT REDIRECTION, PROBING, REINFORCEMENT

- ★ Redirection and Probing are directly related to achievement when they are focused on clarity, accuracy, and plausibility of student response.
- ★ Redirection and probing are unrelated to achievement when they are vague or critical (For example: "That's not right try again" or "Where did you get an idea like that?).
- ★ Acknowledging correct responses is positively related to achievement.
- ★ Praise is positively related to achievement when it is directly related to the student's response, and is sincere/credible.

REDIRECTION, PROBING, REINFORCEMENT

When extending responses through follow up questions or when responding to inappropriate answers, use **Socrates' Probing Questions**.



Socratic probing questions are questions that challenge assumptions and *encourage critical thinking.* They are used to explore complex ideas and beliefs, and to help people develop a deeper understanding of a topic.

REDIRECTION, PROBING, REINFORCEMENT



REDIRECTION, PROBING, REINFORCEMENT: SOCRATIC QUESTIONS STEMS

Questions that probe reasons and evidence

- How do you know this?
- Show me.....?
- Can you give me an example of that?
- What do you think causes....?
- Can you explain...?
- Are these reasons good enough?
- Why do you think that?
- What evidence is there to support what you are saying?



Questions about viewpoints & perspectives

- Are there other ways of looking at that?
- What do you think?
- What is the difference between.... And .....
- Why is it better than...?
- How are .... And ... similar?



REDIRECTION, PROBING, REINFORCEMENT: SOCRATIC QUESTIONS STEMS

Questions that probe Implications & Consequences

- Then what would happen?
- What are the consequences of that?
- How could....be used to ...?
- What are the implications of.....?
- How does.....fit with what we learned before?
- Why is ..... important?
- What is the best.....? Why?



Questions for clarification

- What exactly does this mean?
- How does this relate to what we've been talking about?
- What is the nature of....?
- What do we already know about this?
- Can you give me an example ?
- Are you saying.... or .....?
- Can you rephrase that please?



REDIRECTION, PROBING, REINFORCEMENT: SOCRATIC QUESTIONS STEMS

Questions that probe assumptions

- What else could we think of?
- You seem to be saying...?
- Please explain why / how?
- How can you prove / disprove that?
- What would happen if...?
- Do you agree or disagree with...?



How to respond

- I agree with your point, however.....
- Are you saying.....
- I agree. I also think.....
- When you said earlier that.....
- I disagree with your point because.....
- I believe.....
- I think you are right because.....
- I think you are wrong because.....



QUESTIONING IDEAS & TACTICS

HANDS DOWN QUESTIONING

1. *Whiteboards*: Students have small whiteboards and write their ideas or answers on the board, and hold it up for teacher scanning.

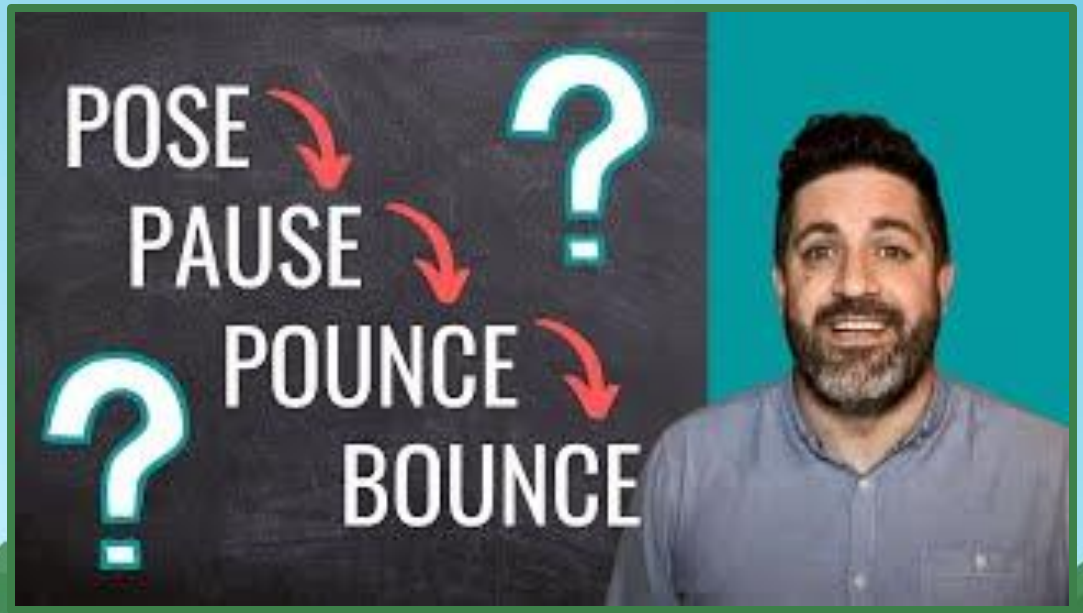
1. *Hinge questions*: A hinge question is a checkpoint midway through the lesson to determine if the student can move on or needs more support.



QUESTIONING IDEAS & TACTICS

HANDS DOWN QUESTIONING

3. Pose, pause, pounce, bounce:



QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

1. Cold Call:

- Name the question before identifying students to answer it.
- Call on students regardless of whether they have their hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards.
- Scaffold the questions from simple to increasingly complex, probing for deeper explanations (More later!)

QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

2. Think or ink Pair-Share

- Students are given a short and specific timeframe (1-2 minutes) to think or ink (write) freely to briefly process their understanding/ opinion of a text selection, discussion question or topic.
- Students then share their thinking or writing with a peer (in break out rooms) for another short and specific timeframe.
- The teacher leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in student ideas. This helps both students and the teacher assess understanding and clarify student ideas.

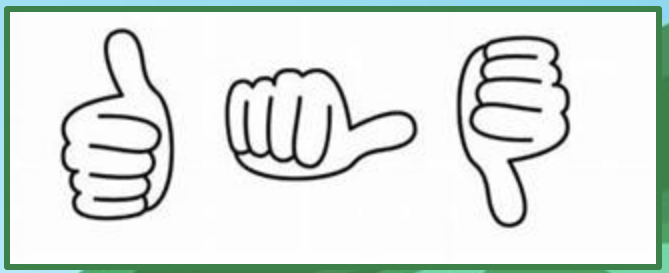
QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

3. Fist-to-five or Thumb-o'meterA

To show the degree of agreement or understanding, students can quickly hold up a fist or place for 0/disagree or 1-5 fingers for higher levels of confidence. To show agreement or commonalities in ideas, students can show thinking by putting their thumbs up, to the side, or thumbs down.



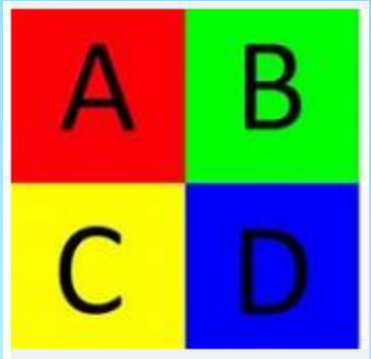


QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

4. ABCD cards

The teacher asks/ presents a multiple-choice question, and then asks students to simultaneously (“on the count of 3”) hold up 1 or moreA cards, labelled A, B, C, or D, as their individual response.



QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

5. Audience Choice

Ask a student who often answers to select 2 or 3 other students to answer - thus keeping them involved.



QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

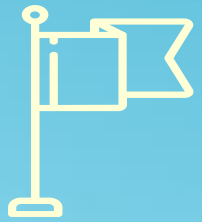
6. What's the Question?A

"The answer is 42 - what could the question be?" or "The answer is The Titanic, how many questions can you think of that this could answer?"



3b: Using Questioning & Discussion Techniques

QUESTION



Besides those already mentioned, what are some effective question techniques that you use?

Drop it in the chat.

Just For Fun....

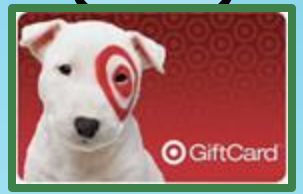
Name the song title that includes the word "high" or "higher"

This song became a number 1 hit in 1980 when it was covered by the band Blondie.





1



2

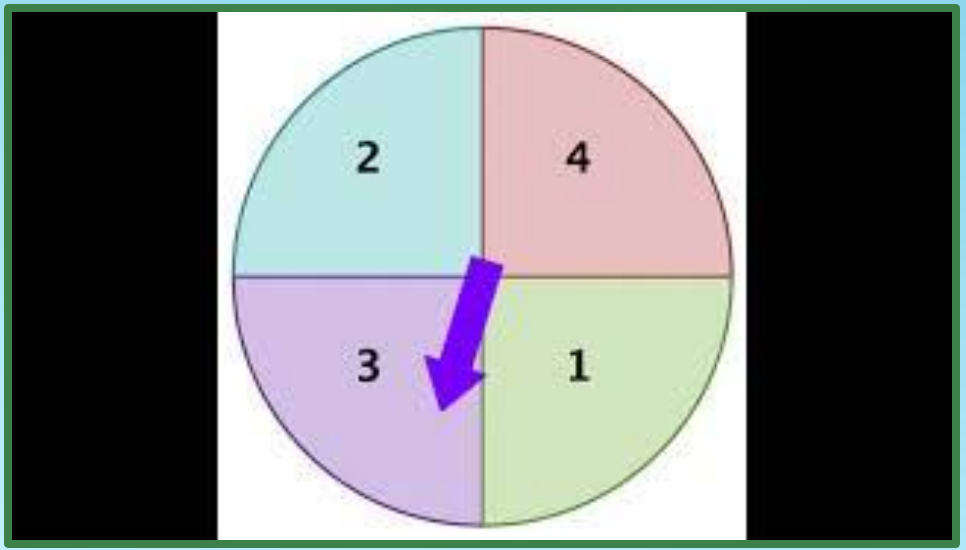


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DISCUSSION STRATEGIES

- Define and teach discussion procedures
- Ensure the classroom is a safe place: connection is key
- Plan for multiple opportunities for student engagement
- Scaffold to assist students in learning new concepts/skills

CLASSROOM TALK PROCEDURES

RULES FOR CLASSROOM TALK



1. Respect each other's ideas, views and opinions
   - ➔ One voice at a time
   - ➔ Say what you think
   - ➔ Say why you think it
2. Listen and reflect on what others say
3. Build on what others say
4. Support and include each other
5. Confidentially share partial ideas
6. Ask when you don't understand
7. Try to reach an agreement
8. Seek clarity from each other
9. Speak calmly - be noise aware

Based on Teaching Speaking and Listening - Secondary National Strategy

Discussion Guide

- ✻ Make eye contact with the speaker
- ✻ Wait until others finish speaking
- ✻ Listen for the pause then speak
- ✻ Be empathic towards others' ideas
- ✻ Respectfully agree and/or disagree
- ✻ Support your claims with evidence

DISCUSSION AGREEMENTS

SPEAKING

Is	Is Not
• appropriate voice level	• whispering
• joining in	• not joining in
• connecting ideas to the topic	• sharing off topic ideas
• asking questions	• silence

LISTENING

Is	Is Not
• eyes on speaker	• looking away
• hands still	• fidgeting
• think about what is being said	• thinking about something else
• lips closed	• interrupting

the CORE coaches

CLASSROOM TALK PROCEDURES



Discussion Elements	*Looks Like*	*Sounds Like*
Active Listening	Eyes on speaker Hands empty Sit up Mind is focused Face speaker	Speakerís voice only Paying attention Appropriate responses Voices low One voice at a time
Active Participation (respond to ideas and share feelings)	Eyes on speaker Hands to yourself Hands empty Talking one at a time Head nodding	Appropriate responses Follow off othersí ideas Nice comments Positive attitudes
Asking Questions for Clarification	Listening Hands empty	Positive, nice questions Polite answers
Piggybacking Off Others' Ideas	Listening Paying attention	Postive, nice talking Wait for people to finish
Disagreeing Constructively	Nice face Nice looks	Polite responses Quiet voices No put downs
Focused on Discussion (body posture and eye contact)	Eyes on speaker Hands empty Sit up Face speaker Mind is focused	Speaker's voice only Appropriate responses Voices low
Supporting Opinions with Evidence	One person talking Attention on the speaker	One voice
Encouraging Others	Prompt people to share Ask probing questions	Positive responses



CREATING A CULTURE OF SAFETY



- Show respect- work together to establish classroom rules
- Use active listening - maintain eye contact, show them body language that indicates engagement, ask questions
- Validate emotions - affirm his/her experience, offer help to find solutions, dismantle behaviors such as bullying/racism, follow-through
- Celebrate achievements - provide positive reinforcement
- Create a judgment-free zone - focus on learning vs. acceptance by peers
- Remain calm - your demeanor sets the tone
- Make mistakes a learning opportunity- adopt a growth mindset

ENSURE ENGAGEMENT

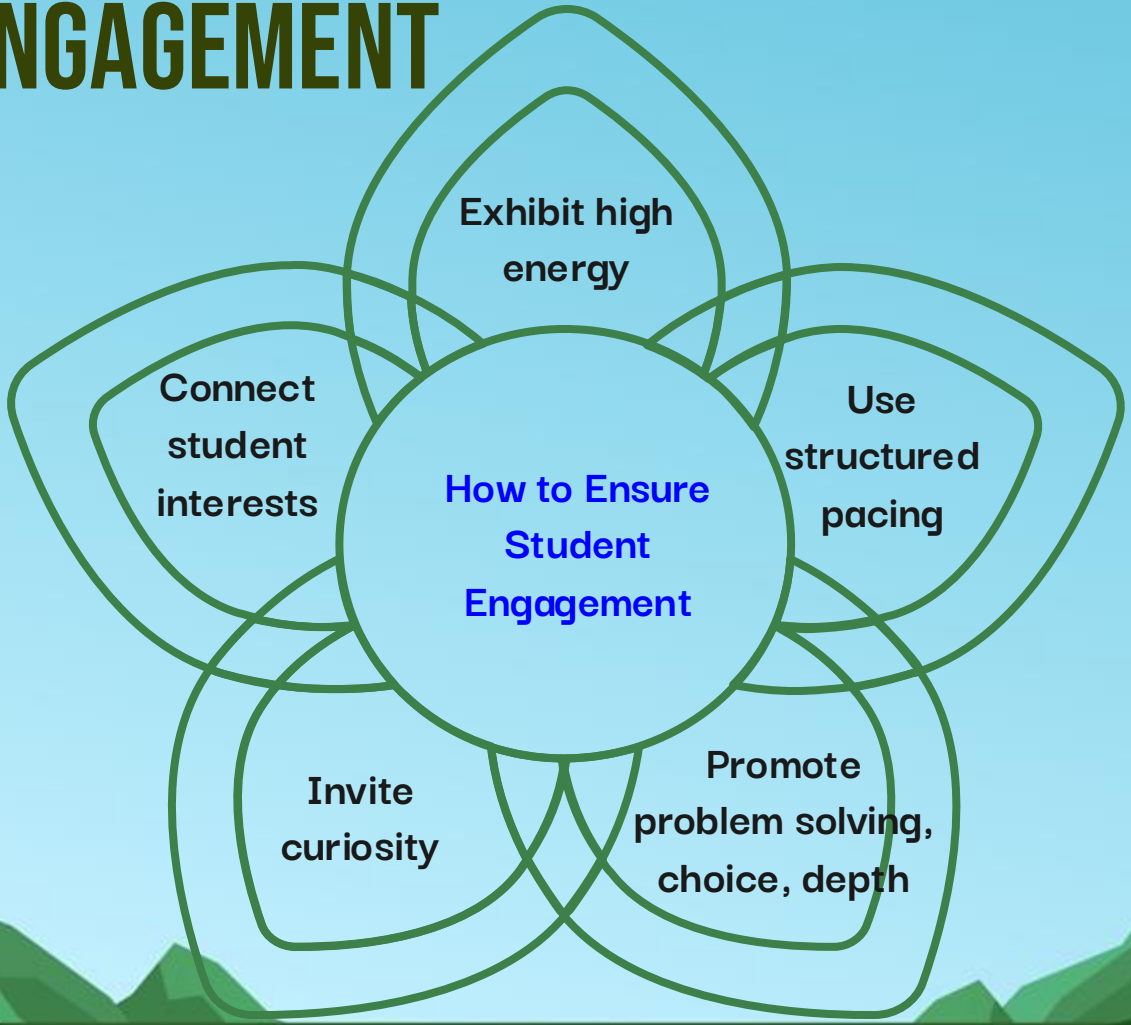


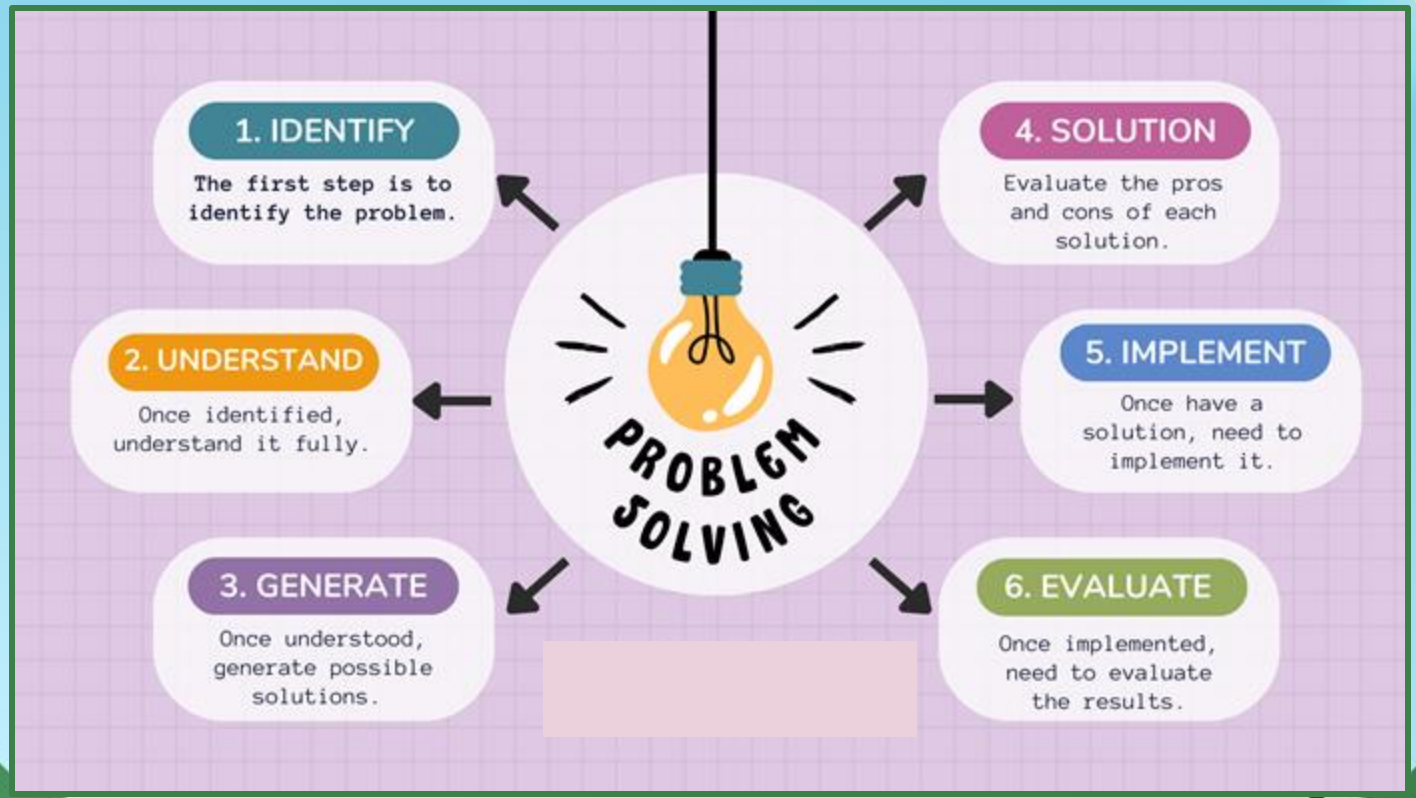
EXHIBIT HIGH ENERGY

High energy tools	Ideas to implement
Enthusiasm about material	•Revise units of study that are least interesting to you or students •Problematize the content to have students uncover and discover instead of "covering"
Movement to lift energy and deepen understanding	•Foster opportunities for movement in the classroom •Utilize movement/ proximity to demonstrate enthusiasm and management
Verbal and non-verbal signs to reinforce attention and energy	•Differentiate vocal intonation and inflection •Hand signals to check for understanding or reinforcement

USE STRUCTURED PACING

Strategies for structured pacing	
Create a sense of urgency	•Use a timer •Plan visual or verbal cues
Make goals clear	•Post goals and objectives •Check for understanding
Plan smooth transitions	•Choreograph your classroom •Manage transitions
Have materials ready	•Establish a routine pattern for where consistent resources are located •Pre-set unique resources needed for a specific lesson
Present instructions visually	•Utilize board space to prominently post instructions •Reinforce instructions on handouts
Check for understanding	•Cup Strategy •Thumbs-up, down, side

PROMOTE PROBLEM SOLVING, CHOICE, DEPTH



INVITE CURIOSITY

In a study of 3,000 students from large cities in 11 countries, researchers found that curiosity (and persistence) most strongly predicted academic success in both math and reading for both children and teens.

HOW?

- Practice listening with fascination
- Emphasize the value of questions
- Draw on awe to encourage exploration
- Normalize uncertainty

Four Ways to Inspire Humble Curiosity in Your Students

CONNECT STUDENT INTERESTS

“Interest is a powerful motivational process that energizes learning, guides academic and career trajectories and academic success.”

HOW?

- ❑ Interest is both *increased attention* and *effort toward a particular object or topic* **and** an *enduring predisposition to re engage over time.*
- ❑ Interest interventions include attention-getting situations, contexts evoking prior individual interest, problem-based learning, and enhancing utility value.
- ❑ Teacher preparation, incentivizing interest interventions, and accountability for interest contribute to an engaged, motivated learning experience.

Interest Matters: The Importance of Promoting Interest in Education - PMC

CONNECT STUDENT INTERESTS

INDIVIDUAL INTERESTS

Teach in the context of student interests

Allow students to take a roll in personalizing their own learning

PROBLEM BASED LEARNING (SITUATIONAL INTERESTS)

Create lessons that require the need to solve a dilemma

UTILITY VALUE (INTEGRATING INDIVIDUAL & SITUATIONAL INTERESTS)

Help students find meaning and value in their courses



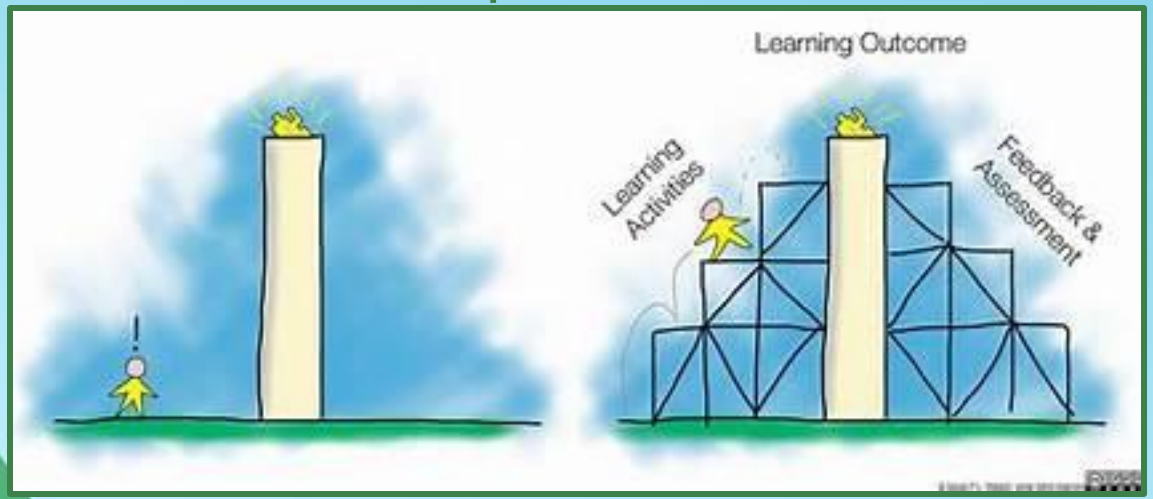
Interest Matters: The Importance of Promoting Interest in Education - PMC

04

SCAFFOLDING FOR SPECIAL EDUCATION

SCAFFOLDING QUESTIONS

Scaffolding is a classroom teaching technique in which instructors deliver lessons in distinct segments, providing less and less support as students master new concepts or material.



Vygotsky's Zone of Proximal Development

SCAFFOLDING VS. DIFFERENTIATION

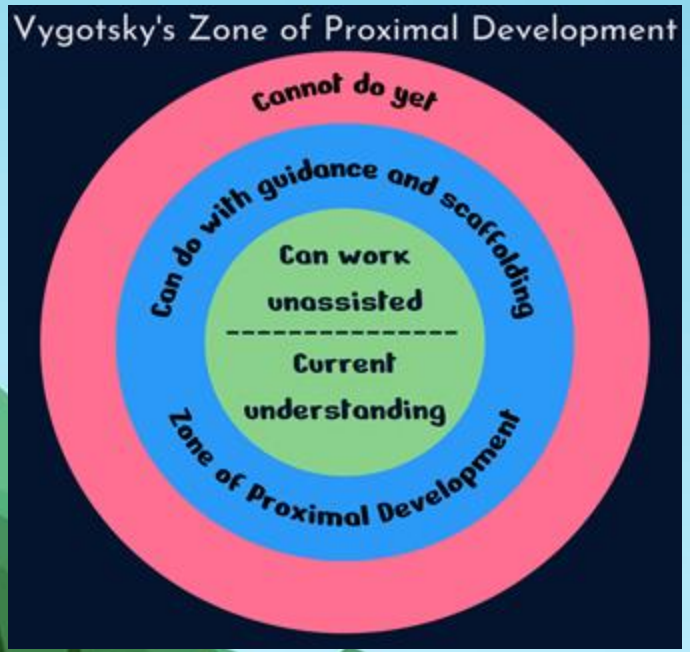
Scaffolding Vs. Differentiation

Remember, there is overlap depending on how these strategies are used. Scaffolds are gradually faded away.

Scaffolding Examples	Differentiation Examples
Graphic organizers	Graphic Organizers
Visuals; cue cards	Group work -- cooperative learning
Manipulatives	Manipulatives
Reference charts/cards	Project vs. report
Strategic questioning & prompting	Comic strips vs. story
Reading passages/stories aloud	Peer tutoring
Providing hints or prompts	Choice board; choices
Lots of examples	Use of technology
Teacher modeling and think-alouds	Guided notes
Graph paper; grid paper	Task cards vs. worksheets
Use of technology	brain breaks; activity changes
Cue cards	Visuals; cue cards
Gamification of learning	Gamification of learning
Class discussions	Oral work vs. written
Sentence starters/stems	Sentence starters/stems

Caffeine Queen Teacher

SCAFFOLDING QUESTIONS &
THE ZONE OF PROXIMAL DEVELOPMENT



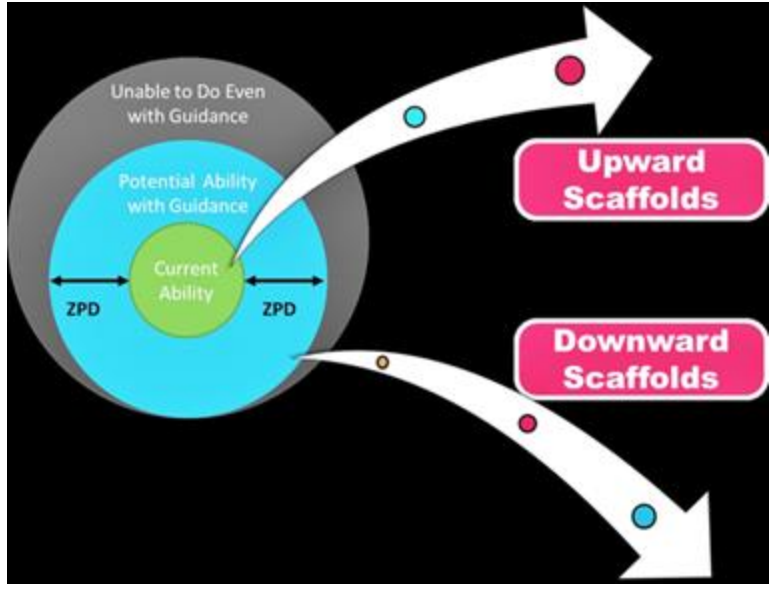
The Zone of Proximal Development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers."

Lev Vygotsky

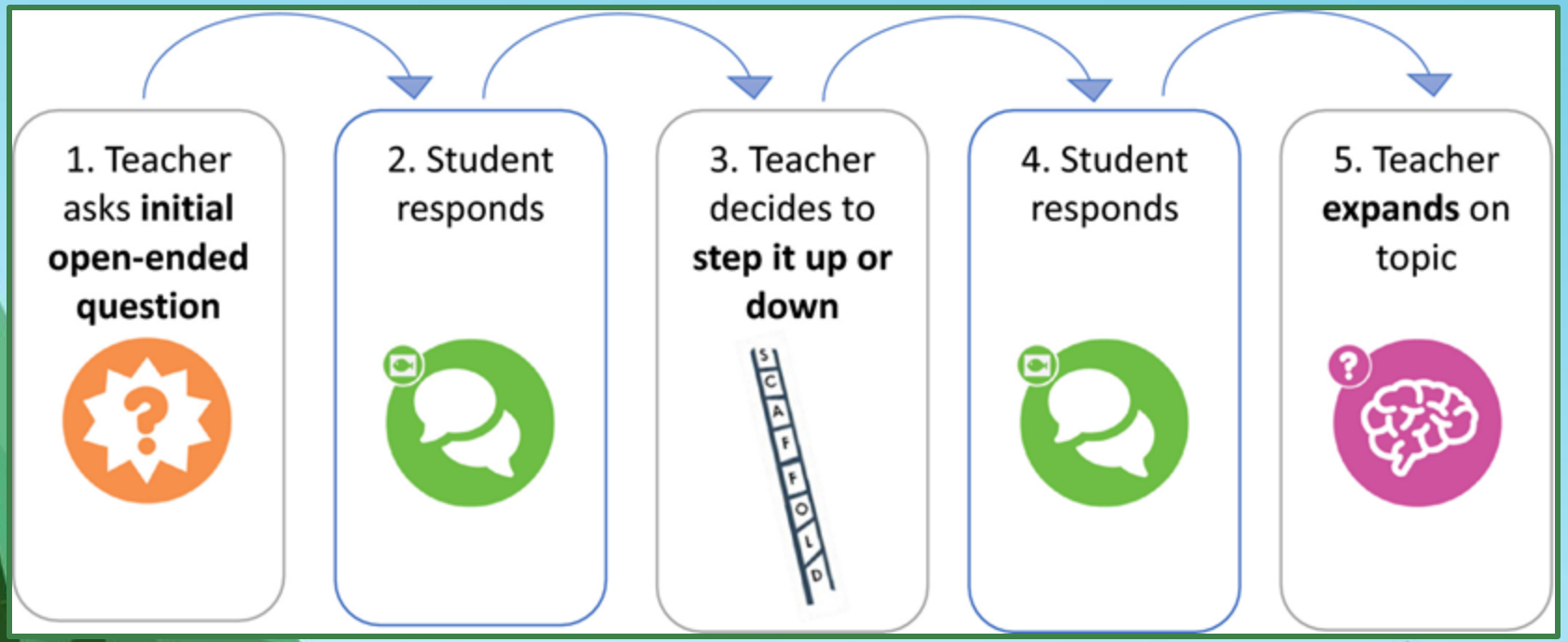
SCAFFOLDING QUESTIONS &
THE ZONE OF PROXIMAL DEVELOPMENT

Key Features of
The Zone of Proximal
Development:

1. Dynamic and Changing
2. Individualized
3. Not Just Procedural
4. Collaborative



STEPS TO SCAFFOLDING QUESTIONS



SCAFFOLDING QUESTIONS: EXAMPLE

Photosynthesis 

Level of Cognitive Complexity	Corresponding Questions
1. Creating	Design an optimal environment for plant growth
2. Evaluating	Debate the most critical components of photosynthesis.
3. Analyzing	What variables affect the process of photosynthesis?
4. Applying	How can one conduct an experiment about photosynthesis using plants?
5. Understanding	Explain the process in your own words.
6. Remembering	What is the definition of photosynthesis?

	Lesson 1	Lesson 2	Lesson 3
SCAFFOLD	**Answer Guiding Question** **What is the Moon like?** *Optional Turn & Talk.* Pick 2-3 students with equity sticks. Possible correct answers: • Its surface is rough/bumpy. • The sky is always black. *If **correct**, scaffold up:* **What else do you remember about the Moon?** *If **incorrect**, scaffold down:* **On the Moon, is the sky always black or is the sky always bright?** **On the Moon, the sky is always bl___ (black).** Give answer. Help student repeat.	**Answer Guiding Question** **How is the Moon different from Earth?** *Optional Turn & Talk.* Pick 2-3 students with equity sticks. Possible correct answers: • The Moon has no air/water. • The Moon is smaller than Earth. *If **correct**, scaffold up:* **How else is the Moon different from Earth?** *If **incorrect**, scaffold down:* **Is the Moon different from Earth because it's hot or because there is no air or water?** **The Moon is different from Earth because it has no air or w___ (water).** Give answer. Help student repeat.	**Answer Guiding Question** **Would you like to live on the Moon? Why or why not?** *Optional Turn & Talk.* Pick 2-3 students with equity sticks. Possible correct answers: • No, it's always dark on the Moon. • Yes, I could study rocks there. *If **correct**, scaffold up:* **What would you miss about Earth if you lived on the Moon?** *If **incorrect**, scaffold down:* **Would you like to live on the Moon or on Earth?** **I wouldn't like the dark Moon, so I want to live on Ear___(Earth).** Give answer. Help student repeat.
OPTIONAL	**Comprehension Skills** **You had to listen and remember** (L&R hand signal) **to answer the guiding question.** Show poster. **When you listen and remember, you pay special attention to important things the author says and try to remember them.**	**Comprehension Skills** **You had to use background knowledge** (BK hand signal) **to answer.** Show poster. **When you use your background knowledge, you use what you already know to understand a book.**	**Comprehension Skills** **You had to make a connection** (MC hand signal) **to answer the guiding question.** Show poster. **When something from a book reminds you of your own life, you make a connection.**

UPWARD SCAFFOLD

Teacher:
How do seeds travel?
Carlos:
Wind.
Teacher:
By wind. And how else can they travel? (upward scaffolding)
Carlos:
Water.
Teacher:
Yes, they can travel by wind and water. And what do you think happens when they get to another place? (upward scaffolding)
Carlos:
I think, uh, they start to grow.
Teacher:
Yes, then they'll start to grow. Amazing! (recasting)

The teacher starts a multiple-turn conversation using a prepared open-ended question.

DOWNWARD SCAFFOLD

Teacher:
Remember why plants need sunlight? Isabella, why do plants need the sun?
Isabella:
'Cause it's bright.
Teacher:
Do plants need sun for energy or for water? (downward scaffolding)
Isabella:
[no response]
Teacher:
Remember, the sun is the main source of ener— (downward scaffolding)
Isabella:
Energy.
Teacher:
Right. The plant turns the sunlight into energy, almost like sugar.

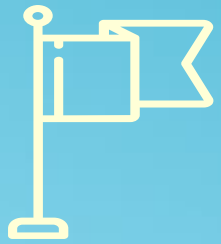
The teacher uses a series of prompts to deepen thinking about what plants need to survive.

DOWNWARD THEN UPWARD SCAFFOLD

Teacher:
Which of these do you think will become an eggplant?
Jenay:
[incorrectly points to a chicken egg rather than eggplant seeds]
Teacher:
What is that? (clarifying question)
Jenay:
An egg.
Teacher:
Yes, an egg from a chicken. To grow an eggplant like this [points to cut eggplant image that shows seeds], do you think you should plant seeds or a chicken egg? (downward scaffolding)
Jenay:
Plant the seeds.
Teacher:
Right. You would plant the seeds. And what do you have to do next to help those seeds grow into an eggplant? (upward scaffolding)

The teacher adjusts scaffolding moves based on the student's response.

QUESTION



What methods do you use to determine Zone(s) of Proximal Development among your students?

Drop it in the chat.

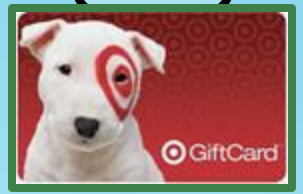
Just For Fun....

Name the song title that includes the word "high" or "higher."

This is a song by an American rock band that became popular in the post-grunge era of the late 1990s. It was released on August 24, 1999.



1



2

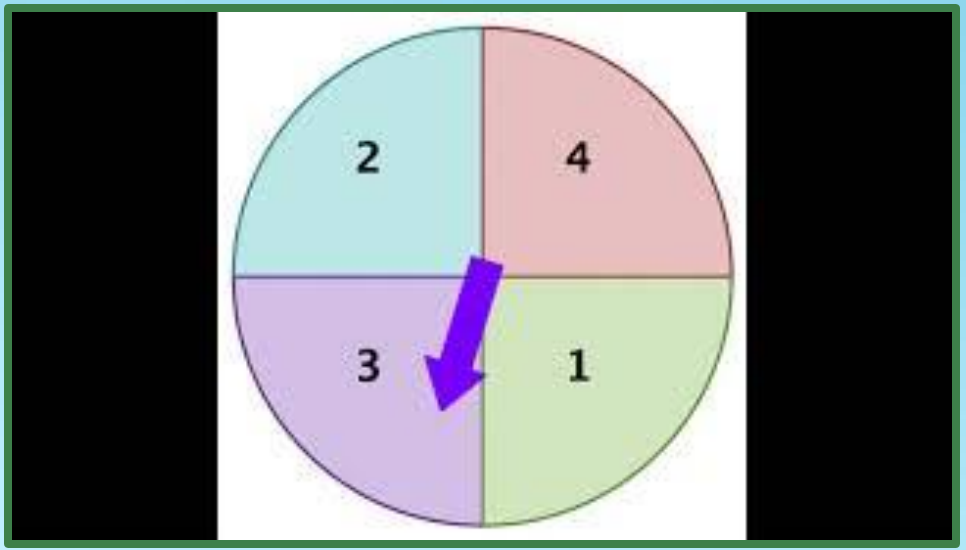


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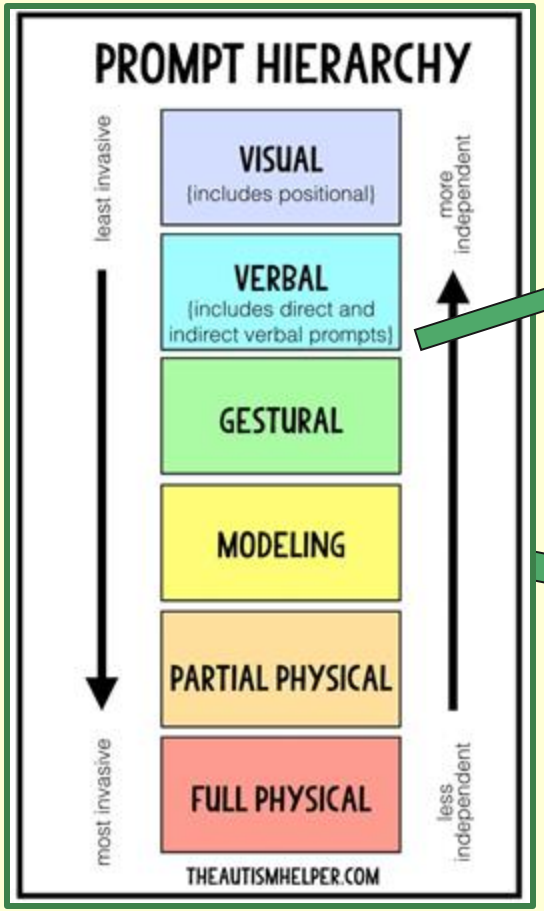


USING PROMPTS

A prompt is extra support that is added in the form of a hint or reminder for a person to achieve success in a skill. They are used to teach a skill and then faded.

- ❏ Gesture - simple gestures like pointing to the next step (e.g. pointing to the light switch or tapping the light switch)
- ❏ Model - showing/demonstrating how to complete the task for the learner to imitate (e.g. you turning the light on and then back off for the learner to imitate)
- ❏ Physical - guiding the learner to do the task through touch (e.g. hand-over-hand to flip on the light switch)
- ❏ Visual - picture or written instructions (e.g. a picture of a person flipping the light switch)
- ❏ Verbal - saying the instructions (e.g. “turn on the light”)A

USING PROMPTS



BEWARE!

Be cautious of prompt dependency when using ***verbal*** prompts.

Plan to FADE!

Gradually reduce the level of assistance until the student is able to complete the task independently.

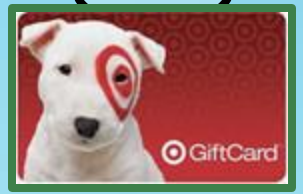
Just For Fun....

Name the song title that includes the word "high" or "higher."

This song was written by Nickolas Ashford & Valerie Simpson in 1966 and was initially performed by Marvin Gaye and Tammi Terrell. It became a Number 1 hit in 1970 when sung by the lead singer of The Supremes.



1



2

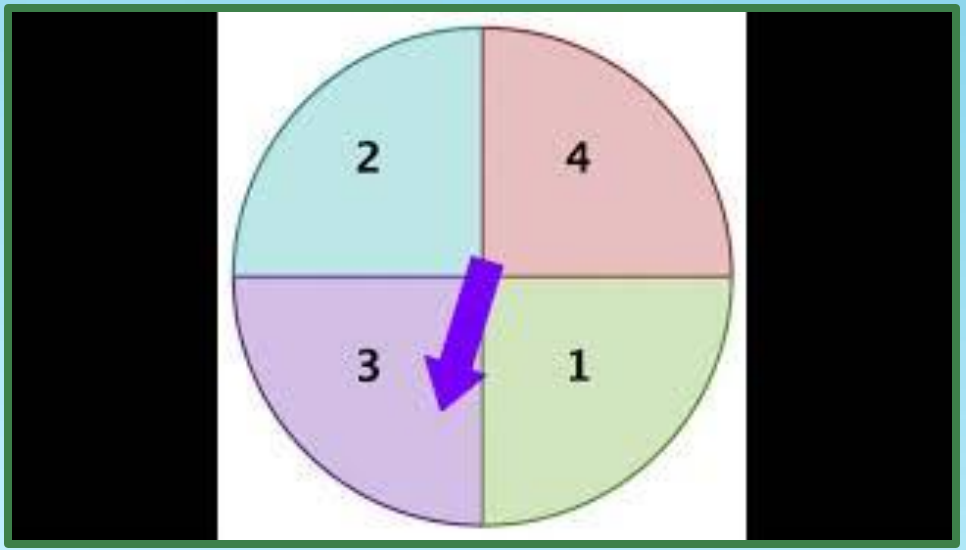


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USE THE MENTIMETER QR CODE OR LINK & CODE TO SHARE YOUR THOUGHTS.

Join at menti.com | use code 4237 2326

Wonders Higher Order Thinking

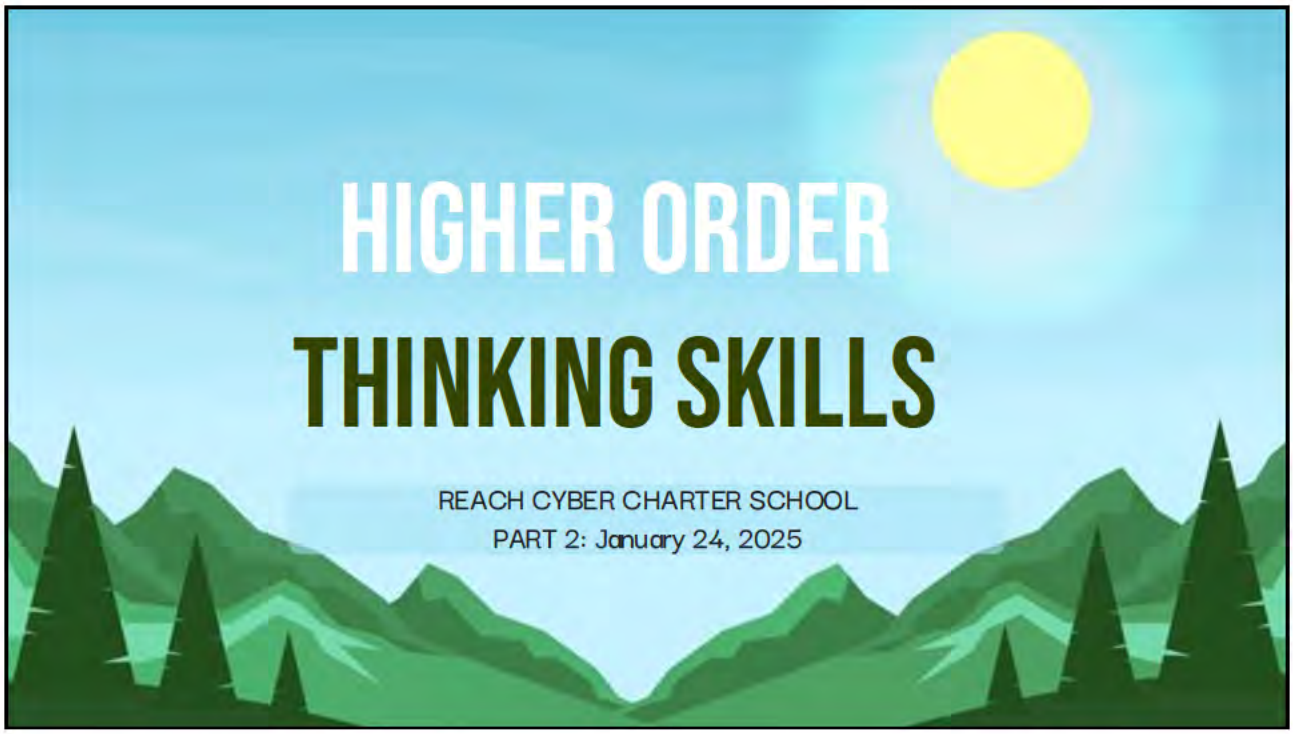
Thank you.

Shannon Wonders, M.Ed, NBCT,BCBA
Educational Consultant
Capital Area Intermediate Unit 15
swonders@caiu.org

RESOURCES

- Bloom's Taxonomy and Depth of Knowledge
- Cultivating the Classroom as a Safe Space for Middle and High School Students | Edutopia
- Effective Questioning and Classroom Talk
- Four Ways to Inspire Humble Curiosity in Your Students
- Improving Discussion, Questioning, and Student Engagement
- Interest Matters: The Importance of Promoting Interest in Education - PMC
- Key questioning strategies
- Prompt vs. Cues – Paradigm Behavior
- The Big List of Class Discussion Strategies | Cult of Pedagogy
- Using Protocols in the Virtual Classroom - Solution Tree Blog
- Vygotsky's Zone of Proximal Development


slidesgo


HIGHER ORDER
THINKING SKILLS
REACH CYBER CHARTER SCHOOL
PART 2: January 24, 2025

HELLO!



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AGENDA

01 **DANIELSON'S FRAMEWORK**

A roadmap for effective teaching designed to enhance professional practice

02 **BLOOM'S HOTS & WEBB'S DOK**

Models of cognitive rigor

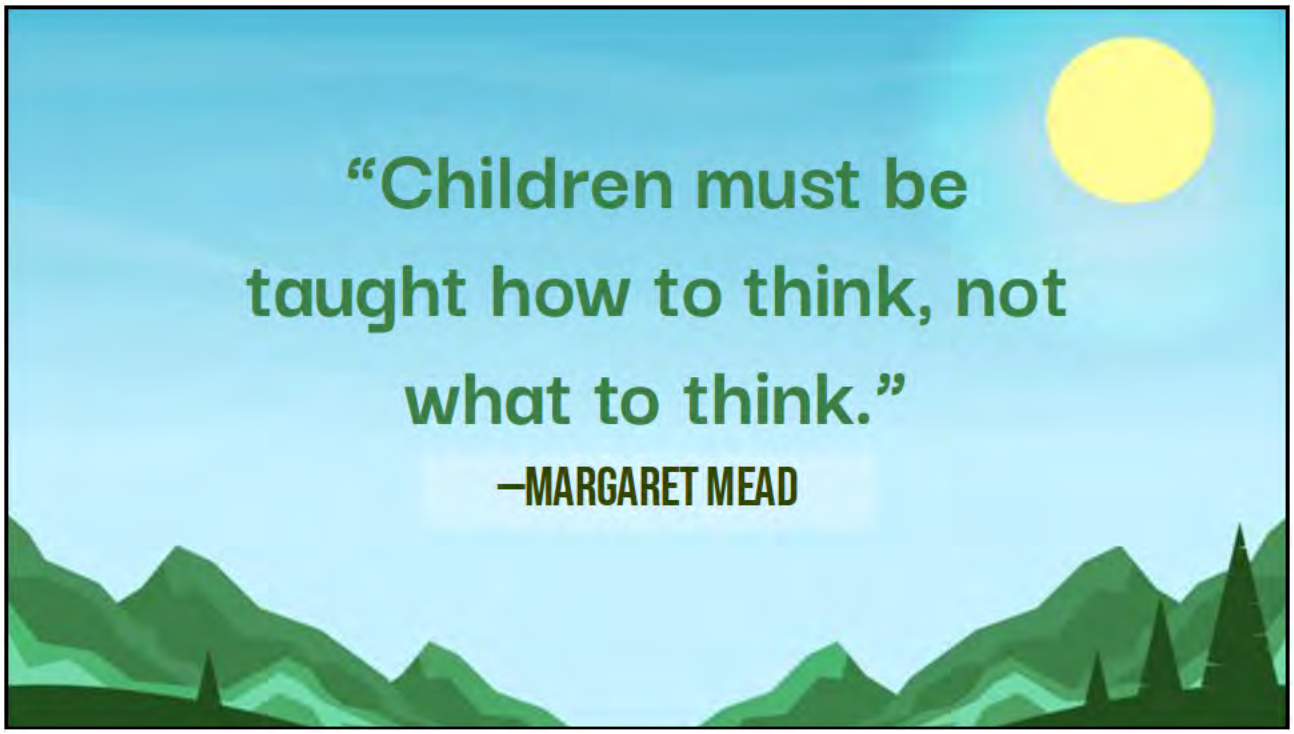
03 **QUESTIONS & DISCUSSION**

Using quality questions to promote critical thinking

04 **SCAFFOLDING FOR SPECIAL EDUCATION**

Techniques for active engagement




“Children must be taught how to think, not what to think.”
—MARGARET MEAD



01

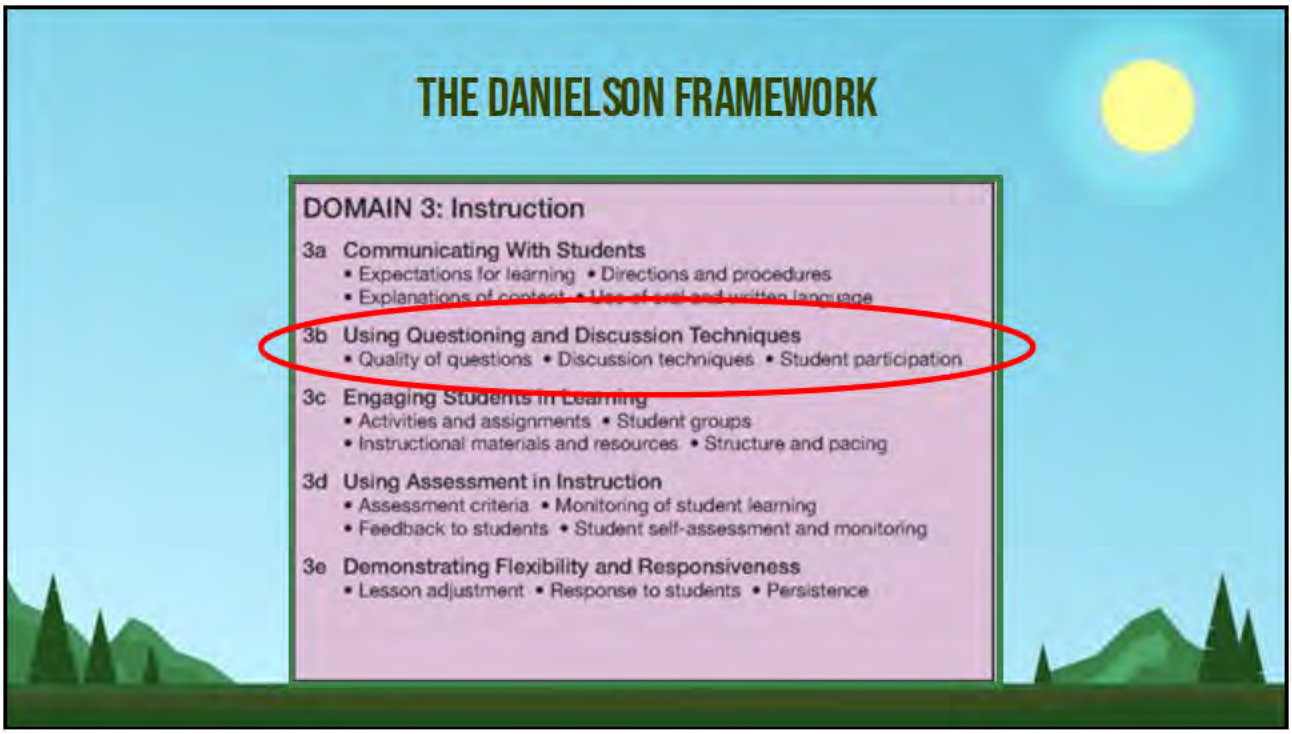
THE DANIELSON FRAMEWORK

A roadmap for effective teaching designed to enhance professional practice

THE DANIELSON FRAMEWORK

4 Domains/ 22 Components




THE DANIELSON FRAMEWORK
DOMAIN 3: Instruction
3a Communicating With Students
• Expectations for learning • Directions and procedures
• Explanations of content • Use of oral and written language
3b Using Questioning and Discussion Techniques
• Quality of questions • Discussion techniques • Student participation
3c Engaging Students in Learning
• Activities and assignments • Student groups
• Instructional materials and resources • Structure and pacing
3d Using Assessment in Instruction
• Assessment criteria • Monitoring of student learning
• Feedback to students • Student self-assessment and monitoring
3e Demonstrating Flexibility and Responsiveness
• Lesson adjustment • Response to students • Persistence

THE DANIELSON FRAMEWORK

High Leverage Practices (HLP) for Special Education

Danielson Framework	HLP for Special Education	Comments
DOMAIN 3: Instruction		
3b: Using Questioning and Discussion Techniques •Quality of questions/prompts •Discussion techniques • Student participation	**HLP 16** : Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems.	**Indicators:** *Questions of high cognitive challenge, at the student's level of learning *Questions with multiple correct answers, or multiple approaches even when there is a single correct response *Effective use of student responses and ideas

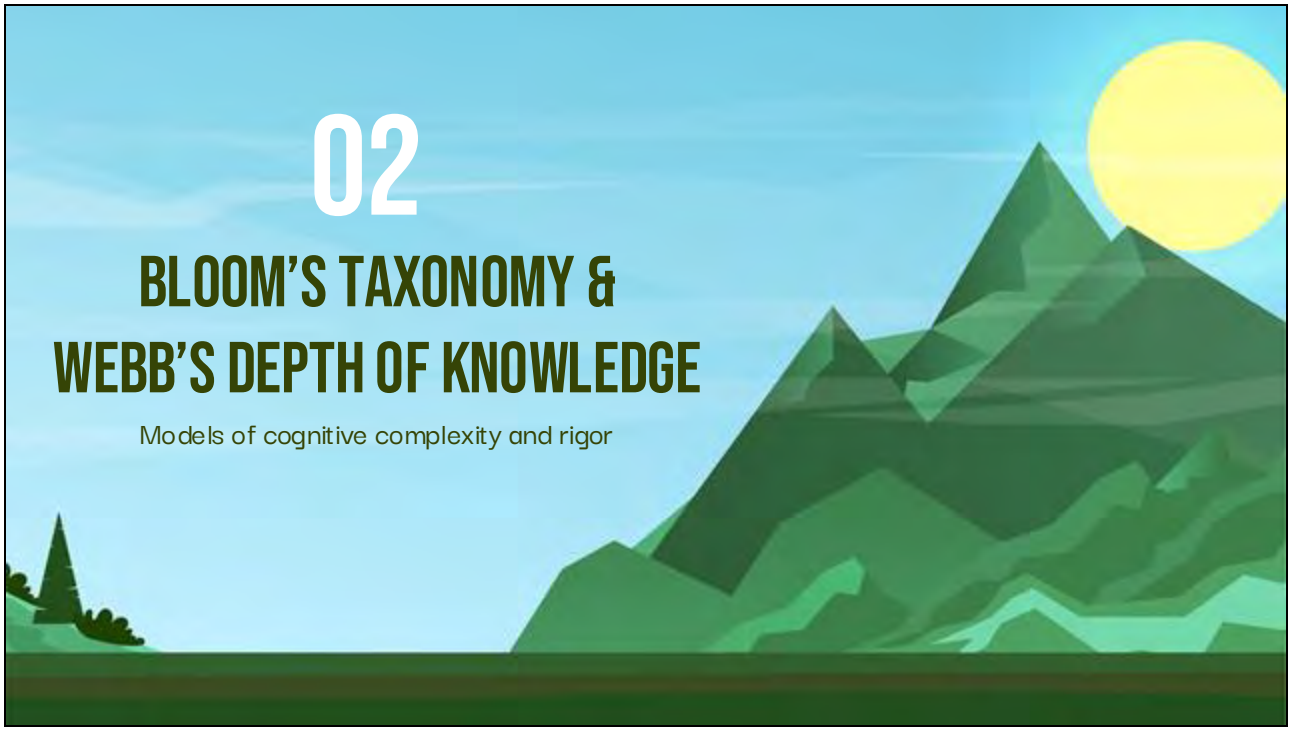
THE DANIELSON FRAMEWORK

High Leverage Practices (HLP) for Special Education



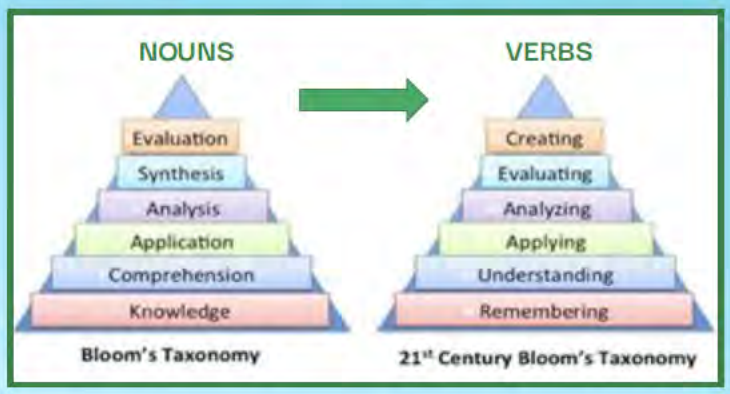
High-Leverage Practices in Special Education

Danielson's Framework for Teaching Correlation to Special Education High Leverage Practices


02
BLOOM'S TAXONOMY &
WEBB'S DEPTH OF KNOWLEDGE
Models of cognitive complexity and rigor

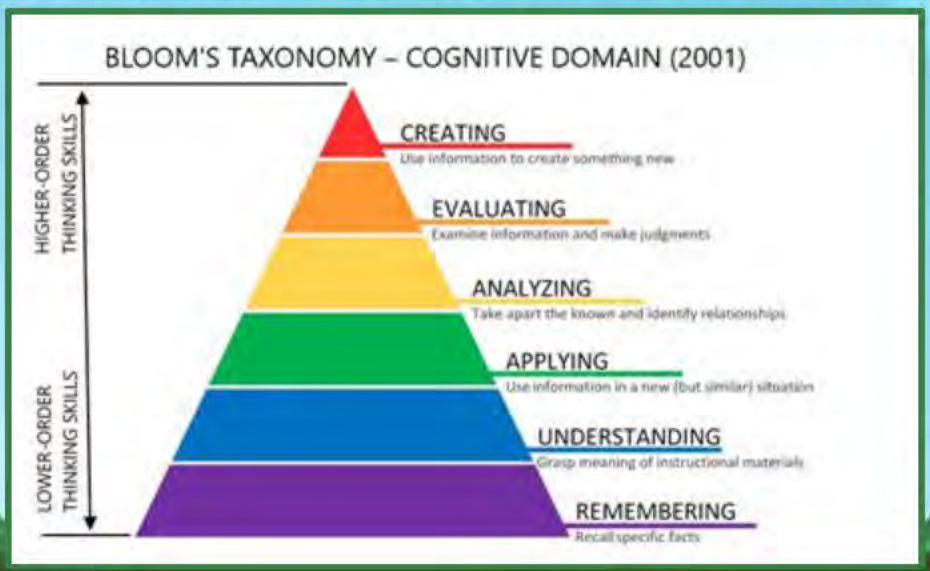
BLOOM'S TAXONOMY & HIGHER ORDER THINKING SKILLS (HOTS)

- Classifies thinking and learning into 6 cognitive levels of *complexity*
- Used to create intended learning outcomes
- Serves as common language for teachers



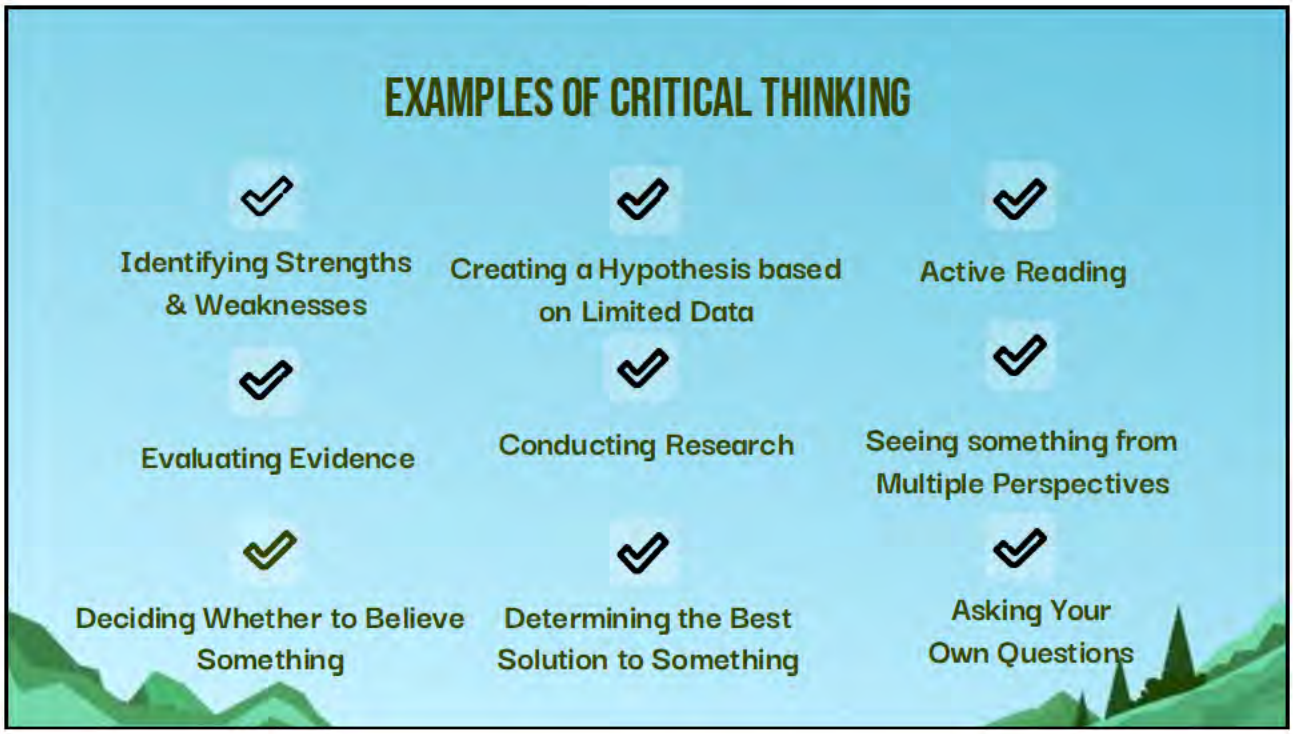
Critics argue that a hierarchy is not the best model and that learning is not linear.
Moves from nouns to verbs (taking action)

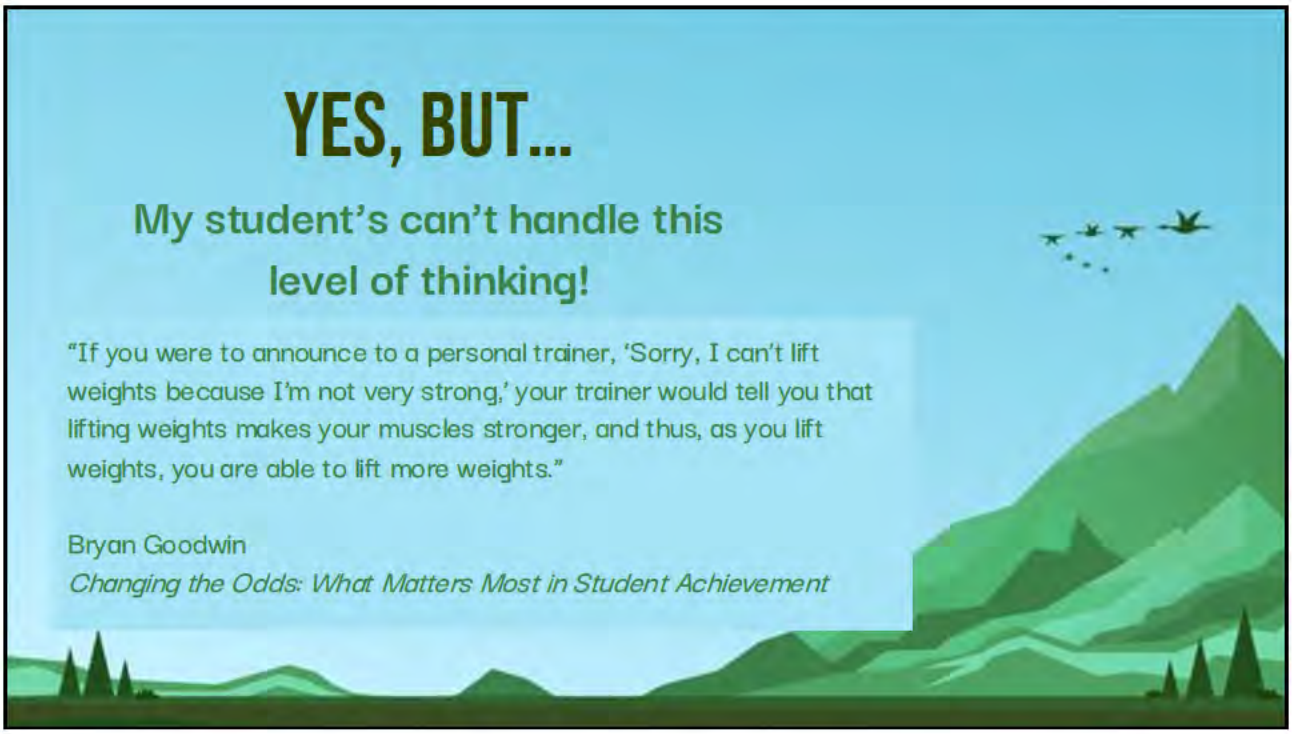
BLOOM'S TAXONOMY & HIGHER ORDER THINKING SKILLS (HOTS)



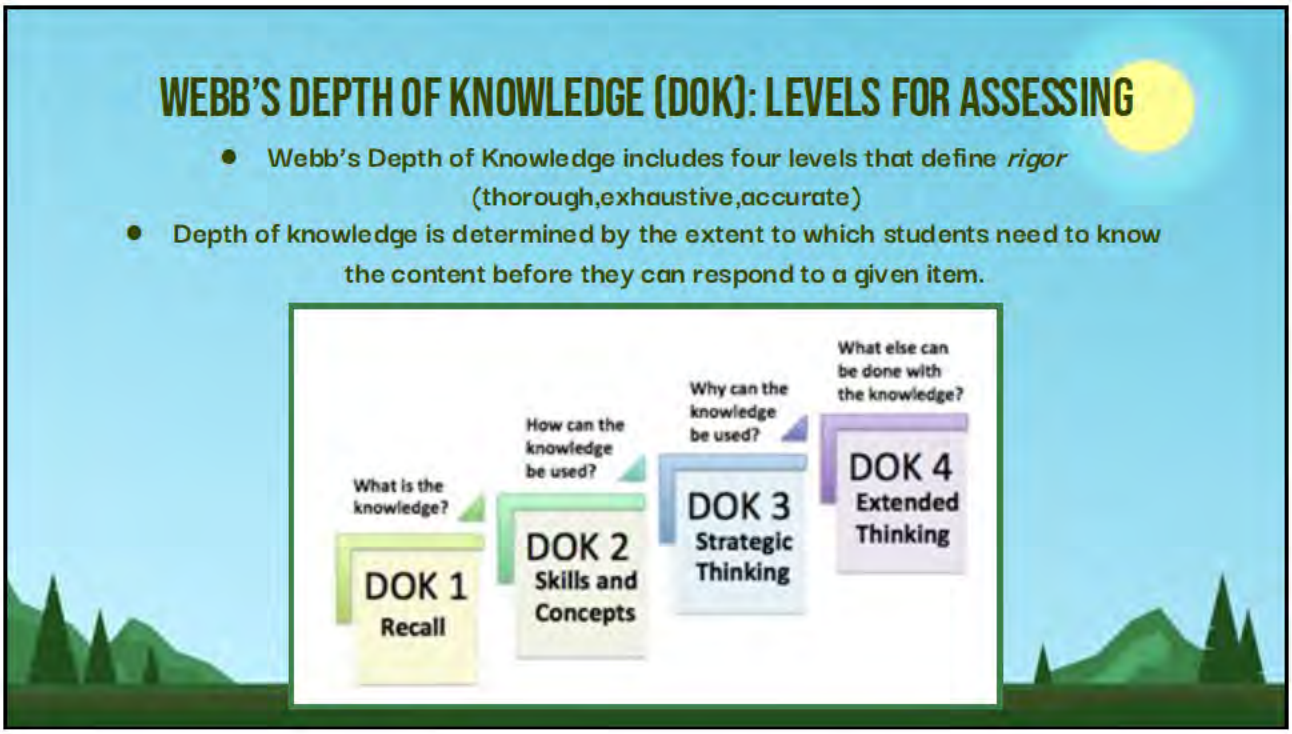
HIGHER ORDER THINKING = CRITICAL THINKING

Critical Thinking Skills: the systematic evaluation of information to make reasoned judgments. It requires skepticism, objectivity, and the ability to discern connections between ideas. Through this process thinkers challenge assumptions, recognize biases and assess the validity of arguments or solutions.


EXAMPLES OF CRITICAL THINKING
Identifying Strengths & Weaknesses
Creating a Hypothesis based on Limited Data
Active Reading
Evaluating Evidence
Conducting Research
Seeing something from Multiple Perspectives
Deciding Whether to Believe Something
Determining the Best Solution to Something
Asking Your Own Questions



The more they use it, the better they become. Just like beginning weightlifters, students may need scaffolding and support until they become stronger.

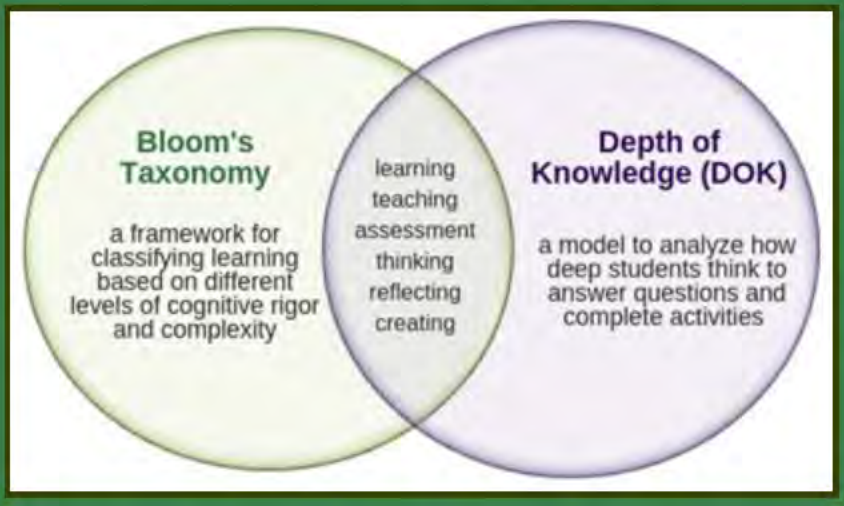


Rigor: the degree to which students are expected to learn and demonstrate understanding

WEBB'S DEPTH OF KNOWLEDGE (DOK): LEVELS FOR ASSESSING

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

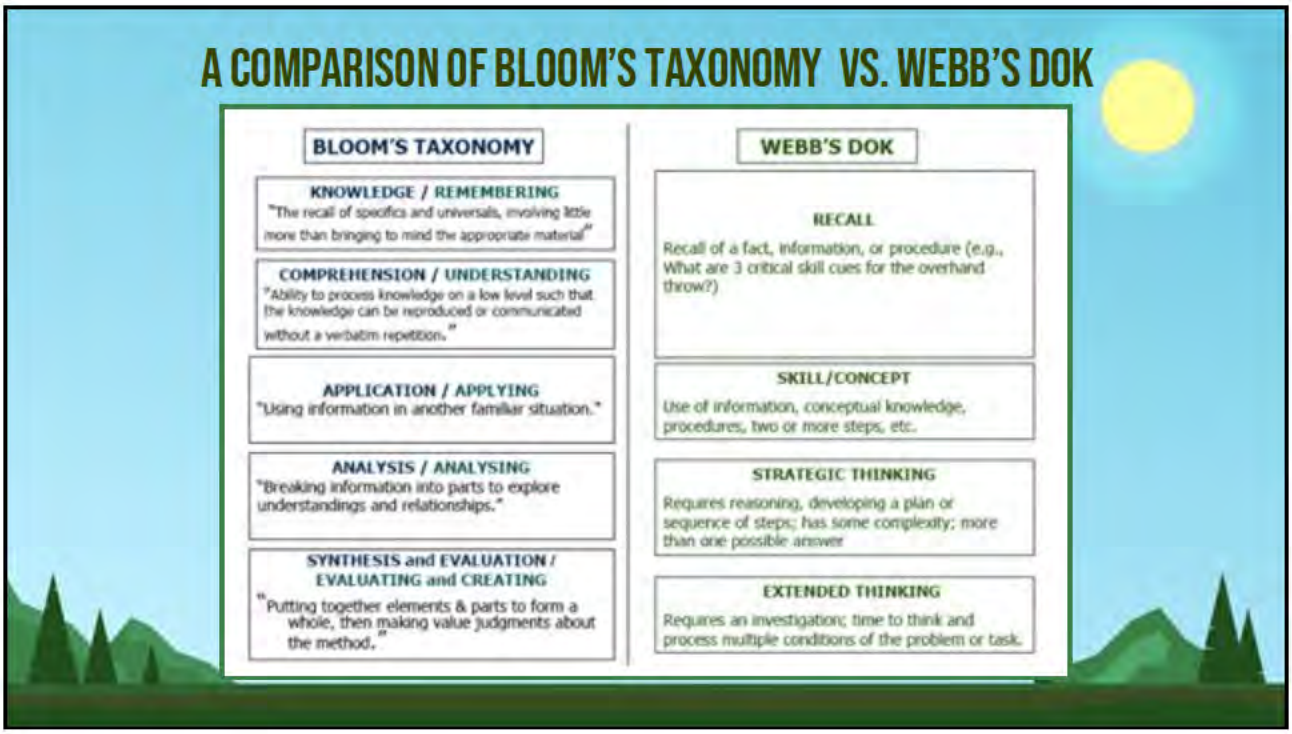
Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>

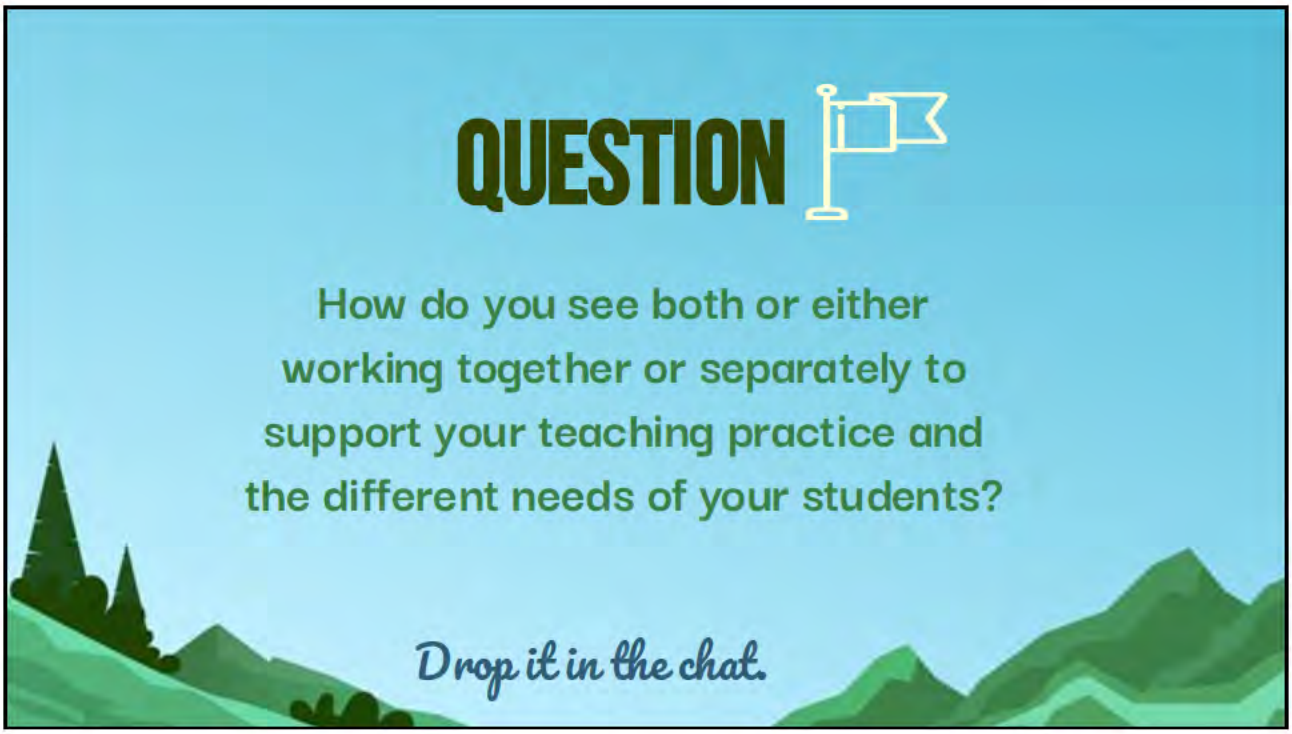


Use Bloom's as a guide for teaching and designing instruction. Use Depth of Knowledge as a guide for developing skills and encouraging deeper thinking and learning.

Critics argue that a hierarchy is not the best model and that learning is not linear.
Moves from nouns to verbs (taking action)

A COMPARISON OF BLOOM'S TAXONOMY VS. WEBB'S DOK



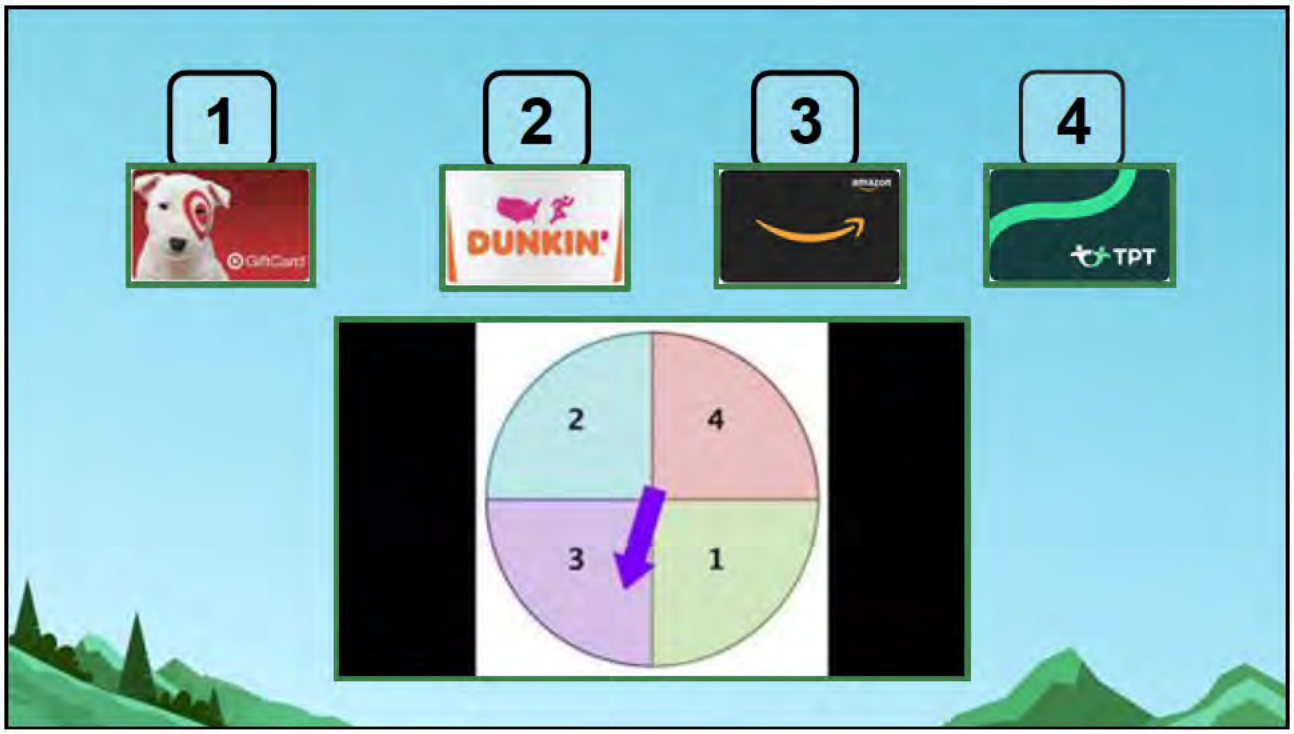

QUESTION
How do you see both or either working together or separately to support your teaching practice and the different needs of your students?
Drop it in the chat.

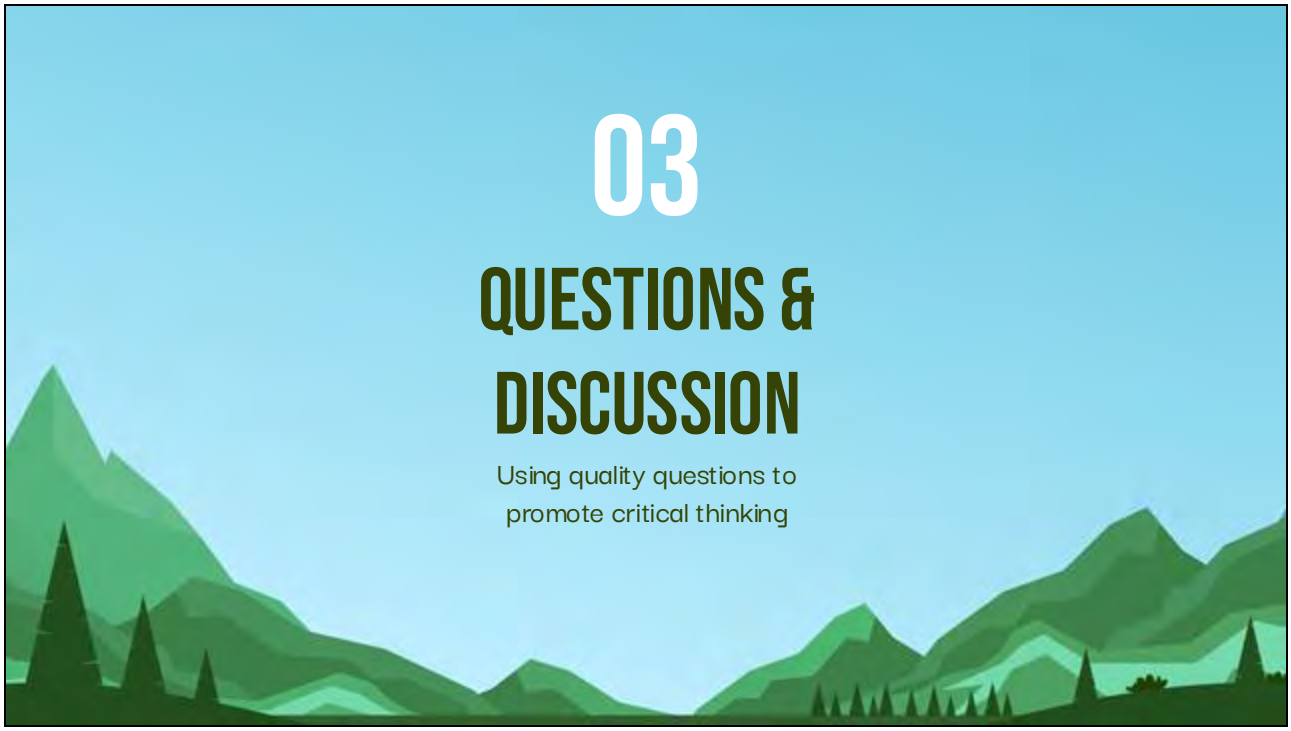
Just for Fun....

Name the song title that includes the word "high" or "higher."

Released in 1972, this controversial song is one of Colorado's two official state songs.




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03
QUESTIONS &
DISCUSSION
Using quality questions to
promote critical thinking

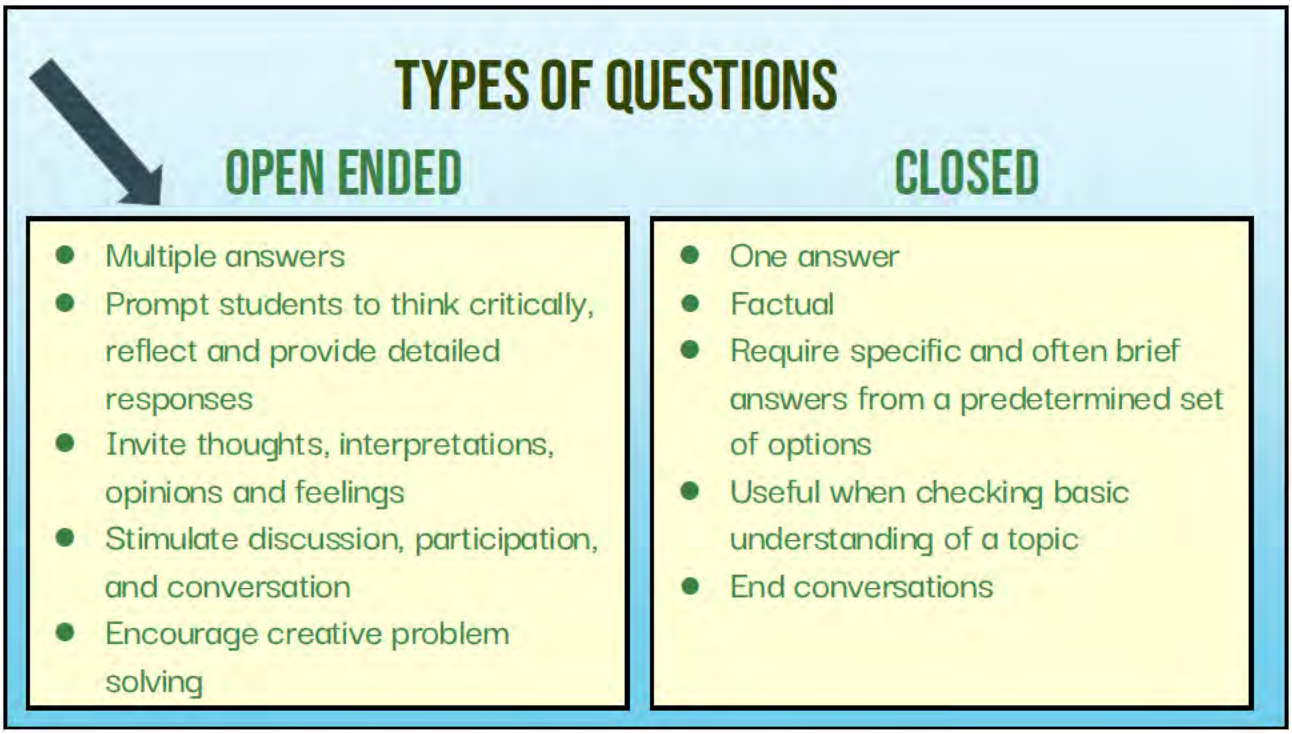
KEY QUESTIONING STRATEGIES

- Design quality, higher cognitive questions
- Develop a sequence of questions
- Increase wait time
- Respond to answers using redirection, probes and reinforcement

QUALITY QUESTIONS

1. *Frame Caliber Inquries:* Form questions to align with instructional purposes.
2. *Strengthen Student Thinking*: Determine the qualities of an acceptable response related to content and cognitive demand
3. *Use Formative Feedback*: Conduct in-process evaluations of comprehension, needs, and progress
4. *Promote Response-ability*: Develops student ownership for learning and thinking
5. *Develop a Culture of Thinking*: Partner with students to create a classroom culture in which thinking is expected, valued, and celebrated.

HTTPS://US.SAGEPUB.COM/SITES/DEFAULT/FILES/UPM-BINARIES/41845_CH_1_STOEHR.PDF



Design different questions to meet different cognitive demands

SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Remember

- Can you describe _____?
- When did _____ happen?
- Which is true/false, _____ or _____?
- What does _____ mean?
- How would you show _____?

SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Understand

- How would you compare/contrast _____?
- What's the main idea of _____?
- What would happen if _____?
- How would you state _____ in your own words?
- Which statements support _____?

SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Apply

- Do you know of another instance where ____?
- What examples can you think of to support ____?
- How would you use ____?
- How would you solve ____ using what you've learned?
- What questions would you ask to better understand ____?

SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Analyze

- Why do you think _____?
- What conclusions can you draw about _____?
- Why did _____ changes occur?
- What's the theme of _____?
- How is _____ similar to _____?

SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Evaluate

- What's your opinion of ____ and why?
- How would you handle ____?
- Is there a better solution to ____?
- What information would you use to support the view of ____?
- Why was ____ better than ____?

SEQUENCED QUESTION STEMS BASED ON BLOOM'S TAXONOMY



Create

- Can you see a possible solution for ____?
- What alternative can you propose for ____?
- How would you test ____?
- What would you predict is the outcome of ____?
- What new/unique uses can you come up with for ____?

Bloom's Taxonomy Question Stems

HOW TO MAKE A 3 STAR QUESTION



One Star Questions:

- Have simple answers (one to two sentences or even just one word)
- Answers don't require reasons or facts to support the answer.
- Can be answered by using one source.
- Usually do not lead to discussion.
- The answer is usually clear and concise.

3 Star Question Anchor Chart Rubric Danielson Model Questioning.pdf

HOW TO MAKE A 3 STAR QUESTION



Two Star Questions:

- Requires some reasons or facts to support the answer.
- Will require the answer to include more details.
- Everyone that answers the questions will have similar answers.
- May lead to discussion.
- May require you to use multiple resources (books, internet, experts) to answer.

3 Star Question Anchor Chart Rubric Danielson Model Questioning.pdf

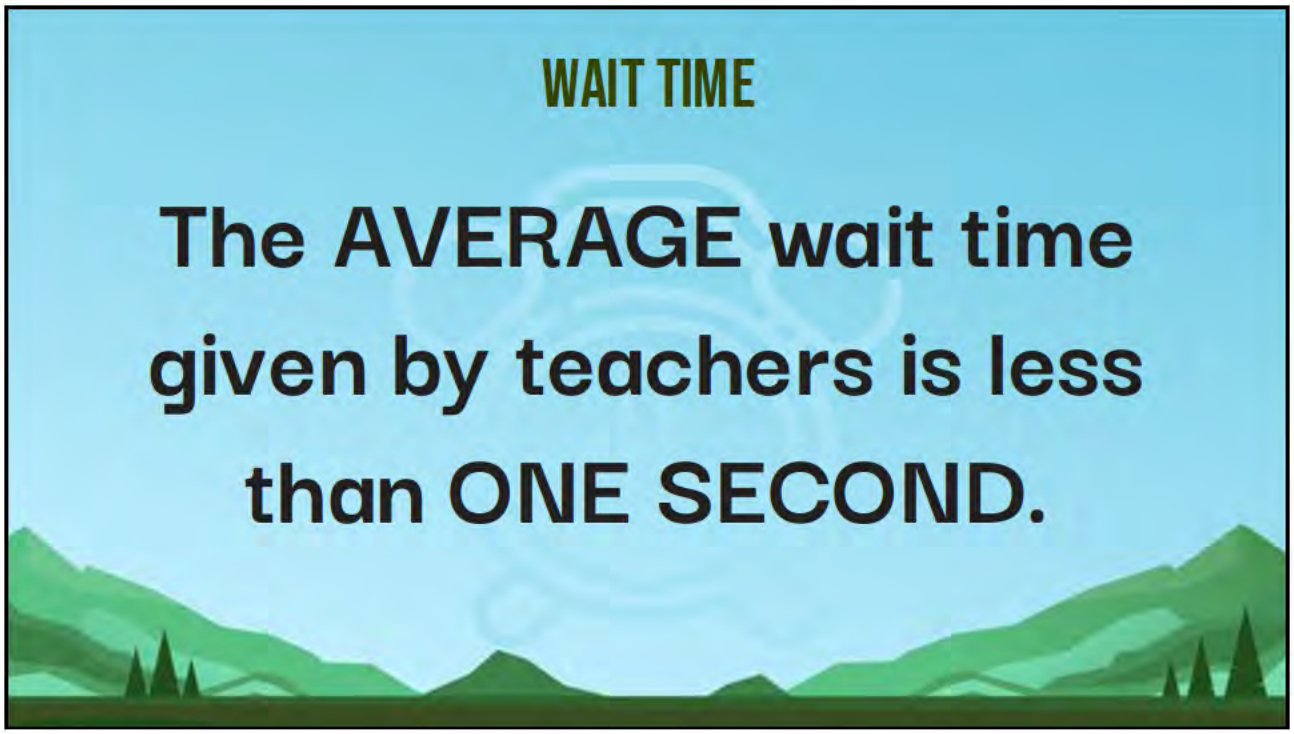
HOW TO MAKE A 3 STAR QUESTION



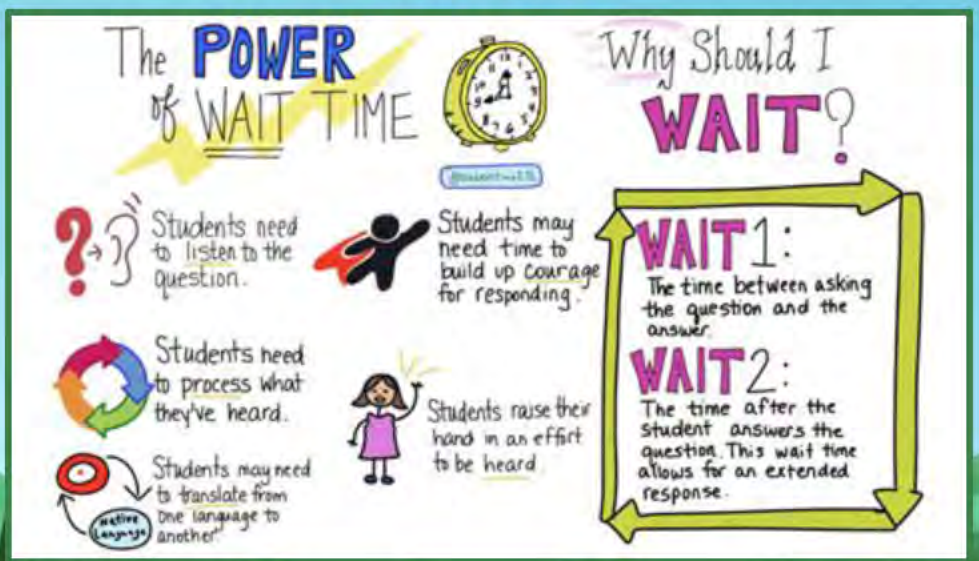
Three Star Questions:

- Often lead to a discussion or conversation with classmates.
- Does not need to have a right or wrong answer.
- Often has more than one answer.
- Can be a "What if" question.
- Often lead to more questions.
- The answer usually isn't black and white.
- Answers may include opinions.
- Will require multiple resources including books, internet, experts, and personal experiences) to answer.

3 Star Question Anchor Chart Rubric Danielson Model Questioning.pdf


WAIT TIME
The AVERAGE wait time given by teachers is less than ONE SECOND.

WAIT TIME


The POWER of WAIT TIME
Why Should I WAIT?
Students need to listen to the question.
Students may need time to build up courage for responding.
Students need to process what they've heard.
Students raise their hand in an effort to be heard.
Students may need to translate from one language to another.
native language
WAIT 1:
The time between asking the question and the answer.
WAIT 2:
The time after the student answers the question. This wait time allows for an extended response.

WAIT TIME: WHAT WORKS

Increasing wait time after questioning improves the number and quality of responses; it encourages students to extend their answers.

Magic numbers:

- 3 seconds for lower- order/closed questions

- 10 seconds for higher-order/open questions.

WAIT TIME: BENEFITS

Increasing wait time beyond 3 seconds has been found to positively improve these student outcomes:

- ❑ improvements in the student achievement
- ❑ improvements in student retention
- ❑ increases in the number of higher cognitive responses generated by students
- ❑ increases in the length of student responses
- ❑ increases in the number of unsolicited responses
- ❑ decreases in students' failure to respond

WAIT TIME: BENEFITS

Increasing wait time beyond 3 seconds has been found to positively improve these student outcomes:

- ❑ increases in the amount /quality of evidence students offer to support inferences
- ❑ increases in contribution by students who do not participate much when wait-time is under 3 seconds
- ❑ expansion of the variety of responses offered by students
- ❑ decreases in student interruptions
- ❑ increases in student-student interactions
- ❑ increases in the number of questions posed by students.

WAIT TIME TACTICS

- Use Joint Effort: Give students 30 seconds to share their answer with a partner (promotes confidence)
- Set a timer or ask a student to time the wait
- Play "thinking music"
- Use a class sign that says "THINK TIME"



QUESTION



What are the potential drawbacks to using a minimum of 3 minutes of wait time as a standard practice?

Drop it in the chat.

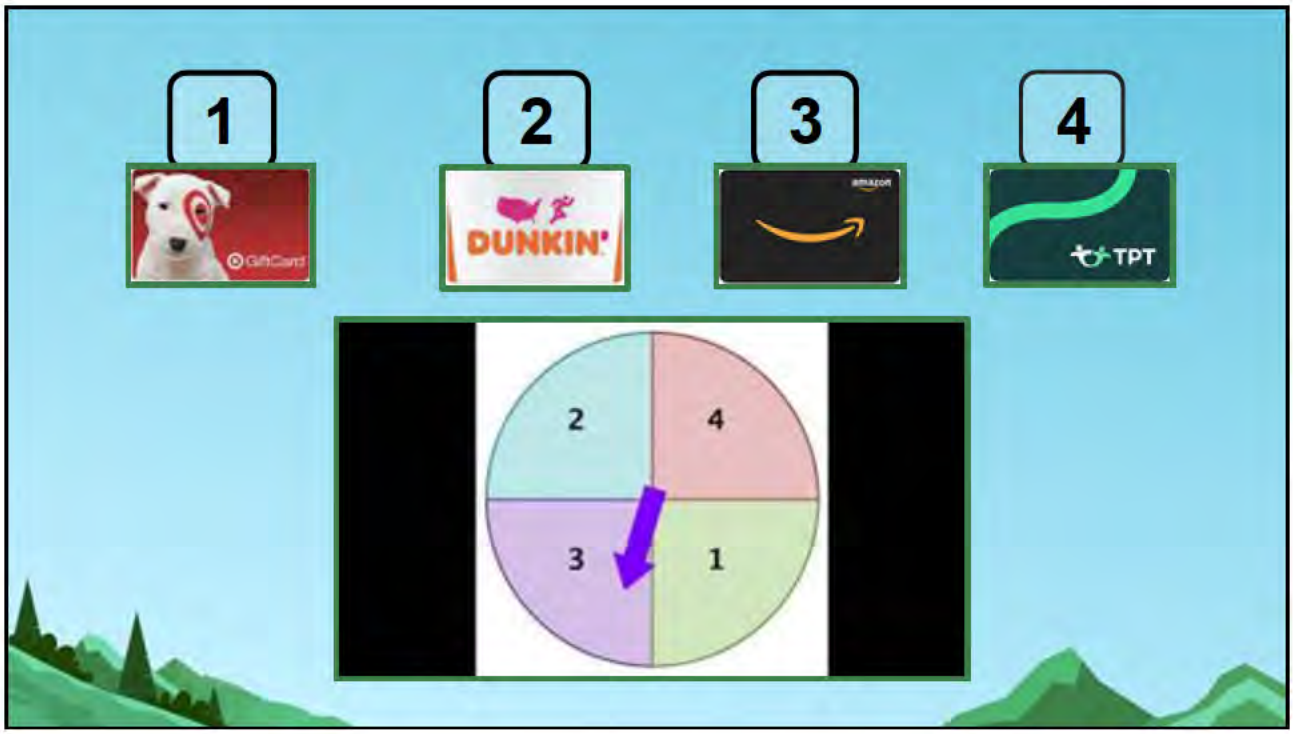
Just for Fun....

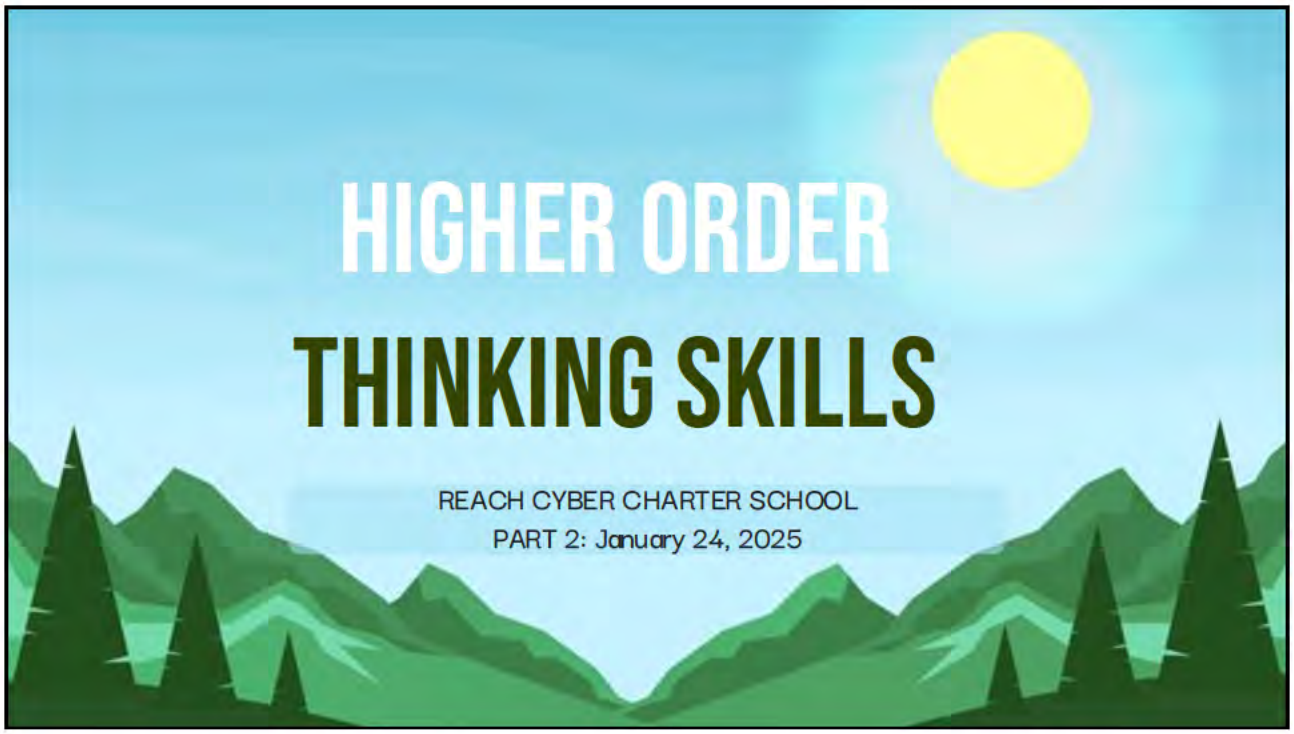
Name the song title that includes the word "high" or "higher."

A single artist wrote, sung, and played all the instruments on this 1973 hit about reincarnation.






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HIGHER ORDER
THINKING SKILLS
REACH CYBER CHARTER SCHOOL
PART 2: January 24, 2025

REDIRECTION, PROBING, REINFORCEMENT

Several studies have confirmed that nearly half of the student answers are at a different cognitive level than the teacher question, yet teachers general accept these answers as sufficient without probing or prompting correct responses. (Walsh & Sattes)

Walsh, J.A., & Sattes, B.D. (2005). Quality Questioning: Researched -Based Practice to Engage Every Learner. California: Sage Publications.

FACTS ABOUT
REDIRECTION, PROBING, REINFORCEMENT

- ★ Redirection and Probing are directly related to achievement when they are focused on clarity, accuracy, and plausibility of student response.
- ★ Redirection and probing are unrelated to achievement when they are vague or critical (For example: "That's not right try again" or "Where did you get an idea like that?).
- ★ Acknowledging correct responses is positively related to achievement.
- ★ Praise is positively related to achievement when it is directly related to the student's response, and is sincere / credible.

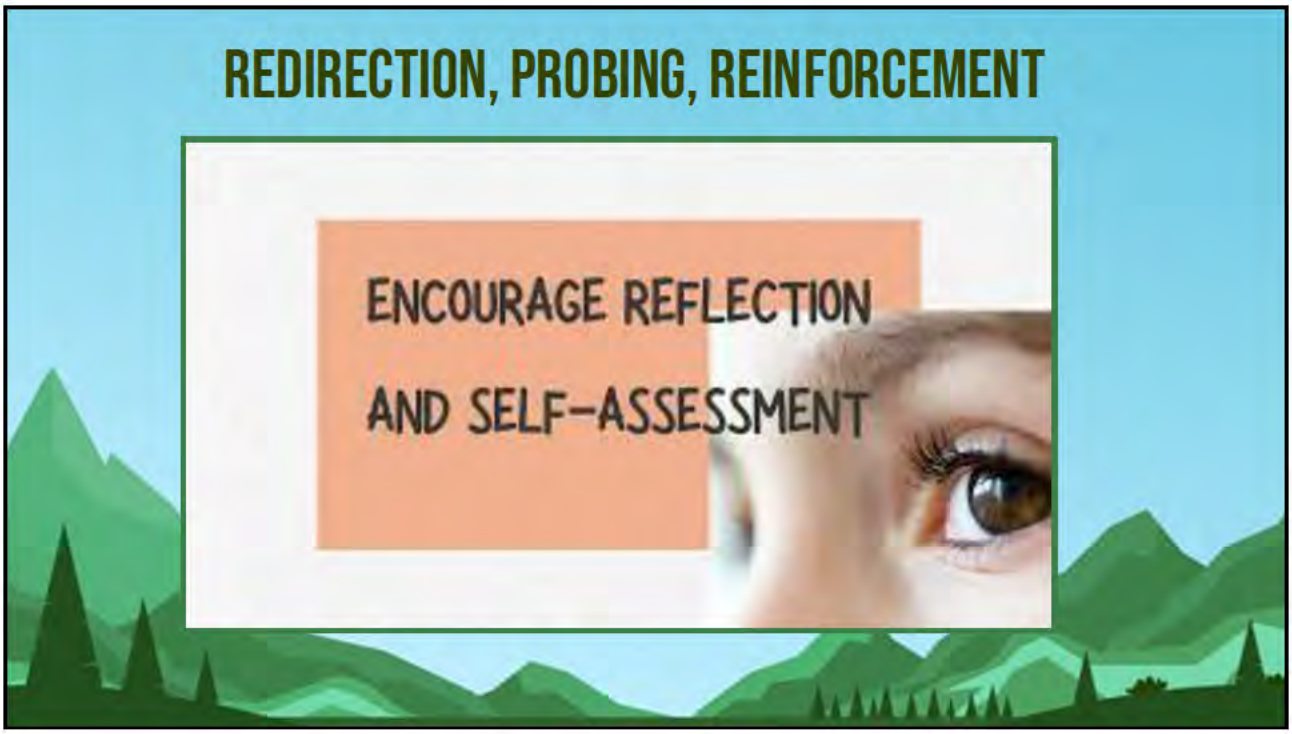
REDIRECTION, PROBING, REINFORCEMENT

When extending responses through follow up questions or when responding to inappropriate answers, use **Socrates'** probing questions.



Socratic probing questions are questions that challenge assumptions and *encourage critical thinking.* They are used to explore complex ideas and beliefs, and to help people develop a deeper understanding of a topic.

REDIRECTION, PROBING, REINFORCEMENT



REDIRECTION, PROBING, REINFORCEMENT: SOCRATIC QUESTIONS STEMS

Questions that probe reasons and evidence

- How do you know this?
- Show me.....?
- Can you give me an example of that?
- What do you think causes....?
- Can you explain...?
- Are these reasons good enough?
- Why do you think that?
- What evidence is there to support what you are saying?



Questions about viewpoints & perspectives

- Are there other ways of looking at that?
- What do you think?
- What is the difference between.... And .....
- Why is it better than...?
- How are .... And ... similar?



REDIRECTION, PROBING, REINFORCEMENT: SOCRATIC QUESTIONS STEMS

Questions that probe Implications & Consequences

- Then what would happen?
- What are the consequences of that?
- How could....be used to ....?
- What are the implications of.....?
- How does.....fit with what we learned before?
- Why is ..... important?
- What is the best.....? Why?



Questions for clarification

- What exactly does this mean?
- How does this relate to what we've been talking about?
- What is the nature of....?
- What do we already know about this?
- Can you give me an example ?
- Are you saying.... or .....?
- Can you rephrase that please?



REDIRECTION, PROBING, REINFORCEMENT: SOCRATIC QUESTIONS STEMS

Questions that probe assumptions

- What else could we think of?
- You seem to be saying...?
- Please explain why / how?
- How can you prove / disprove that?
- What would happen if...?
- Do you agree or disagree with...?



How to respond

- I agree with your point, however.....
- Are you saying.....
- I agree. I also think.....
- When you said earlier that.....
- I disagree with your point because.....
- I believe.....
- I think you are right because.....
- I think you are wrong because.....



QUESTIONING IDEAS & TACTICS

HANDS DOWN QUESTIONING

1. *Whiteboards*: Students have small whiteboards and write their ideas or answers on the board, and hold it up for teacher scanning.

1. *Hinge questions*: A hinge question is a checkpoint midway through the lesson to determine if the student can move on or needs more support.



QUESTIONING IDEAS & TACTICS

HANDS DOWN QUESTIONING

3. Pose, pause, pounce, bounce:



QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

1. Cold Call:

- Name the question before identifying students to answer it.
- Call on students regardless of whether they have their hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards.
- Scaffold the questions from simple to increasingly complex, probing for deeper explanations (More later!)

QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

2. Think or ink Pair-Share

- Students are given a short and specific timeframe (1-2 minutes) to think or ink (write) freely to briefly process their understanding/ opinion of a text selection, discussion question or topic.
- Students then share their thinking or writing with a peer (in break out rooms) for another short and specific timeframe.
- The teacher leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in student ideas. This helps both students and the teacher assess understanding and clarify student ideas.

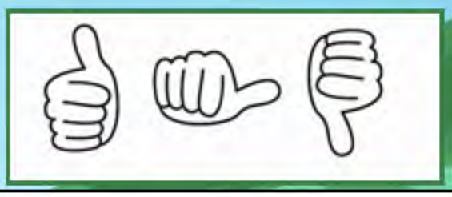
QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

3. Fist-to-five or Thumb-o'meter

To show the degree of agreement or understanding, students can quickly hold up a fist or place for 0/disagree or 1-5 fingers for higher levels of confidence. To show agreement or commonalities in ideas, students can show thinking by putting their thumbs up, to the side, or thumbs down.



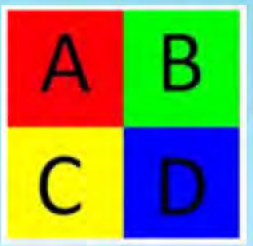


QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

4. ABCD cards

The teacher asks/ presents a multiple-choice question, and then asks students to simultaneously ("on the count of 3") hold up 1 or more cards, labelled A, B, C, or D, as their individual response.



QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

5. Audience Choice

Ask a student who often answers to select 2 or 3 other students to answer - thus keeping them involved.

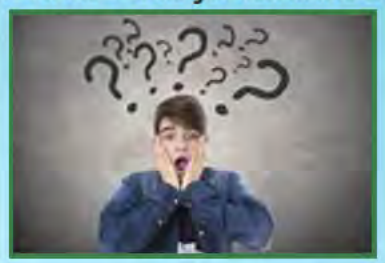


QUESTIONING IDEAS & TACTICS

ENGAGING ALL STUDENTS

6. What's the Question?

"The answer is 42 - what could the question be?" or "The answer is The Titanic, how many questions can you think of that this could answer?"



3b: Using Questioning & Discussion Techniques


QUESTION
Besides those already mentioned, what are some effective question techniques that you use?
Drop it in the chat.

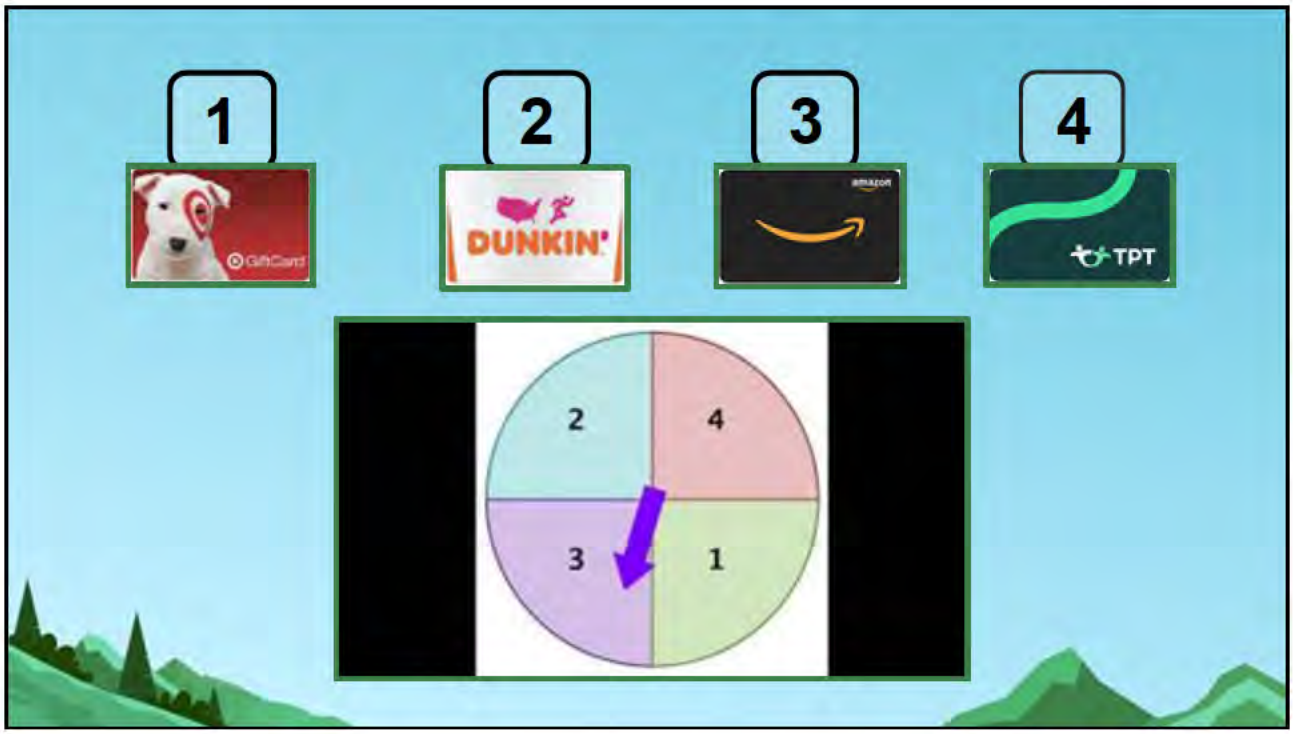
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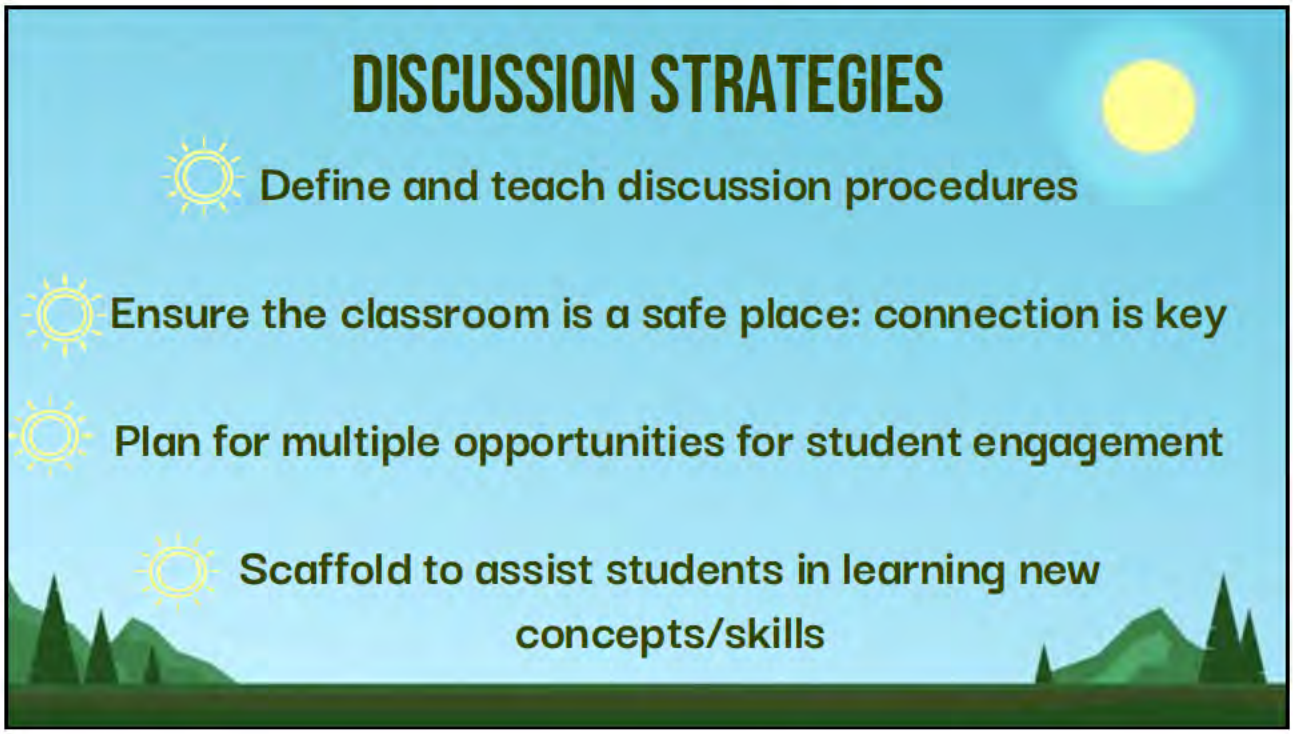
Name the song title that includes the word "high" or "higher"

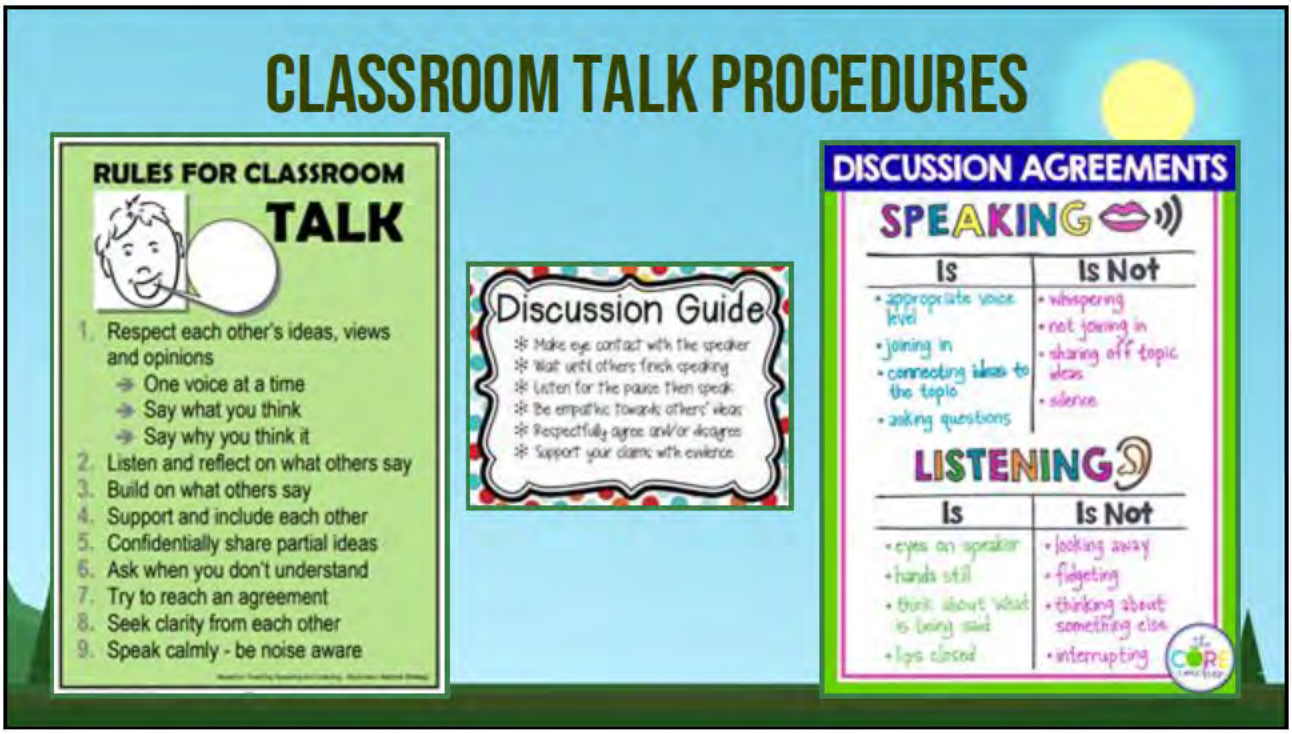
This song became a number 1 hit in 1980 when it was covered by the band Blondie.






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amazon
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DISCUSSION STRATEGIES
Define and teach discussion procedures
Ensure the classroom is a safe place: connection is key
Plan for multiple opportunities for student engagement
Scaffold to assist students in learning new concepts/skills


CLASSROOM TALK PROCEDURES
RULES FOR CLASSROOM
TALK
1. Respect each other's ideas, views and opinions
→ One voice at a time
→ Say what you think
→ Say why you think it
2. Listen and reflect on what others say
3. Build on what others say
4. Support and include each other
5. Confidentially share partial ideas
6. Ask when you don't understand
7. Try to reach an agreement
8. Seek clarity from each other
9. Speak calmly - be noise aware
Discussion Guide
Make eye contact with the speaker
Wait until others finish speaking
Listen for the pause then speak
Be empathic towards others' ideas
Respectfully agree and/or disagree
Support your claims with evidence
DISCUSSION AGREEMENTS
SPEAKING
Is
Is Not
• appropriate voice level
• joining in
• connecting ideas to the topic
• asking questions
• whispering
• not joining in
• sharing off topic ideas
• silence
LISTENING
Is
Is Not
• eyes on speaker
• hands still
• think about what is being said
• lips closed
• looking away
• fidgeting
• thinking about something else
• interrupting

Con

CLASSROOM TALK PROCEDURES



Discussion Elements	*Looks Like*	*Sounds Like*
Active Listening	Eyes on speaker Hands empty Sit up Mind is focused Face speaker	Speakerís voice only Paying attention Appropriate responses Voices low One voice at a time
Active Participation (respond to ideas and share feelings)	Eyes on speaker Hands to yourself Hands empty Talking one at a time Head nodding	Appropriate responses Follow off othersí ideas Nice comments Positive attitudes
Asking Questions for Clarification	Listening Hands empty	Positive, nice questions Polite answers
Piggybacking Off Others' Ideas	Listening Paying attention	Postive, nice talking Wait for people to finish
Disagreeing Constructively	Nice face Nice looks	Polite responses Quiet voices No put downs
Focused on Discussion (body posture and eye contact)	Eyes on speaker Hands empty Sit up Face speaker Mind is focused	Speaker's voice only Appropriate responses Voices low
Supporting Opinions with Evidence	One person talking Attention on the speaker	One voice
Encouraging Others	Prompt people to share Ask probing questions	Positive responses

Con



CREATING A CULTURE OF SAFETY



- Show respect- work together to establish classroom rules
- Use active listening - maintain eye contact, show them body language that indicates engagement, ask questions
- Validate emotions - affirm his/her experience, offer help to find solutions, dismantle behaviors such as bullying/racism, follow-through
- Celebrate achievements - provide positive reinforcement
- Create a judgment-free zone - focus on learning vs. acceptance by peers
- Remain calm - your demeanor sets the tone
- Make mistakes a learning opportunity- adopt a growth mindset

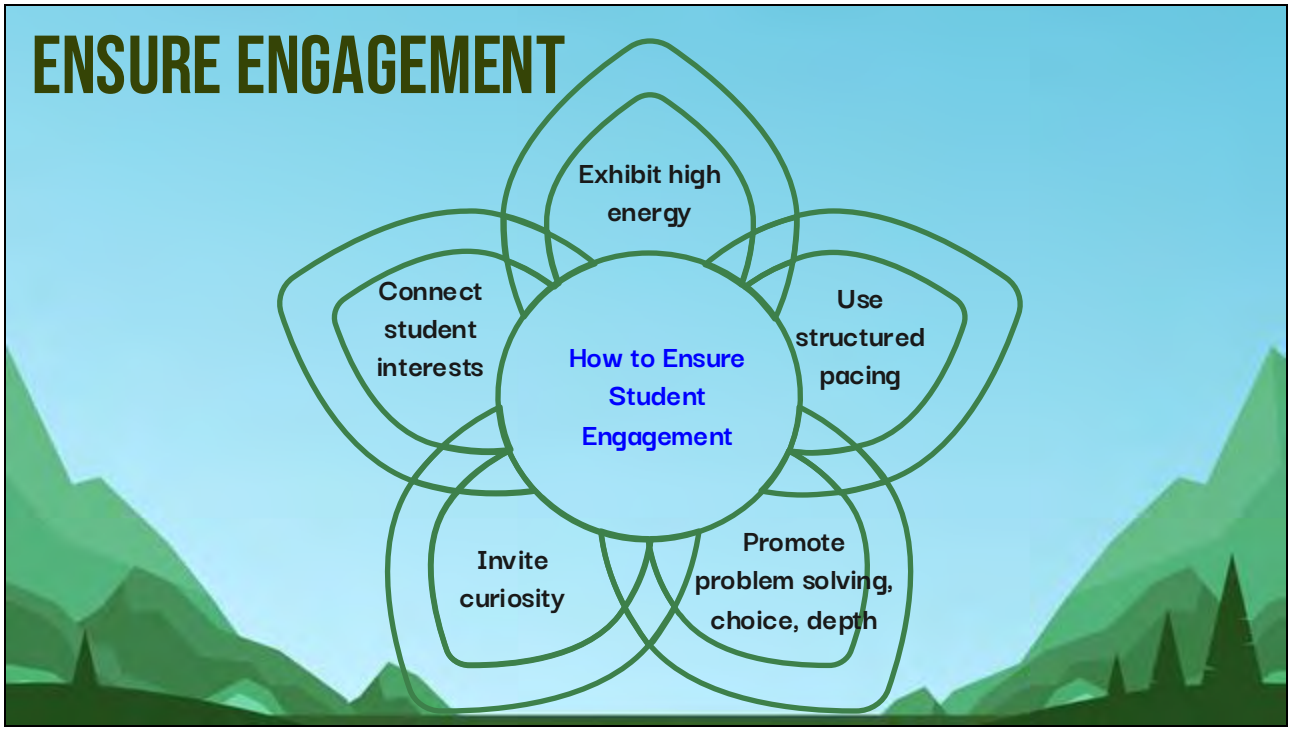

ENSURE ENGAGEMENT
Exhibit high energy
Use structured pacing
Promote problem solving, choice, depth
Invite curiosity
Connect student interests
How to Ensure Student Engagement

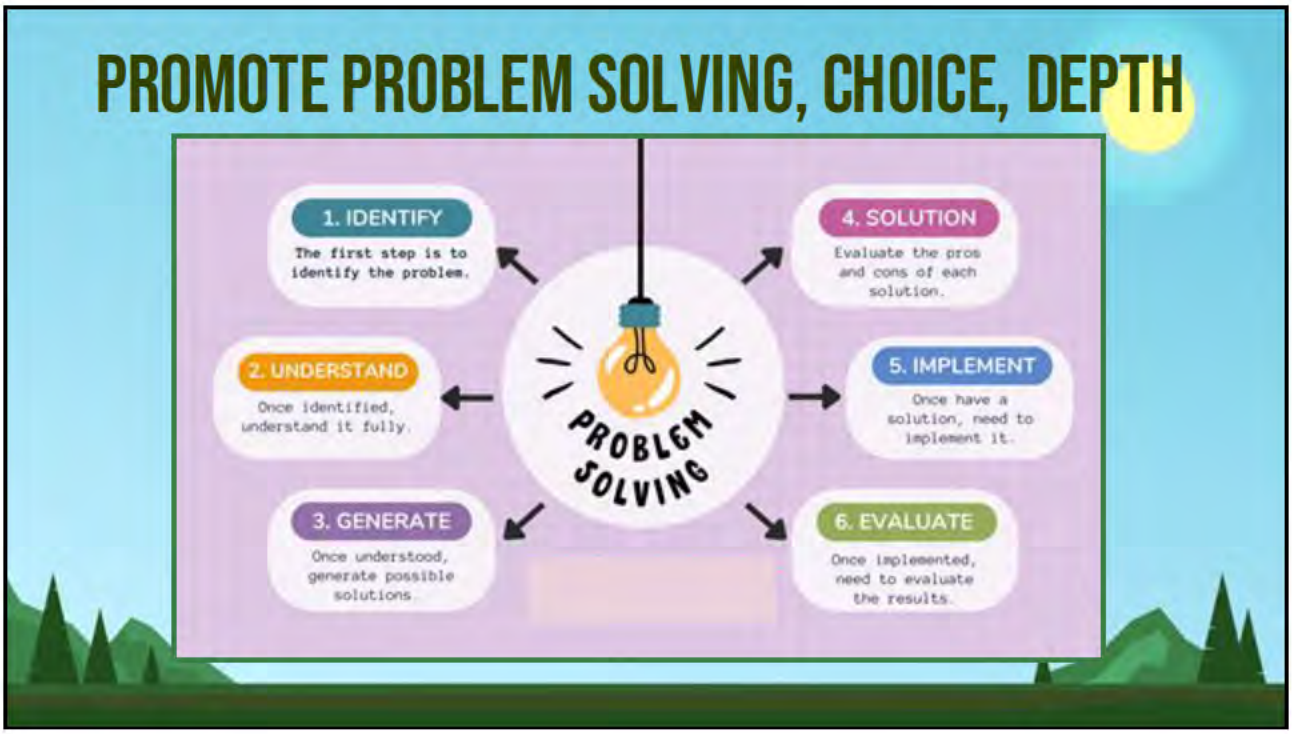
EXHIBIT HIGH ENERGY

High energy tools	Ideas to implement
Enthusiasm about material	•Revise units of study that are least interesting to you or students •Problematize the content to have students uncover and discover instead of "covering"
Movement to lift energy and deepen understanding	•Foster opportunities for movement in the classroom •Utilize movement/ proximity to demonstrate enthusiasm and management
Verbal and non-verbal signs to reinforce attention and energy	•Differentiate vocal intonation and inflection •Hand signals to check for understanding or reinforcement

USE STRUCTURED PACING

Strategies for structured pacing	
Create a sense of urgency	•Use a timer •Plan visual or verbal cues
Make goals clear	•Post goals and objectives •Check for understanding
Plan smooth transitions	•Choreograph your classroom •Manage transitions
Have materials ready	•Establish a routine pattern for where consistent resources are located •Pre-set unique resources needed for a specific lesson
Present instructions visually	•Utilize board space to prominently post instructions •Reinforce instructions on handouts
Check for understanding	•Cup Strategy •Thumbs-up, down, side

PROMOTE PROBLEM SOLVING, CHOICE, DEPTH



INVITE CURIOSITY

In a study of 3,000 students from large cities in 11 countries, researchers found that curiosity (and persistence) most strongly predicted academic success in both math and reading for both children and teens.

HOW?

- Practice listening with fascination
- Emphasize the value of questions
- Draw on awe to encourage exploration
- Normalize uncertainty

Four Ways to Inspire Humble Curiosity in Your Students

CONNECT STUDENT INTERESTS

"Interest is a powerful motivational process that energizes learning, guides academic and career trajectories and academic success."

HOW?

- ❑ Interest is both *increased attention* and *effort toward a particular object or topic* **and** an *enduring predisposition to re engage over time.*
- ❑ Interest interventions include attention-getting situations, contexts evoking prior individual interest, problem-based learning, and enhancing utility value.
- ❑ Teacher preparation, incentivizing interest interventions, and accountability for interest contribute to an engaged, motivated learning experience.

Interest Matters: The Importance of Promoting Interest in Education - PMC

CONNECT STUDENT INTERESTS

INDIVIDUAL INTERESTS

Teach in the context of student interests

Allow students to take a roll in personalizing their own learning

PROBLEM BASED LEARNING

(SITUATIONAL INTERESTS)

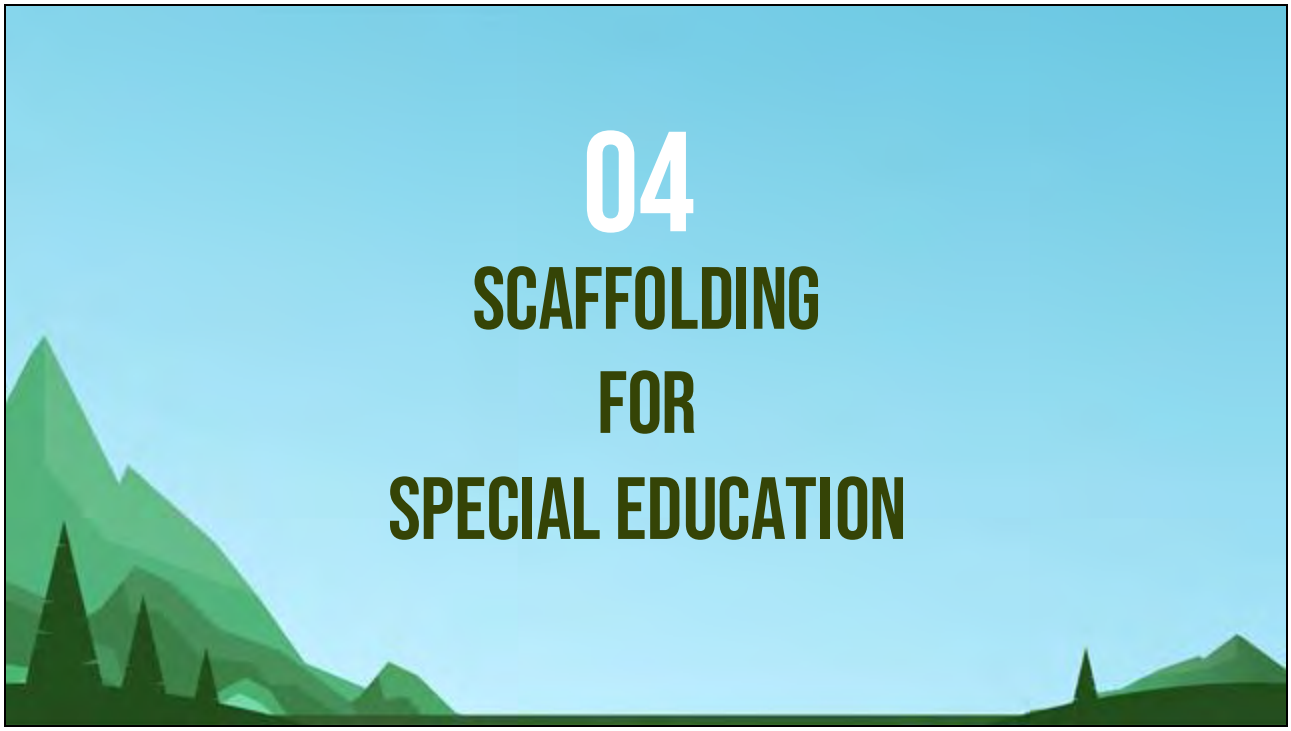
Create lessons that require the need to solve a dilemma

UTILITY VALUE

(INTEGRATING INDIVIDUAL & SITUATIONAL INTERESTS)

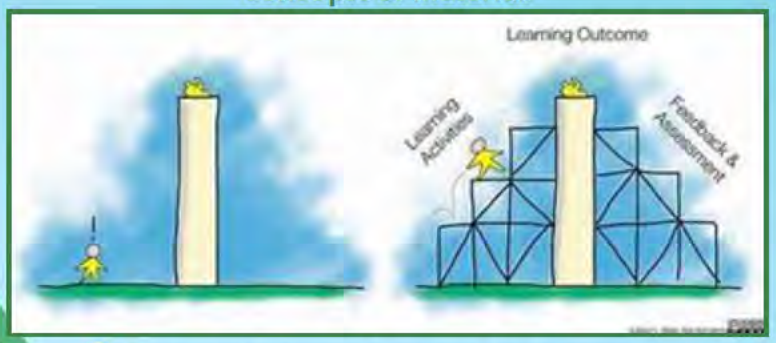
Help students find meaning and value in their courses

Interest Matters: The Importance of Promoting Interest in Education - PMC


04
SCAFFOLDING
FOR
SPECIAL EDUCATION

SCAFFOLDING QUESTIONS

Scaffolding is a classroom teaching technique in which instructors deliver lessons in distinct segments, providing less and less support as students master new concepts or material.



Vygotsky's Zone of Proximal Development

Much like scaffolding on a building, this technique is meant to provide students with a framework for learning as they build and strengthen their understanding. When students reach the intended level of comprehension or mastery, the teacher can step back and gradually remove their support.

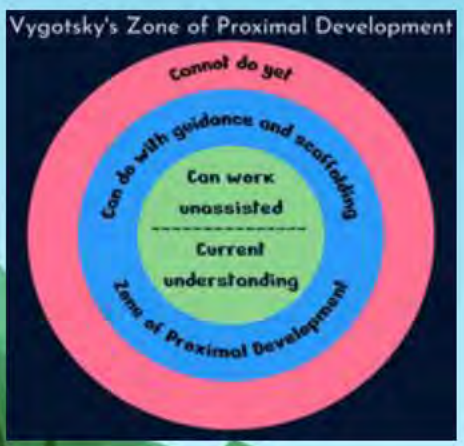


Scaffolds are temporary supports that move students from one step in a lesson to the next. Examples of scaffolding techniques include visual cues, charts, strategic questioning, formula sheets, and pre-teaching vocabulary words.

Differentiation is presenting material in a way that makes lessons and learning accessible to students. Differentiation is commonly understood to mean adapting lessons and materials to meet the needs of a student or a small group of students.

Differentiation ensures that every learner in the classroom has their needs met. It can involve additional instruction, alternative materials, and alternative goals.

SCAFFOLDING QUESTIONS &
THE ZONE OF PROXIMAL DEVELOPMENT



The Zone of Proximal Development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers."

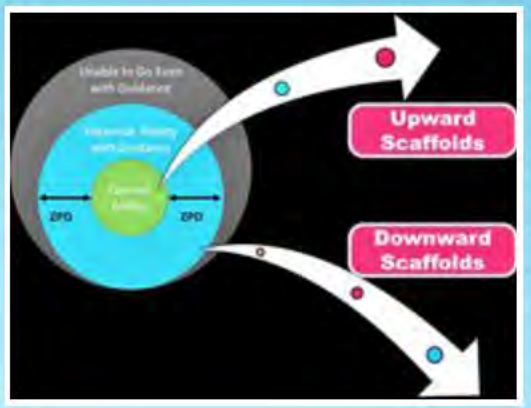
Lev Vygotsky

Target students within their actual and potential abilities

SCAFFOLDING QUESTIONS &
THE ZONE OF PROXIMAL DEVELOPMENT

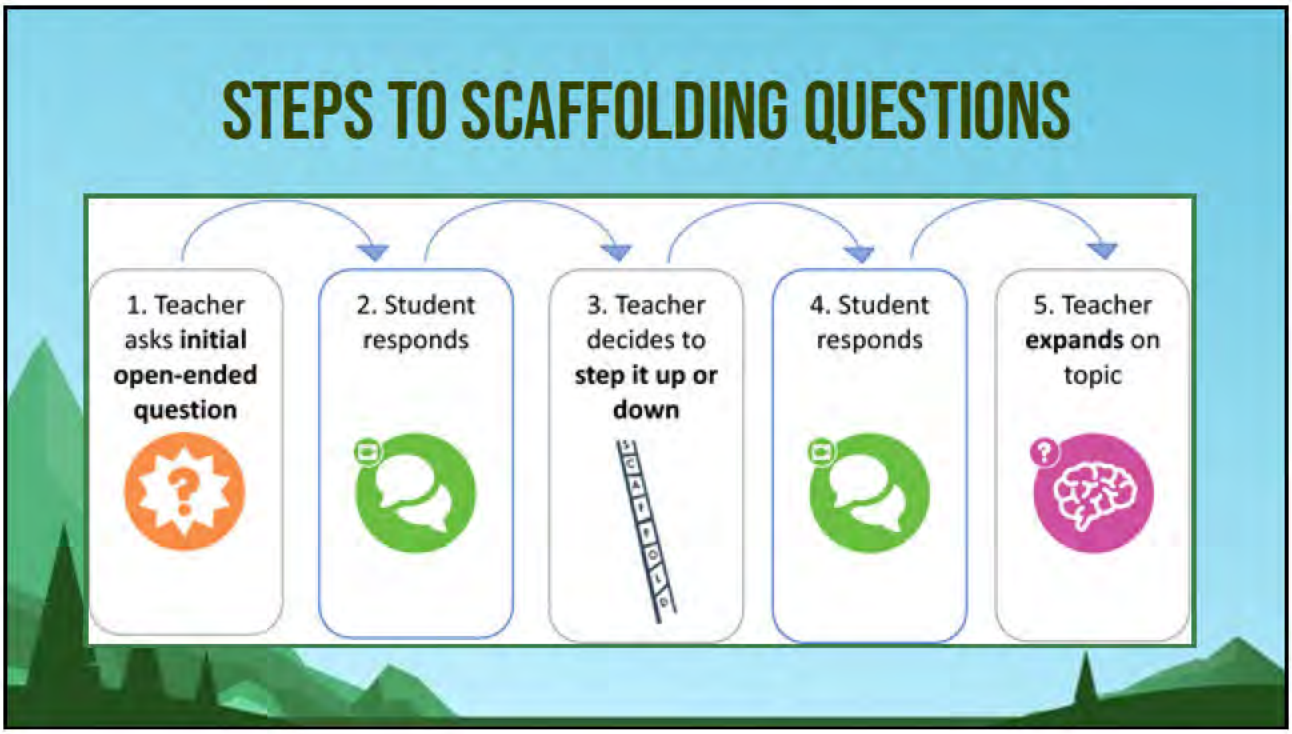
Key Features of
The Zone of Proximal
Development:

1. Dynamic and Changing
2. Individualized
3. Not Just Procedural
4. Collaborative



Responsiveness is paramount. It's about providing the right amount of help at the right time.

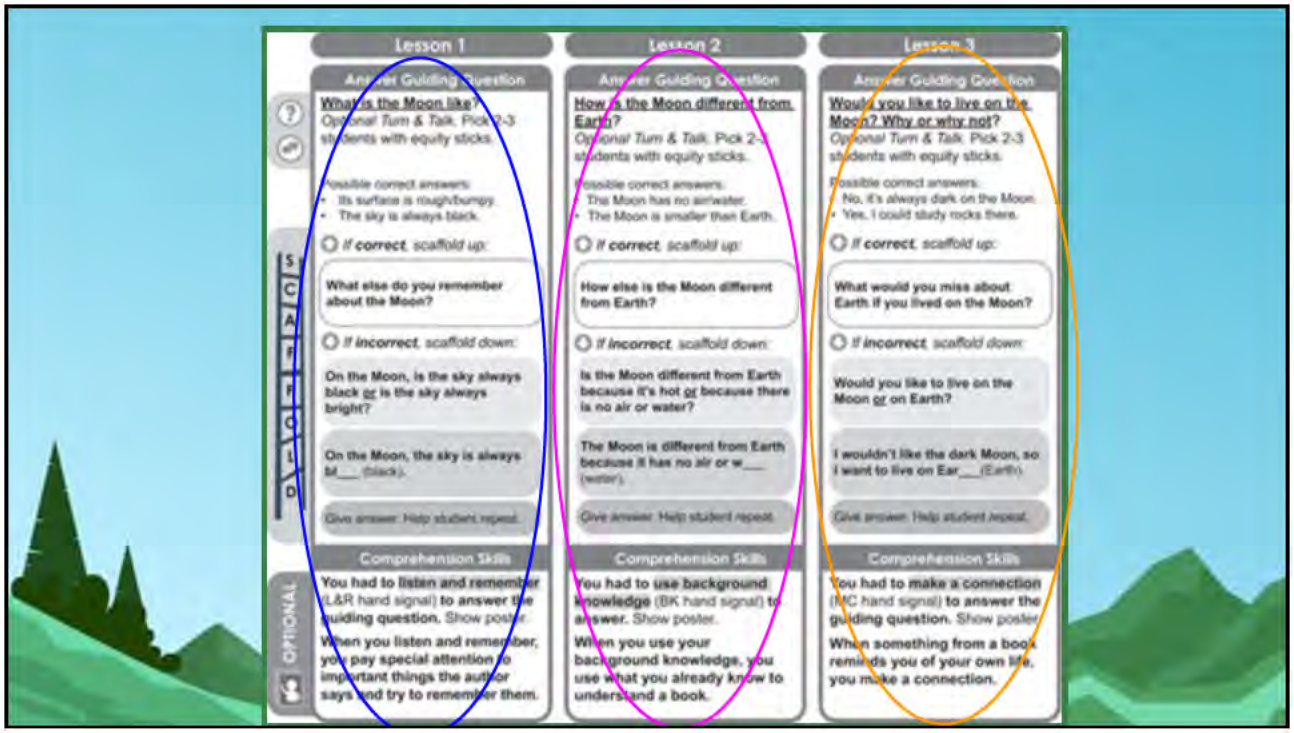
STEPS TO SCAFFOLDING QUESTIONS



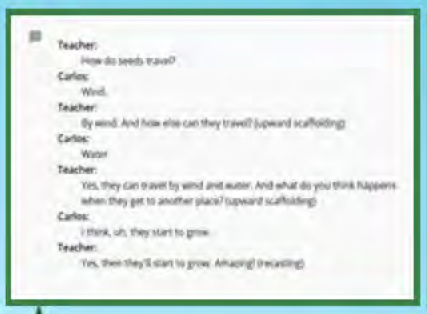
SCAFFOLDING QUESTIONS: EXAMPLE

Photosynthesis 

Level of Cognitive Complexity	Corresponding Questions
1. Creating	Design an optimal environment for plant growth
2. Evaluating	Debate the most critical components of photosynthesis.
3. Analyzing	What variables affect the process of photosynthesis?
4. Applying	How can one conduct an experiment about photosynthesis using plants?
5. Understanding	Explain the process in your own words.
6. Remembering	What is the definition of photosynthesis?


Lesson 1
Lesson 2
Lesson 3
Answer Guiding Question
What is the Moon like?
Optional Turn & Talk. Pick 2-3 students with equity sticks.
Possible correct answers:
• Its surface is rough/bumpy.
• The sky is always black.
If correct, scaffold up:
What else do you remember about the Moon?
If incorrect, scaffold down:
On the Moon, is the sky always black or is the sky always bright?
On the Moon, the sky is always bl___ (black).
Give answer. Help student repeat.
Comprehension Skills
You had to listen and remember (L&R hand signal) to answer the guiding question. Show poster.
When you listen and remember, you pay special attention to important things the author says and try to remember them.
Answer Guiding Question
How is the Moon different from Earth?
Optional Turn & Talk. Pick 2-3 students with equity sticks.
Possible correct answers:
• The Moon has no air/water.
• The Moon is smaller than Earth.
If correct, scaffold up:
How else is the Moon different from Earth?
If incorrect, scaffold down:
Is the Moon different from Earth because it's hot or because there is no air or water?
The Moon is different from Earth because it has no air or w___ (water).
Give answer. Help student repeat.
Comprehension Skills
You had to use background knowledge (BK hand signal) to answer. Show poster.
When you use your background knowledge, you use what you already know to understand a book.
Answer Guiding Question
Would you like to live on the Moon? Why or why not?
Optional Turn & Talk. Pick 2-3 students with equity sticks.
Possible correct answers:
• No, it's always dark on the Moon.
• Yes, I could study rocks there.
If correct, scaffold up:
What would you miss about Earth if you lived on the Moon?
If incorrect, scaffold down:
Would you like to live on the Moon or on Earth?
I wouldn't like the dark Moon, so I want to live on Ear___ (Earth).
Give answer. Help student repeat.
Comprehension Skills
You had to make a connection (MC hand signal) to answer the guiding question. Show poster.
When something from a book reminds you of your own life, you make a connection.
SCAFFOLD
OPTIONAL

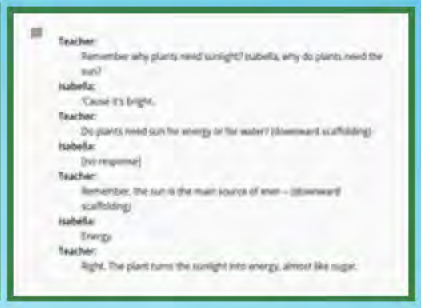
UPWARD SCAFFOLD



Teacher:
How do seeds travel?
Carlos:
Wind.
Teacher:
By wind. And how else can they travel? (upward scaffolding)
Carlos:
Water
Teacher:
Yes, they can travel by wind and water. And what do you think happens when they get to another place? (upward scaffolding)
Carlos:
I think, uh, they start to grow.
Teacher:
Yes, then they'll start to grow. Amazing! (recasting)

The teacher starts a multiple-turn conversation using a prepared open-ended question.

DOWNWARD SCAFFOLD



Teacher:
Remember why plants need sunlight? Isabella, why do plants need the sun?
Isabella:
'Cause it's bright.
Teacher:
Do plants need sun for energy or for water? (downward scaffolding)
Isabella:
(no response)
Teacher:
Remember, the sun is the main source of ener— (downward scaffolding)
Isabella:
Energy
Teacher:
Right. The plant turns the sunlight into energy, almost like sugar.

The teacher uses a series of prompts to deepen thinking about what plants need to survive.

DOWNWARD THEN UPWARD SCAFFOLD



Teacher:
Which of these do you think will become an eggplant?
Jenny:
(Incorrectly points to a chicken egg rather than eggplant seeds)
Teacher:
What is that? (clarifying question)
Jenny:
An egg.
Teacher:
Yes, an egg from a chicken. To grow an eggplant like this (points to cut eggplant image that shows seeds), do you think you should plant seeds or a chicken egg? (downward scaffolding)
Jenny:
Plant the seeds.
Teacher:
Right. You would plant the seeds. And what do you have to do next to help those seeds grow into an eggplant? (upward scaffolding)

The teacher adjusts scaffolding moves based on the student's response.

QUESTION



What methods do you use to determine Zone(s) of Proximal Development among your students?

Drop it in the chat.

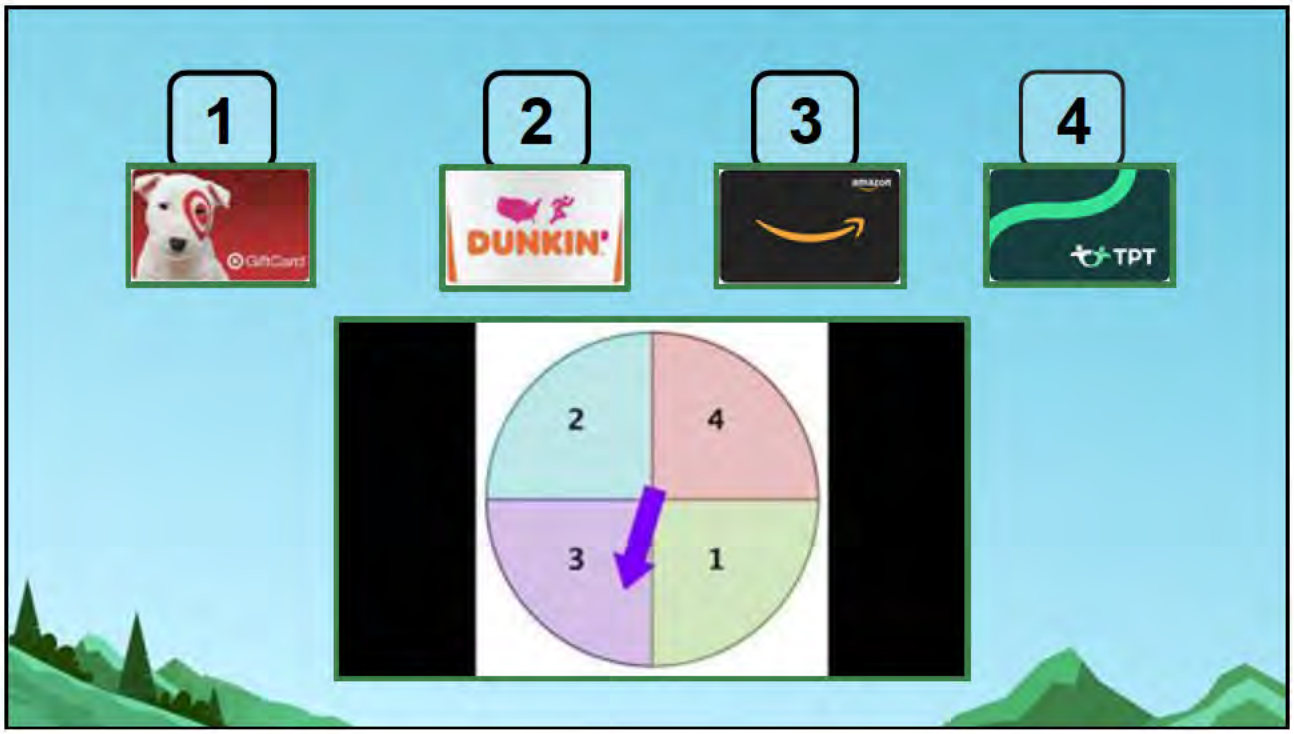
Just for Fun....

Name the song title that includes the word "high" or "higher."

This is a song by an American rock band that became popular in the post-grunge era of the late 1990s. It was released on August 24, 1999.






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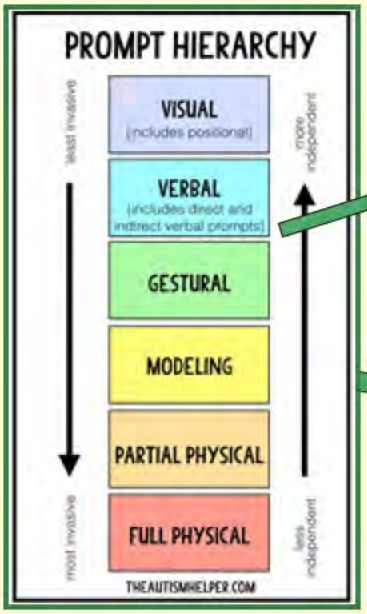
USING PROMPTS

A prompt is extra support that is added in the form of a hint or reminder for a person to achieve success in a skill. They are used to teach a skill and then faded.

- ❏ Gesture - simple gestures like pointing to the next step (e.g. pointing to the light switch or tapping the light switch)
- ❏ Model - showing/demonstrating how to complete the task for the learner to imitate (e.g. you turning the light on and then back off for the learner to imitate)
- ❏ Physical - guiding the learner to do the task through touch (e.g. hand-over-hand to flip on the light switch)
- ❏ Visual - picture or written instructions (e.g. a picture of a person flipping the light switch)
- ❏ Verbal - saying the instructions (e.g. “turn on the light”)A

A cue is something in the environment relating to the skill that naturally reminds a person to do the skill.

USING PROMPTS



BEWARE!

Be cautious of prompt dependency when using *verbal* prompts.

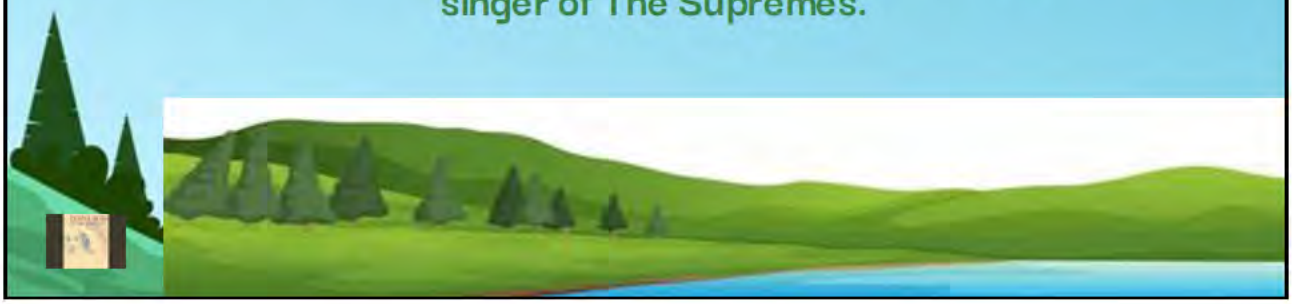
Plan to FADE!

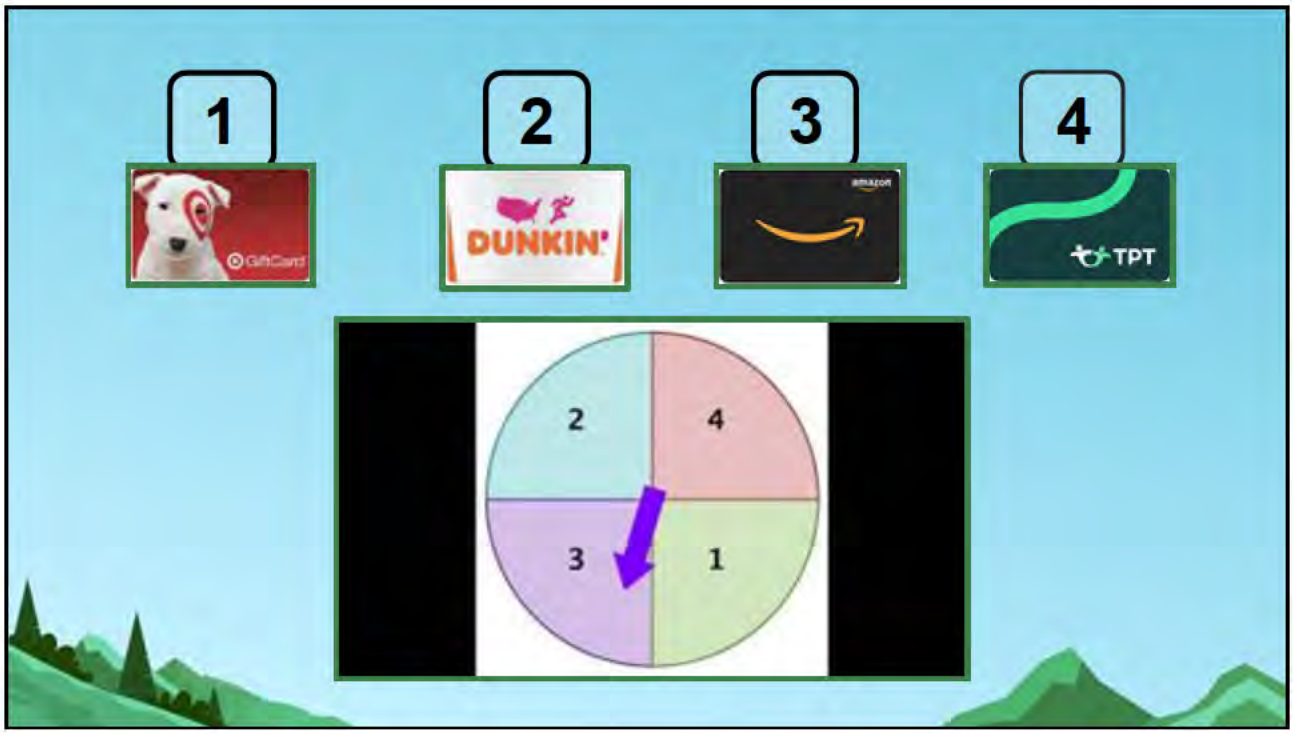
Gradually reduce the level of assistance until the student is able to complete the task independently.

Just for Fun....

Name the song title that includes the word "high" or "higher."

This song was written by Nickolas Ashford & Valerie Simpson in 1966 and was initially performed by Marvin Gaye and Tammi Terrell. It became a Number 1 hit in 1970 when sung by the lead singer of The Supremes.




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USE THE MENTIMETER QR CODE OR LINK & CODE TO SHARE YOUR THOUGHTS.

Join at menti.com | use code 4237 2326

Wonders Higher Order Thinking


Thank you.
Shannon Wonders, M.Ed, NBCT,BCBA
Educational Consultant
Capital Area Intermediate Unit 15
swonders@caiu.org

RESOURCES

- Bloom's Taxonomy and Depth of Knowledge
- Cultivating the Classroom as a Safe Space for Middle and High School Students | Edutopia
- Effective Questioning and Classroom Talk
- Four Ways to Inspire Humble Curiosity in Your Students
- Improving Discussion, Questioning, and Student Engagement
- Interest Matters: The Importance of Promoting Interest in Education - PMC
- Key questioning strategies
- Prompt vs. Cues – Paradigm Behavior
- The Big List of Class Discussion Strategies | Cult of Pedagogy
- Using Protocols in the Virtual Classroom - Solution Tree Blog
- Vygotsky's Zone of Proximal Development


slidesgo

Name (original name)	Join time	Leave time	Duration (minutes)
Jaissa Gerity	1/24/2025 8:42	1/24/2025 10:03	81
Sheryl Glasser	1/24/2025 8:49	1/24/2025 10:01	73
swonders@caiu.org	1/24/2025 8:51	1/24/2025 8:52	2
swonders@caiu.org	1/24/2025 8:52	1/24/2025 10:02	70
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Kimberly Cooper	1/24/2025 9:04	1/24/2025 9:59	55
Gregory C. McCurdy	1/24/2025 9:04	1/24/2025 10:02	58
Mrs. Jones	1/24/2025 9:05	1/24/2025 9:05	1
Mrs. Jones	1/24/2025 9:05	1/24/2025 10:01	57
Alexandria Flamino	1/24/2025 9:05	1/24/2025 9:05	1
Alexandria Flamino	1/24/2025 9:05	1/24/2025 10:01	56
Ms. Julz	1/24/2025 9:11	1/24/2025 9:11	1
Ms. Julz	1/24/2025 9:11	1/24/2025 9:58	47
Lauren Fix	1/24/2025 9:12	1/24/2025 9:12	1
Lauren Fix	1/24/2025 9:12	1/24/2025 10:00	48
Mrs. Karpen	1/24/2025 9:19	1/24/2025 9:19	1
Mrs. Karpen	1/24/2025 9:19	1/24/2025 9:59	41
Whitney Ford-Welborn	1/24/2025 9:20	1/24/2025 10:02	43
Miss Amanda	1/24/2025 9:37	1/24/2025 9:49	12
Miss Amanda	1/24/2025 9:50	1/24/2025 9:59	9
Miss Gardner	1/24/2025 8:59	1/24/2025 8:59	1
Rebecca Dando	1/24/2025 8:59	1/24/2025 10:01	62
Alissa Keebler	1/24/2025 8:59	1/24/2025 10:01	62
Mrs. Haines	1/24/2025 8:59	1/24/2025 10:01	62
Mollie Nixon	1/24/2025 8:59	1/24/2025 8:59	1
Miss Rux	1/24/2025 8:59	1/24/2025 10:01	63
Jenna Izing	1/24/2025 8:59	1/24/2025 10:01	62
Mr. Pino	1/24/2025 8:59	1/24/2025 10:01	63
Paige Barbus	1/24/2025 8:59	1/24/2025 10:00	62
Jessica Savka (OT)	1/24/2025 8:59	1/24/2025 8:59	1
Jamie Tracy	1/24/2025 8:59	1/24/2025 8:59	1
Angie Krantz	1/24/2025 8:59	1/24/2025 8:59	1
Shannon Meiers	1/24/2025 8:59	1/24/2025 8:59	1
Mikala Smith	1/24/2025 8:59	1/24/2025 8:59	1
Justine Irwin	1/24/2025 8:59	1/24/2025 8:59	1
Heather Baughman	1/24/2025 8:59	1/24/2025 8:59	1

Jessica Savka (OT)	1/24/2025 8:59	1/24/2025 10:01	62
Diana Simmons	1/24/2025 8:59	1/24/2025 10:01	62
Mollie Nixon	1/24/2025 8:59	1/24/2025 10:01	62
Lindsey Kepner	1/24/2025 8:59	1/24/2025 9:56	57
Kimberly Filer	1/24/2025 8:59	1/24/2025 10:01	62
Miss Gardner	1/24/2025 8:59	1/24/2025 10:00	62
Jamie Tracy	1/24/2025 8:59	1/24/2025 10:01	62
Anne Miller	1/24/2025 8:59	1/24/2025 8:59	1
Samantha Watson	1/24/2025 8:59	1/24/2025 8:59	1
Shannon Meiers	1/24/2025 8:59	1/24/2025 10:00	61
Katelyn Herback	1/24/2025 8:59	1/24/2025 8:59	1
Mikala Smith	1/24/2025 8:59	1/24/2025 10:01	62
Alyssa Roberts	1/24/2025 8:59	1/24/2025 8:59	1
Angie Krantz	1/24/2025 8:59	1/24/2025 10:01	62
Justine Irwin	1/24/2025 8:59	1/24/2025 10:01	62
Morgan Myers	1/24/2025 8:59	1/24/2025 8:59	1
Tyler Murray	1/24/2025 8:59	1/24/2025 8:59	1
Heather Baughman	1/24/2025 8:59	1/24/2025 10:01	62
Anne Miller	1/24/2025 8:59	1/24/2025 10:01	62
Samantha Watson	1/24/2025 8:59	1/24/2025 10:01	62
Brianna Runk	1/24/2025 8:59	1/24/2025 9:00	1
Katelyn Herback	1/24/2025 8:59	1/24/2025 10:01	62
Sarah Gallagher	1/24/2025 8:59	1/24/2025 9:00	1
Alyssa Roberts	1/24/2025 8:59	1/24/2025 10:00	61
Lindsey Walter	1/24/2025 8:59	1/24/2025 9:00	1
Morgan Myers	1/24/2025 9:00	1/24/2025 9:59	60
Mrs. Bubb	1/24/2025 9:00	1/24/2025 9:00	1
Tyler Murray	1/24/2025 9:00	1/24/2025 10:01	62
JP Wasicko	1/24/2025 9:00	1/24/2025 9:00	1
Brianna Runk	1/24/2025 9:00	1/24/2025 10:01	62
Sarah Gallagher	1/24/2025 9:00	1/24/2025 10:01	62
Mrs. Bubb	1/24/2025 9:00	1/24/2025 10:01	61
Mrs. Duquette	1/24/2025 9:00	1/24/2025 9:00	1
Rebecca Ritchie	1/24/2025 9:00	1/24/2025 9:00	1
Lindsey Walter	1/24/2025 9:00	1/24/2025 10:01	62
Judy Burt	1/24/2025 9:00	1/24/2025 9:00	1
Nicole Fritz	1/24/2025 9:00	1/24/2025 9:00	1
Kimberly Haines	1/24/2025 9:00	1/24/2025 9:00	1
LeAnn Moore	1/24/2025 9:00	1/24/2025 9:00	1
Karen Keith	1/24/2025 9:00	1/24/2025 10:02	63
Judy Burt	1/24/2025 9:00	1/24/2025 10:01	62
Rebecca Ritchie	1/24/2025 9:00	1/24/2025 10:01	62
Mrs. Duquette	1/24/2025 9:00	1/24/2025 10:01	61
Megan Zacchero	1/24/2025 9:00	1/24/2025 9:00	1

Nicole Fritz	1/24/2025 9:00	1/24/2025 10:01	62
Grace Loughrie	1/24/2025 9:00	1/24/2025 9:00	1
Lindsay Cordisco	1/24/2025 9:00	1/24/2025 9:00	1
LeAnn Moore	1/24/2025 9:00	1/24/2025 10:01	62
JP Wasicko	1/24/2025 9:00	1/24/2025 10:01	62
Leslie Hartos	1/24/2025 9:00	1/24/2025 9:00	1
Allyson Ruff	1/24/2025 9:00	1/24/2025 9:00	1
Ms. Ashley	1/24/2025 9:00	1/24/2025 9:00	1
Vicki Vinskie	1/24/2025 9:00	1/24/2025 9:00	1
Kimberly Haines	1/24/2025 9:00	1/24/2025 9:58	59
Lindsay Cordisco	1/24/2025 9:00	1/24/2025 10:01	62
Mrs. Bongivengo	1/24/2025 9:00	1/24/2025 9:00	1
Grace Loughrie	1/24/2025 9:00	1/24/2025 10:00	61
Megan Zacchero	1/24/2025 9:00	1/24/2025 9:51	51
Allyson Ruff	1/24/2025 9:00	1/24/2025 10:01	62
Brandy Lair	1/24/2025 9:00	1/24/2025 9:00	1
Ms. Ashley	1/24/2025 9:00	1/24/2025 10:01	61
Leslie Hartos	1/24/2025 9:00	1/24/2025 9:59	60
Mary Watral	1/24/2025 9:00	1/24/2025 9:00	1
Vicki Vinskie	1/24/2025 9:00	1/24/2025 10:01	62
Lisa Heffron	1/24/2025 9:00	1/24/2025 9:00	1
Tess Roberts	1/24/2025 9:00	1/24/2025 9:00	1
Mrs. Calabrese	1/24/2025 9:00	1/24/2025 9:00	1
Mrs. Bongivengo	1/24/2025 9:00	1/24/2025 10:01	62
Brandy Lair	1/24/2025 9:00	1/24/2025 9:59	60
Mrs. Kirchner	1/24/2025 9:00	1/24/2025 9:00	1
Mary Watral	1/24/2025 9:00	1/24/2025 10:00	60
Francesca Klinger	1/24/2025 9:00	1/24/2025 9:00	1
Miss Lacey (OT)	1/24/2025 9:00	1/24/2025 9:00	1
Marybeth Zepka	1/24/2025 9:00	1/24/2025 9:00	1
Ms. Guerra	1/24/2025 9:00	1/24/2025 9:00	1
Lisa Heffron	1/24/2025 9:00	1/24/2025 9:14	15
Mrs. Calabrese	1/24/2025 9:00	1/24/2025 10:01	61
Tess Roberts	1/24/2025 9:00	1/24/2025 10:01	61
Kyra Dowling	1/24/2025 9:00	1/24/2025 9:00	1
Kristi Skaggs	1/24/2025 9:00	1/24/2025 9:00	1
Meghan Godwin	1/24/2025 9:00	1/24/2025 9:00	1
Rebecca Sibbett	1/24/2025 9:00	1/24/2025 9:00	1
Ashley McGough	1/24/2025 9:00	1/24/2025 9:00	1
Rachel Moussa	1/24/2025 9:00	1/24/2025 9:00	1
Mr. Zinn	1/24/2025 9:00	1/24/2025 9:00	1
Mr. Henry	1/24/2025 9:00	1/24/2025 9:00	1
Annette Zell	1/24/2025 9:00	1/24/2025 9:00	1
Jessica Scott	1/24/2025 9:00	1/24/2025 9:00	1

Clare Sheedy	1/24/2025 9:00	1/24/2025 9:01	1
Mary Kay Pronio	1/24/2025 9:00	1/24/2025 9:01	1
Alice Kuhn	1/24/2025 9:00	1/24/2025 9:01	1
Mr. Henry	1/24/2025 9:00	1/24/2025 10:01	61
Meghan Godwin	1/24/2025 9:00	1/24/2025 10:00	60
Rebecca Sibbett	1/24/2025 9:00	1/24/2025 10:01	61
Annette Zell	1/24/2025 9:00	1/24/2025 10:01	61
Miss Lacey (OT)	1/24/2025 9:00	1/24/2025 10:01	61
Rachel Moussa	1/24/2025 9:00	1/24/2025 10:01	61
Mr. Zinn	1/24/2025 9:00	1/24/2025 10:01	61
Mrs. Kirchner	1/24/2025 9:00	1/24/2025 10:01	61
Kristi Skaggs	1/24/2025 9:00	1/24/2025 10:01	61
Marybeth Zepka	1/24/2025 9:00	1/24/2025 10:01	61
Francesca Klinger	1/24/2025 9:00	1/24/2025 10:01	61
Amelia Steigerwalt	1/24/2025 9:00	1/24/2025 9:01	1
Kyra Dowling	1/24/2025 9:00	1/24/2025 10:01	61
Ms. Guerra	1/24/2025 9:00	1/24/2025 10:01	61
Ashley McGough	1/24/2025 9:00	1/24/2025 10:01	61
Jessica Scott	1/24/2025 9:00	1/24/2025 10:01	61
Megan Byers	1/24/2025 9:00	1/24/2025 9:01	1
Clare Sheedy	1/24/2025 9:01	1/24/2025 10:01	61
Miss Santello	1/24/2025 9:01	1/24/2025 9:01	1
Alice Kuhn	1/24/2025 9:01	1/24/2025 9:59	59
Mary Kay Pronio	1/24/2025 9:01	1/24/2025 10:01	61
Amelia Steigerwalt	1/24/2025 9:01	1/24/2025 10:01	61
Danielle Blass	1/24/2025 9:01	1/24/2025 9:01	1
Amy Turner	1/24/2025 9:01	1/24/2025 9:45	45
Mrs. McDermott	1/24/2025 9:01	1/24/2025 9:01	1
Wendy Masser	1/24/2025 9:01	1/24/2025 9:01	1
Brittany Snedeker	1/24/2025 9:01	1/24/2025 9:01	1
Ms. Jessie (OT)	1/24/2025 9:01	1/24/2025 9:01	1
Mrs. Chase	1/24/2025 9:01	1/24/2025 9:01	1
Casey Petroshuk	1/24/2025 9:01	1/24/2025 9:01	1
Kelsey Soboleski	1/24/2025 9:01	1/24/2025 9:01	1
Danielle Blass	1/24/2025 9:01	1/24/2025 10:00	60
Casey Petroshuk	1/24/2025 9:01	1/24/2025 10:01	61
Mrs. McDermott	1/24/2025 9:01	1/24/2025 10:00	60
Brittany Snedeker	1/24/2025 9:01	1/24/2025 10:01	61
Miss Santello	1/24/2025 9:01	1/24/2025 10:01	61
Mrs. Chase	1/24/2025 9:01	1/24/2025 10:01	61
Ms. Jessie (OT)	1/24/2025 9:01	1/24/2025 10:00	60
Wendy Masser	1/24/2025 9:01	1/24/2025 9:59	58
Megan Byers	1/24/2025 9:01	1/24/2025 10:01	61
Michelle Beyer	1/24/2025 9:01	1/24/2025 9:01	1

Kelsey Soboleski	1/24/2025 9:01	1/24/2025 9:56	55
Mrs. Hulsebos	1/24/2025 9:01	1/24/2025 9:01	1
Grace Sykes	1/24/2025 9:01	1/24/2025 9:01	1
Vickie Bruce	1/24/2025 9:01	1/24/2025 9:01	1
Chantal Kline	1/24/2025 9:01	1/24/2025 9:01	1
Mrs. Loveday	1/24/2025 9:01	1/24/2025 9:01	1
Shannon Boandl	1/24/2025 9:01	1/24/2025 9:01	1
Mrs. Hulsebos	1/24/2025 9:01	1/24/2025 9:57	57
Michelle Beyer	1/24/2025 9:01	1/24/2025 10:01	60
Jen Dibert	1/24/2025 9:01	1/24/2025 9:01	1
Vickie Bruce	1/24/2025 9:01	1/24/2025 10:01	60
Ms. Dana	1/24/2025 9:01	1/24/2025 9:01	1
Chantal Kline	1/24/2025 9:01	1/24/2025 10:01	61
Sheila Perez	1/24/2025 9:01	1/24/2025 10:02	62
Grace Sykes	1/24/2025 9:01	1/24/2025 10:00	60
Shannon Boandl	1/24/2025 9:01	1/24/2025 10:01	60
Mrs. Loveday	1/24/2025 9:01	1/24/2025 10:01	61
Jen Dibert	1/24/2025 9:01	1/24/2025 10:01	61
Danielle Adams	1/24/2025 9:01	1/24/2025 9:01	1
Ms. Dana	1/24/2025 9:01	1/24/2025 10:01	60
Ms. Lexi Ferchalk	1/24/2025 9:01	1/24/2025 9:01	1
Danielle Adams	1/24/2025 9:01	1/24/2025 9:56	55
Ms. Holly	1/24/2025 9:01	1/24/2025 9:01	1
Alexa McLaughlin	1/24/2025 9:01	1/24/2025 9:01	1
Caila Pitts	1/24/2025 9:01	1/24/2025 9:01	1
Ms. Holly	1/24/2025 9:01	1/24/2025 10:00	59
Alexa McLaughlin	1/24/2025 9:01	1/24/2025 10:01	60
Ms. Lexi Ferchalk	1/24/2025 9:01	1/24/2025 10:01	60
Shelly Pomo	1/24/2025 9:01	1/24/2025 9:02	1
Nicole LeCause	1/24/2025 9:01	1/24/2025 9:02	1
Caila Pitts	1/24/2025 9:01	1/24/2025 10:01	60
Miss. Enright	1/24/2025 9:02	1/24/2025 9:02	1
Sarah Walter	1/24/2025 9:02	1/24/2025 9:02	1
Shelly Pomo	1/24/2025 9:02	1/24/2025 10:02	60
Nicole LeCause	1/24/2025 9:02	1/24/2025 10:01	60
Miss. Enright	1/24/2025 9:02	1/24/2025 10:01	59
Lauren Busch	1/24/2025 9:02	1/24/2025 10:01	60
Lisa Heffron	1/24/2025 9:14	1/24/2025 10:01	47
Miss Amanda	1/24/2025 9:49	1/24/2025 9:50	2
Amy Turner	1/24/2025 9:57	1/24/2025 10:02	6


Transition Prep
Vs.
Career Experience
and Career Readiness

About Transition Prep

Why Transition Prep?

Students who are in middle school or high school get additional information and education about life after high school to help with transition planning and IEP needs.

Transition Prep is SPECIAL EDUCATION ONLY. Our lessons and topics are centered around Transition Support with disabilities.

What do we cover?

- **Post Secondary Education and Training**
- **Employment**
- **Independent living**

^^ We are flexible with the activities surrounding these topic areas, depending on student support needs/interests

Pre-ETS Topics 2024-2025: Who Am I? ; Ten Skills That Require No Experience; Teamwork and Dealing With Changing Situations; Natural Supports; Communication; Positive Attitude; and Conflict in the Workplace.

Work Experience VS. Career Experience

Work Experience	Career Experience
Special Education students ONLY - See Brochure for eligibility requirements	Available to any HS student interested in exploring a career
Reach out to a Work Experience Facilitator (Jennifer Hottenstein or Diane Desmond)	Reach out to Career Experience Coordinator; students sign up on Horizon
Can supplement a course from their schedule to earn credit or receive an additional credit for part-time jobs	Types: Pre-apprenticeship, Internship, Career Mentoring, Job Shadowing
	Receive school credit for experience completion

STUDENTS CAN CHECK OUT "TRANSITION PREP" IN CANVAS

STUDENTS CAN CHECK OUT "MY CAREER RESOURCES" IN CANVAS

Career Experience in the IEP

- Listed in the Transition Services page of the Special Education Sharepoint under “Transition IEP Writing Support”
- Career Experience IEP Process Guide

Career Readiness Topics

- Listed in the Transition Services page of the Special Education Sharepoint under “Transition IEP Writing Support”
- Link to All Activities/Topics by Grade Level




Thank you
for your time!
Any
questions?

Name (original name)	Join time	Leave time	Duration (minutes)
Jaissa Gerity	11/22/2024 8:37	11/22/2024 10:03	86
Ms. DeLuca	11/22/2024 8:53	11/22/2024 8:59	7
Kelly Makay	11/22/2024 8:54	11/22/2024 8:59	6
Holly Kauffman	11/22/2024 8:55	11/22/2024 8:58	4
Kimberly Filer	11/22/2024 8:55	11/22/2024 8:59	5
Rebecca Dando	11/22/2024 8:55	11/22/2024 8:59	5
Madison Frasso	11/22/2024 8:55	11/22/2024 8:59	4
Ms. Diane Desmond (she/her)	11/22/2024 8:56	11/22/2024 9:31	36
Miss Gardner	11/22/2024 8:56	11/22/2024 8:59	4
Michelle Bower	11/22/2024 8:56	11/22/2024 8:59	4
Gabrielle Marghella	11/22/2024 8:56	11/22/2024 8:59	4
Lauren Fix	11/22/2024 8:56	11/22/2024 8:59	4
Judith Webb	11/22/2024 8:56	11/22/2024 8:59	4
Miss Rux	11/22/2024 8:56	11/22/2024 8:59	4
Tara Donahue	11/22/2024 8:57	11/22/2024 8:59	3
Mrs. Karpen	11/22/2024 8:57	11/22/2024 8:59	3
Heather Baughman	11/22/2024 8:57	11/22/2024 8:59	3
Nicole James	11/22/2024 8:57	11/22/2024 8:59	3
Marci Mazenko	11/22/2024 8:57	11/22/2024 8:59	3
Monica Rourke	11/22/2024 8:57	11/22/2024 8:59	2
Shannon Meiers	11/22/2024 8:57	11/22/2024 8:59	2
Kyra Dowling	11/22/2024 8:58	11/22/2024 8:59	2
Jill McConnell	11/22/2024 8:58	11/22/2024 8:59	2
Ms. Carissa Blair	11/22/2024 8:58	11/22/2024 8:59	2
Sheryl Glasser	11/22/2024 8:58	11/22/2024 10:03	65
Wendy Masser	11/22/2024 8:58	11/22/2024 8:59	2
Danielle Hreha	11/22/2024 8:58	11/22/2024 8:59	2
Deb Schaeffer	11/22/2024 8:58	11/22/2024 9:44	47
Kyra Hulsebos	11/22/2024 8:58	11/22/2024 8:59	2
Colette Silvestri	11/22/2024 8:58	11/22/2024 8:59	2
Holly Kauffman	11/22/2024 8:58	11/22/2024 8:59	2
Lindsey Walter	11/22/2024 8:58	11/22/2024 8:59	2
Mrs. Mark	11/22/2024 8:58	11/22/2024 8:59	2
Mrs. Super	11/22/2024 8:58	11/22/2024 8:59	2
Morgan Wertz	11/22/2024 8:58	11/22/2024 8:59	2
Kelli Coppolella	11/22/2024 8:58	11/22/2024 8:59	2
Miss Stacey (OT)	11/22/2024 8:58	11/22/2024 8:59	2
Amy Turner	11/22/2024 8:58	11/22/2024 9:47	49
Mrs. Duquette	11/22/2024 8:58	11/22/2024 8:59	1
Ms. Dana	11/22/2024 8:58	11/22/2024 8:59	1
Andy Chacon	11/22/2024 8:58	11/22/2024 8:59	1

Alice Kuhn	11/22/2024 8:59	11/22/2024 8:59	1
Rachel Moussa	11/22/2024 8:59	11/22/2024 8:59	1
Jennifer Hottenstein	11/22/2024 8:59	11/22/2024 9:31	33
Marykate N.	11/22/2024 8:59	11/22/2024 8:59	1
Paige Barbus	11/22/2024 8:59	11/22/2024 8:59	1
Ms. Miller	11/22/2024 8:59	11/22/2024 8:59	1
Shelly Wade	11/22/2024 8:59	11/22/2024 8:59	1
Shelly Pomo	11/22/2024 8:59	11/22/2024 8:59	1
Lauren McElrone	11/22/2024 8:59	11/22/2024 8:59	1
Morgan Myers	11/22/2024 8:59	11/22/2024 8:59	1
Karen Keith	11/22/2024 8:59	11/22/2024 9:34	35
Rebecca Ritchie	11/22/2024 8:59	11/22/2024 8:59	1
Jenna Izing	11/22/2024 8:59	11/22/2024 8:59	1
Clare Sheedy	11/22/2024 8:59	11/22/2024 8:59	1
Justine Irwin	11/22/2024 8:59	11/22/2024 8:59	1
Sarah Gallagher	11/22/2024 8:59	11/22/2024 8:59	1
Stacey Baker	11/22/2024 8:59	11/22/2024 9:47	48
Alfonso Camargo	11/22/2024 8:59	11/22/2024 8:59	1
Beth Shaffer	11/22/2024 8:59	11/22/2024 8:59	1
Brandy Lair	11/22/2024 8:59	11/22/2024 8:59	1
Lindsey Barclay	11/22/2024 8:59	11/22/2024 8:59	1
Vickie Bruce	11/22/2024 8:59	11/22/2024 8:59	1
Leigh Niedergall	11/22/2024 8:59	11/22/2024 8:59	1
Lindsay Cordisco	11/22/2024 8:59	11/22/2024 8:59	1
Alissa Keebler	11/22/2024 8:59	11/22/2024 8:59	1
Danielle Adams	11/22/2024 8:59	11/22/2024 8:59	1
Annette Zell	11/22/2024 8:59	11/22/2024 8:59	1
Chelsea Frankhouser	11/22/2024 8:59	11/22/2024 8:59	1
Mollie Nixon	11/22/2024 8:59	11/22/2024 8:59	1
Mrs. Calabrese	11/22/2024 8:59	11/22/2024 8:59	1
Lindsay Cordisco	11/22/2024 8:59	11/22/2024 9:31	32
Alissa Keebler	11/22/2024 8:59	11/22/2024 9:31	32
Madison Frasso	11/22/2024 8:59	11/22/2024 9:31	32
Kelly Makay	11/22/2024 8:59	11/22/2024 9:28	29
Mrs. Super	11/22/2024 8:59	11/22/2024 9:31	32
Rebecca Ritchie	11/22/2024 8:59	11/22/2024 9:31	32
Sarah Gallagher	11/22/2024 8:59	11/22/2024 9:31	32
Kyra Hulsebos	11/22/2024 8:59	11/22/2024 9:31	32
Miss Stacey (OT)	11/22/2024 8:59	11/22/2024 9:31	32
Beth Shaffer	11/22/2024 8:59	11/22/2024 9:31	32
Nicole James	11/22/2024 8:59	11/22/2024 9:29	30
Shelly Wade	11/22/2024 8:59	11/22/2024 9:31	32
Clare Sheedy	11/22/2024 8:59	11/22/2024 9:31	32
Mrs. Duquette	11/22/2024 8:59	11/22/2024 9:31	32

Lauren Fix	11/22/2024 8:59	11/22/2024 9:31	32
Lauren McElrone	11/22/2024 8:59	11/22/2024 9:31	32
Marykate N.	11/22/2024 8:59	11/22/2024 9:31	32
Wendy Masser	11/22/2024 8:59	11/22/2024 9:31	32
Justine Irwin	11/22/2024 8:59	11/22/2024 9:31	32
Leigh Niedergall	11/22/2024 8:59	11/22/2024 9:31	32
Shannon Meiers	11/22/2024 8:59	11/22/2024 9:31	32
Mrs. Mark	11/22/2024 8:59	11/22/2024 9:31	32
Michelle Bower	11/22/2024 8:59	11/22/2024 9:31	32
Shelly Pomo	11/22/2024 8:59	11/22/2024 9:31	32
Danielle Adams	11/22/2024 8:59	11/22/2024 9:31	32
Tara Donahue	11/22/2024 8:59	11/22/2024 9:31	32
Ms. Carissa Blair	11/22/2024 8:59	11/22/2024 9:31	32
Rebecca Dando	11/22/2024 8:59	11/22/2024 9:31	32
Gabrielle Marghella	11/22/2024 8:59	11/22/2024 9:31	32
Kelli Coppolella	11/22/2024 8:59	11/22/2024 9:31	32
Marci Mazenko	11/22/2024 8:59	11/22/2024 9:31	32
Jenna Izing	11/22/2024 8:59	11/22/2024 9:31	32
Holly Kauffman	11/22/2024 8:59	11/22/2024 9:31	32
Alice Kuhn	11/22/2024 8:59	11/22/2024 9:22	23
Rachel Moussa	11/22/2024 8:59	11/22/2024 9:31	32
Morgan Myers	11/22/2024 8:59	11/22/2024 9:31	32
Ms. Dana	11/22/2024 8:59	11/22/2024 9:31	32
Lindsey Barclay	11/22/2024 8:59	11/22/2024 9:31	32
Jill McConnell	11/22/2024 8:59	11/22/2024 9:31	32
Judith Webb	11/22/2024 8:59	11/22/2024 9:31	32
Miss Rux	11/22/2024 8:59	11/22/2024 9:31	32
Lindsey Walter	11/22/2024 8:59	11/22/2024 9:31	32
Mrs. Karpen	11/22/2024 8:59	11/22/2024 9:31	32
Miss Gardner	11/22/2024 8:59	11/22/2024 9:31	32
Ms. Miller	11/22/2024 8:59	11/22/2024 9:31	32
Ms. DeLuca	11/22/2024 8:59	11/22/2024 9:31	32
Monica Rourke	11/22/2024 8:59	11/22/2024 9:31	32
Colette Silvestri	11/22/2024 8:59	11/22/2024 9:31	32
Alfonso Camargo	11/22/2024 8:59	11/22/2024 9:31	32
Andy Chacon	11/22/2024 8:59	11/22/2024 9:31	32
Paige Barbus	11/22/2024 8:59	11/22/2024 9:31	32
Mikala Smith	11/22/2024 8:59	11/22/2024 8:59	1
Brandy Lair	11/22/2024 8:59	11/22/2024 9:31	32
Heather Baughman	11/22/2024 8:59	11/22/2024 9:31	32
Kimberly Filer	11/22/2024 8:59	11/22/2024 9:31	32
Morgan Wertz	11/22/2024 8:59	11/22/2024 9:07	8
Kyra Dowling	11/22/2024 8:59	11/22/2024 9:31	32
Annette Zell	11/22/2024 8:59	11/22/2024 9:31	32

Chelsea Frankhouser	11/22/2024 8:59	11/22/2024 9:31	32
Danielle Hreha	11/22/2024 8:59	11/22/2024 9:31	32
Vickie Bruce	11/22/2024 8:59	11/22/2024 9:31	32
Sarah Yoder	11/22/2024 8:59	11/22/2024 8:59	1
LeAnn Moore	11/22/2024 8:59	11/22/2024 9:00	1
Tyler Murray	11/22/2024 8:59	11/22/2024 9:00	1
Gabriela Gutierrez	11/22/2024 8:59	11/22/2024 9:00	1
Chelsea Dorsek	11/22/2024 8:59	11/22/2024 9:00	1
Mikala Smith	11/22/2024 8:59	11/22/2024 9:31	32
Lindsey Kepner	11/22/2024 8:59	11/22/2024 9:00	1
Mollie Nixon	11/22/2024 9:00	11/22/2024 9:31	32
Sarah Yoder	11/22/2024 9:00	11/22/2024 9:31	32
Mrs. Calabrese	11/22/2024 9:00	11/22/2024 9:00	1
LeAnn Moore	11/22/2024 9:00	11/22/2024 9:31	32
Tyler Murray	11/22/2024 9:00	11/22/2024 9:31	32
Ms. Jessie (OT)	11/22/2024 9:00	11/22/2024 9:00	1
Sarah Fletcher	11/22/2024 9:00	11/22/2024 9:00	1
Chelsea Dorsek	11/22/2024 9:00	11/22/2024 9:31	32
Gabriela Gutierrez	11/22/2024 9:00	11/22/2024 9:31	32
Angie Krantz	11/22/2024 9:00	11/22/2024 9:00	1
Lindsey Kepner	11/22/2024 9:00	11/22/2024 9:31	32
Cindy Urich	11/22/2024 9:00	11/22/2024 9:00	1
Maya Noble	11/22/2024 9:00	11/22/2024 9:00	1
Jadie Smith	11/22/2024 9:00	11/22/2024 9:00	1
Ms. Jessie (OT)	11/22/2024 9:00	11/22/2024 9:31	32
Sarah Fletcher	11/22/2024 9:00	11/22/2024 9:31	32
Gregory C. McCurdy	11/22/2024 9:00	11/22/2024 9:06	7
Angie Krantz	11/22/2024 9:00	11/22/2024 9:31	32
Mrs. McGonigle	11/22/2024 9:00	11/22/2024 9:00	1
Jamie Tracy	11/22/2024 9:00	11/22/2024 9:00	1
Kristi Skaggs	11/22/2024 9:00	11/22/2024 9:00	1
Whitney Ford-Welborn	11/22/2024 9:00	11/22/2024 9:47	47
Erin Shiffer	11/22/2024 9:00	11/22/2024 9:00	1
Cindy Urich	11/22/2024 9:00	11/22/2024 9:31	32
Maya Noble	11/22/2024 9:00	11/22/2024 9:31	32
JP Wasicko	11/22/2024 9:00	11/22/2024 9:00	1
Jadie Smith	11/22/2024 9:00	11/22/2024 9:31	32
Amanda Wydra	11/22/2024 9:00	11/22/2024 9:00	1
Kathryn Lorah	11/22/2024 9:00	11/22/2024 9:00	1
Kristi Skaggs	11/22/2024 9:00	11/22/2024 9:31	32
Erin Shiffer	11/22/2024 9:00	11/22/2024 9:31	32
Leslie Hartos	11/22/2024 9:00	11/22/2024 9:00	1
Miss. Enright	11/22/2024 9:00	11/22/2024 9:00	1
Jamie Tracy	11/22/2024 9:00	11/22/2024 9:31	32

Mr. Pino	11/22/2024 9:00	11/22/2024 9:00	1
Mrs. McGonigle	11/22/2024 9:00	11/22/2024 9:31	32
Miss Geiser	11/22/2024 9:00	11/22/2024 9:00	1
JP Wasicko	11/22/2024 9:00	11/22/2024 9:31	32
Amanda Wydra	11/22/2024 9:00	11/22/2024 9:31	32
Nicole Fritz	11/22/2024 9:00	11/22/2024 9:00	1
Kathryn Lorah	11/22/2024 9:00	11/22/2024 9:28	28
Brent Henry	11/22/2024 9:00	11/22/2024 9:00	1
Leslie Hartos	11/22/2024 9:00	11/22/2024 9:31	31
Mr. Pino	11/22/2024 9:00	11/22/2024 9:31	32
Miss. Enright	11/22/2024 9:00	11/22/2024 9:31	32
Tayibah Bemiah	11/22/2024 9:00	11/22/2024 9:01	1
Miss Geiser	11/22/2024 9:00	11/22/2024 9:31	32
Kristine Delmas	11/22/2024 9:00	11/22/2024 9:00	1
Brent Henry	11/22/2024 9:00	11/22/2024 9:31	31
Nicole Fritz	11/22/2024 9:00	11/22/2024 9:31	31
Allyson Ruff	11/22/2024 9:00	11/22/2024 9:00	1
Blakeley Bigham	11/22/2024 9:00	11/22/2024 9:00	1
Kristine Delmas	11/22/2024 9:00	11/22/2024 9:31	32
Caila Pitts	11/22/2024 9:00	11/22/2024 9:00	1
Grace Scavicchio	11/22/2024 9:00	11/22/2024 9:00	1
Jessica Savka (OT)	11/22/2024 9:00	11/22/2024 9:00	1
Miss Santello	11/22/2024 9:00	11/22/2024 9:00	1
Michelle Cornacchia	11/22/2024 9:00	11/22/2024 9:00	1
Kelsey Soboleski	11/22/2024 9:00	11/22/2024 9:00	1
Rebecca Sibbett	11/22/2024 9:00	11/22/2024 9:00	1
Blakeley Bigham	11/22/2024 9:00	11/22/2024 9:31	31
Caila Pitts	11/22/2024 9:00	11/22/2024 9:31	31
Allyson Ruff	11/22/2024 9:00	11/22/2024 9:31	31
Grace Scavicchio	11/22/2024 9:00	11/22/2024 9:31	31
Mrs. Graw	11/22/2024 9:00	11/22/2024 9:00	1
Jessica Savka (OT)	11/22/2024 9:00	11/22/2024 9:31	31
Michelle Cornacchia	11/22/2024 9:00	11/22/2024 9:17	17
Miss Santello	11/22/2024 9:00	11/22/2024 9:31	31
Eugene Pronio	11/22/2024 9:00	11/22/2024 9:00	1
Kelsey Soboleski	11/22/2024 9:00	11/22/2024 9:31	31
Rebecca Sibbett	11/22/2024 9:00	11/22/2024 9:31	31
Marybeth Zepka	11/22/2024 9:00	11/22/2024 9:00	1
Mrs. Graw	11/22/2024 9:00	11/22/2024 9:07	7
Danielle Blass	11/22/2024 9:00	11/22/2024 9:00	1
Maya Hill	11/22/2024 9:00	11/22/2024 9:00	1
Nicole LeCause	11/22/2024 9:00	11/22/2024 9:00	1
Mrs. Calabrese	11/22/2024 9:00	11/22/2024 9:00	1
Eugene Pronio	11/22/2024 9:00	11/22/2024 9:31	31

Tayibah Bemiah	11/22/2024 9:00	11/22/2024 9:00	1
Marybeth Zepka	11/22/2024 9:00	11/22/2024 9:31	31
Maya Hill	11/22/2024 9:00	11/22/2024 9:31	31
Nicole LeCause	11/22/2024 9:00	11/22/2024 9:31	31
Mrs. Calabrese	11/22/2024 9:00	11/22/2024 9:31	31
Danielle Blass	11/22/2024 9:00	11/22/2024 9:31	31
Tayibah Bemiah	11/22/2024 9:00	11/22/2024 9:31	31
Megan Byers	11/22/2024 9:00	11/22/2024 9:01	1
Alyssa Roberts	11/22/2024 9:01	11/22/2024 9:01	1
Ms. Hannah Campbell	11/22/2024 9:01	11/22/2024 9:01	1
Patrick Lavelle	11/22/2024 9:01	11/22/2024 9:01	1
Shannon Boandl	11/22/2024 9:01	11/22/2024 9:01	1
Megan Byers	11/22/2024 9:01	11/22/2024 9:31	31
Ms. Beyer	11/22/2024 9:01	11/22/2024 9:01	1
Alyssa Roberts	11/22/2024 9:01	11/22/2024 9:31	31
Mary Kay Pronio	11/22/2024 9:01	11/22/2024 9:01	1
Ms. Hannah Campbell	11/22/2024 9:01	11/22/2024 9:31	31
Carly Zaremski	11/22/2024 9:01	11/22/2024 9:01	1
Patrick Lavelle	11/22/2024 9:01	11/22/2024 9:31	31
Mary Kay Pronio	11/22/2024 9:01	11/22/2024 9:13	13
Ms. Beyer	11/22/2024 9:01	11/22/2024 9:31	31
Carly Zaremski	11/22/2024 9:01	11/22/2024 9:31	31
Shannon Boandl	11/22/2024 9:01	11/22/2024 9:31	31
Mrs. Yannick	11/22/2024 9:01	11/22/2024 9:01	1
Mr. Zinn	11/22/2024 9:01	11/22/2024 9:01	1
Mrs. Yannick	11/22/2024 9:01	11/22/2024 9:31	31
Mr. Zinn	11/22/2024 9:01	11/22/2024 9:31	30
Ms. Lexi Ferchalk	11/22/2024 9:01	11/22/2024 9:01	1
Bethany Brownlee	11/22/2024 9:01	11/22/2024 9:01	1
Regina Landis	11/22/2024 9:01	11/22/2024 9:01	1
Mrs. Jones	11/22/2024 9:01	11/22/2024 9:01	1
Ms. Lexi Ferchalk	11/22/2024 9:01	11/22/2024 9:31	30
Bethany Brownlee	11/22/2024 9:01	11/22/2024 9:31	30
Miss Lacey (OT)	11/22/2024 9:01	11/22/2024 9:01	1
Regina Landis	11/22/2024 9:01	11/22/2024 9:31	30
Mrs. Jones	11/22/2024 9:01	11/22/2024 9:31	30
Miss Lacey (OT)	11/22/2024 9:01	11/22/2024 9:31	30
Chantal Kline	11/22/2024 9:02	11/22/2024 9:02	1
Chantal Kline	11/22/2024 9:02	11/22/2024 9:31	30
Anne Miller	11/22/2024 9:02	11/22/2024 9:02	1
Anne Miller	11/22/2024 9:02	11/22/2024 9:31	30
Audra Young	11/22/2024 9:02	11/22/2024 9:02	1
Kara Bac	11/22/2024 9:02	11/22/2024 9:02	1
Audra Young	11/22/2024 9:02	11/22/2024 9:31	30

Alexa McLaughlin	11/22/2024 9:02	11/22/2024 9:02	1
Kara Bac	11/22/2024 9:02	11/22/2024 9:31	30
Ms. Holly	11/22/2024 9:02	11/22/2024 9:02	1
Alexandria Flamino	11/22/2024 9:02	11/22/2024 9:02	1
Kimberly Cooper	11/22/2024 9:02	11/22/2024 9:02	1
Alexa McLaughlin	11/22/2024 9:02	11/22/2024 9:31	29
Ms. Holly	11/22/2024 9:02	11/22/2024 9:31	29
Paula Haines	11/22/2024 9:02	11/22/2024 9:02	1
Alexandria Flamino	11/22/2024 9:02	11/22/2024 9:31	29
Kimberly Cooper	11/22/2024 9:02	11/22/2024 9:31	29
Paula Haines	11/22/2024 9:02	11/22/2024 9:31	29
Krista Frehn	11/22/2024 9:03	11/22/2024 9:03	1
Krista Frehn	11/22/2024 9:03	11/22/2024 9:31	29
Ms.Eboni	11/22/2024 9:03	11/22/2024 9:03	1
Ms.Eboni	11/22/2024 9:03	11/22/2024 9:31	28
Sarah Walter	11/22/2024 9:04	11/22/2024 9:04	1
Lisa Heffron	11/22/2024 9:04	11/22/2024 9:04	1
Sarah Walter	11/22/2024 9:04	11/22/2024 9:31	28
Lisa Heffron	11/22/2024 9:04	11/22/2024 9:31	28
Jen Dibert	11/22/2024 9:05	11/22/2024 9:05	1
Jen Dibert	11/22/2024 9:05	11/22/2024 9:31	26
Gregory C. McCurdy	11/22/2024 9:06	11/22/2024 9:06	1
Gregory C. McCurdy	11/22/2024 9:06	11/22/2024 9:08	2
Mrs. Graw	11/22/2024 9:07	11/22/2024 9:31	25
Gregory C. McCurdy	11/22/2024 9:07	11/22/2024 9:08	2
Morgan Wertz	11/22/2024 9:07	11/22/2024 9:31	24
Michelle Cornacchia	11/22/2024 9:22	11/22/2024 9:22	1
Michelle Cornacchia	11/22/2024 9:22	11/22/2024 9:32	10
Ashley Brown	11/22/2024 9:23	11/22/2024 9:23	1
Ashley Brown	11/22/2024 9:23	11/22/2024 9:31	9
Alice Kuhn	11/22/2024 9:24	11/22/2024 9:24	1
Alice Kuhn	11/22/2024 9:24	11/22/2024 9:31	7
Kelly Makay	11/22/2024 9:27	11/22/2024 9:27	1
Kelly Makay	11/22/2024 9:27	11/22/2024 9:31	4
Nicole James	11/22/2024 9:29	11/22/2024 9:31	3
Ms.Eboni	11/22/2024 9:31	11/22/2024 9:31	1



1/31/2025

Science of Reading

Amy Turner



Review: What is SOR?

"The Science of Reading," according to PaTTAN (Pennsylvania Training and Technical Assistance Network), refers to a body of research that outlines the most effective methods for teaching reading, encompassing key components like phonemic awareness, phonics, fluency, vocabulary, and comprehension, ensuring students can read accurately, fluently, and with good understanding; essentially, it's an evidence-based approach to literacy instruction.

5 Main Components



01 Phonemic Awareness

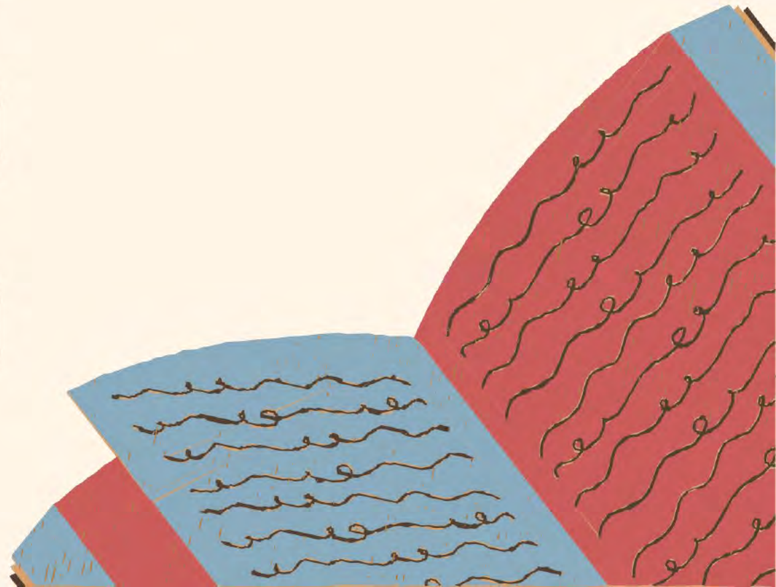
02 Phonics

03 Fluency

04 Vocabulary

05 Comprehension







Review: What SOR is not?

- An ideology or philosophy
- A fad, trend, new idea
- A one-sized fits all approach
- A program or insruction or curriculum
- A single, specific component of instruction, such as phonics

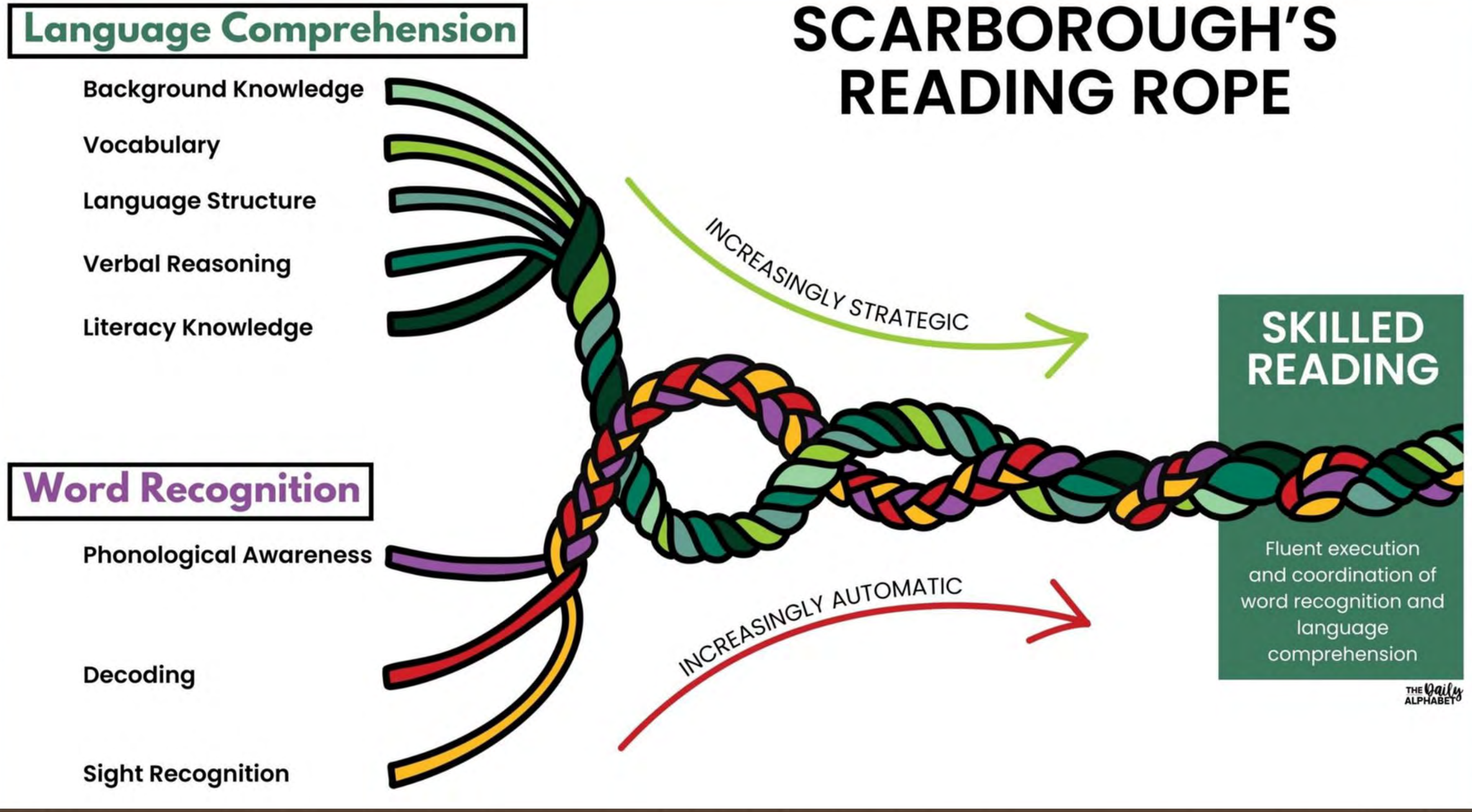
What SOR IS...

Individual based
evidence based
evidence-based
individualized
evidence based
chunking, blending, individualized, connect sounds to letters
research based
evidence based
effective
individualized
evidenced based
evid. based and Indiv.
individualized
evidence based
individualized
EFFECTIVE METHODS
individualized
individualized
individualized
evidence based
individualized
It is a foundational approach to reading.
something you have to implement as an individualized approach
Evidence Based, Personalized

What SOR is NOT...

cookie cutter
a fad or one size fits all
one size fits all
one size fits all
cookie cutter
theory
one size fits all
one size
cookie cutter
program
the same for all
curriculum
one size fits all
standard for all
curriculum
cookie cutter
COOKIE CUTTER
OR ONE-SIZE
one size fits all
one size fits all.
one size
you
cookie cutter
universal
one size
one size
Not a trend
one size fits all
one size fits all
curriculum
not the same for all
one size a curriculum
It is not a one size fits all approach.
going anywhere
Not the same for all
best for every student
A trend in education
TRENDY
one size fits all
a fad
Cookie cutter instrction

SCARBOROUGH'S READING ROPE



Scarborough Reading Rope

Big Picture: Reading is so much more than decoding the words!

Which strands of the rope need attention to address difficulties in overall reading comprehension?

How does one strand impact another?



Scarborough Reading Rope

Word Recognition

01

Phonological Awareness - Spoken word made up of sounds

02

Decoding - Using knowledge of letters and phonics as they're paired with sounds to read words

03

Sight Words - Orthographic mapping for recognizing and permanently storing words in the brain

Scarborough Reading Rope

Language Comprehension

01

Background Knowledge

STs may not have the Word Recognition Skills, but Background Knowledge can always be built through oral language. OR STs may be fluent readers but lack the background knowledge to make connections. Everyone's experiences are different!

02

Vocabulary

Tied in with background knowledge. (Ex: What background knowledge is the reader pulling from to correctly interpret a multiple meaning word?) Not knowing the meaning of just ONE word can impact comprehension of the entire passage.

03

Language Structure

A change in the sentence structure or word order impacts the meaning of the sentence. Morphology (think grammatical changes at the word level, or changes to the root word).

Scarborough Reading Rope

Language Comprehension

04

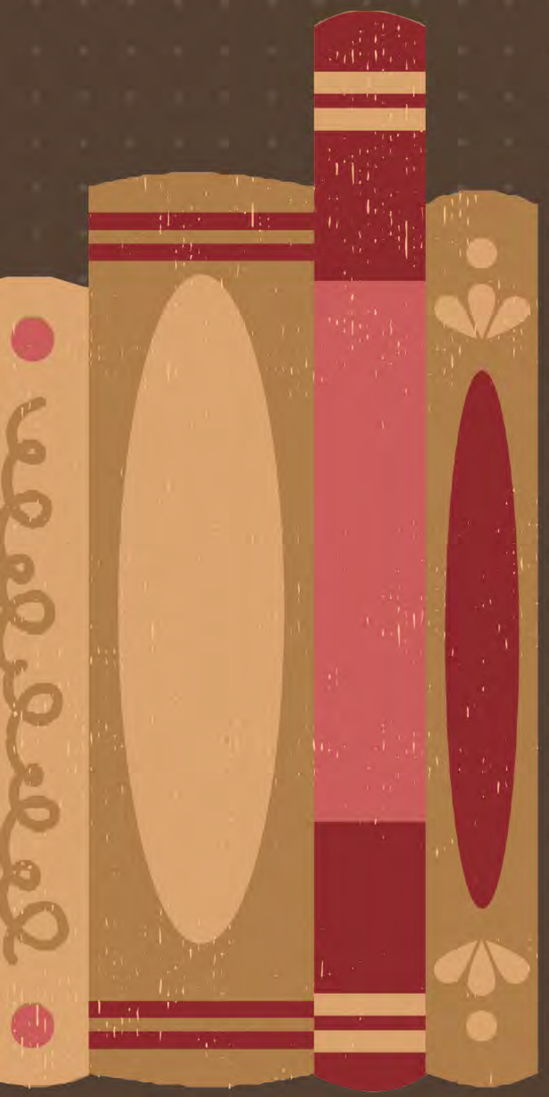
Verbal Reasoning

Use of words to convey literal and figurative meaning - metaphors, analogies, idioms, figurative language

05

Literacy Knowledge

Genre and style - fiction, nonfiction, poetry



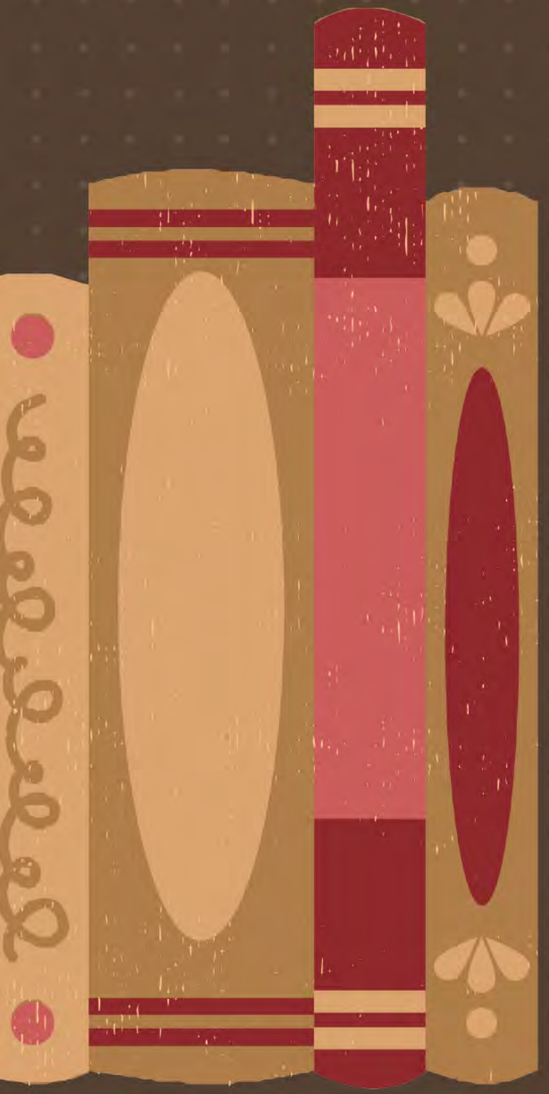
What is the problem in the story?

The cold kept him from going to the party.

There is something wrong with the mouse.

It's too bad the glasses are broken.

The virus prevented him from working on his computer.



What does it mean?

Because his complex drawings demanded intense concentration, dad was fashed by the frequent interruptions.

When we saw Joe's riant face, we knew he was enjoying the clown.

The woman shows the girl the policeman.

1



2



3



4



Just come out and say it!

When mom saw the cookie plate, she said to her son, “The magician was at work again, I see.” What happened? How do you know?

Watching the tap dancer, Liz remarked, “His feet are firecrackers.” What did she mean? How do you know?

Grandpa said to his grandaughter, “You’re th ebest memory in my scrapbook.” What did he mean? How do you know?



Test Your Understanding

It is very frigid outside.

Teacher says: Tell me the first sound you hear in "cat."

"Life is like a box of chocolates. You never know what you're going to get"

"It's a dangerous business, Frodo, going out your door. You step onto the road, and if you don't keep your feet, there's no knowing where you might be swept off to."



Test Your Understanding

The crack of the bat echoed through the ballpark as the runner took a wide lead off second, knowing the pitcher's fastball would come next. The shortstop shifted slightly, preparing for the inevitable grounder, while the outfielders adjusted their positions, anticipating a deep drive. With a deep breath, the pitcher wound up, his glove hiding the ball, and unleashed a pitch that would either make or break the inning.

"A long time ago in a galaxy far, far away. It is a period of civil war. Rebel spaceships, striking from the hidden base, have won their first victory against the evil Galactic Empire."

Practice!!

Excerpt from "Because of Winn Dixie" by Kate DiCamillo

My name is India Opal Buloni, and last summer my daddy, the preacher, sent me to the store for a box of macaroni-and-cheese, some white rice, and two tomatoes and I came back with a dog. This is what happened: I walked into the produce section of the Winn-Dixie grocery store to pick out my two tomatoes and I almost bumped right into the store manager. He was standing there all red-faced, screaming and waving his arms around.

"Who let a dog in here?" he kept on shouting. "Who let a dirty dog in here?"

- My daddy, the preacher, sent me... language structure clarifying that the father is a preacher snf not 2 different people
- Vocabulary: Produce - build background knowledge
- Background knowledge: red-faced, screaming, waving - altogether, what does that mean and what can you infer?

Application



What background knowledge is needed?

What words could have multiple meanings that could misconstrue the intended meaning?

Give an example of pre-teaching in preparation for this upcoming reading lesson.

References

www.pattan.net/pattan-literacy/science-of-reading-resources
https://improvingliteracy.org/brief/science-reading-basics/index.html
https://www.weareteachers.com/scarboroughs-rope/
Comprehensive Assessment of Spoken Language

Name (original name)	Join time	Leave time	Duration (minutes)
Jaissa Gerity	1/31/2025 8:38	1/31/2025 9:57	79
Karen Keith	1/31/2025 8:51	1/31/2025 9:57	66
Marci Mazenko	1/31/2025 8:55	1/31/2025 9:00	5
Kelly Makay	1/31/2025 8:55	1/31/2025 9:00	5
Miss Rux	1/31/2025 8:55	1/31/2025 9:00	5
Ms. DeLuca	1/31/2025 8:55	1/31/2025 9:00	5
Lauren Fix	1/31/2025 8:56	1/31/2025 9:00	4
Ms. Miller	1/31/2025 8:57	1/31/2025 9:00	3
Cindy Urich	1/31/2025 8:57	1/31/2025 8:58	2
Colette Silvestri	1/31/2025 8:57	1/31/2025 9:00	3
Ms. Dana	1/31/2025 8:57	1/31/2025 9:00	3
Amy Turner	1/31/2025 8:57	1/31/2025 9:57	60
Amanda Wydra	1/31/2025 8:57	1/31/2025 9:00	3
Danielle Adams	1/31/2025 8:57	1/31/2025 9:00	3
Bethany Brownlee	1/31/2025 8:57	1/31/2025 9:00	3
Alfonso Camargo	1/31/2025 8:57	1/31/2025 9:00	3
Jessica Martin	1/31/2025 8:57	1/31/2025 9:00	3
Eugene Pronio	1/31/2025 8:57	1/31/2025 9:00	3
Mrs. Super	1/31/2025 8:57	1/31/2025 9:00	3
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Holly Kauffman	1/31/2025 8:58	1/31/2025 9:00	2
Nicole LeCause	1/31/2025 8:58	1/31/2025 9:00	2
Danielle Hreha	1/31/2025 8:58	1/31/2025 9:00	2
Gabrielle Marghella	1/31/2025 8:58	1/31/2025 9:00	2
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Miss Gardner	1/31/2025 8:58	1/31/2025 9:00	2
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Annette Zell	1/31/2025 8:58	1/31/2025 9:00	2
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Ashley McGough	1/31/2025 8:59	1/31/2025 9:00	2
Jamie Tracy	1/31/2025 8:59	1/31/2025 9:00	2

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Miss. Chelsea Frankhouser	1/31/2025 9:07	1/31/2025 9:07	1
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rhartley	1/31/2025 9:00	1/31/2025 9:56	56
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Ms. Hannah Campbell	1/31/2025 9:00	1/31/2025 9:56	56
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Brianna Runk	1/31/2025 9:00	1/31/2025 9:00	1
Ms. Lexi Ferchalk	1/31/2025 9:00	1/31/2025 9:00	1
Miss. Enright	1/31/2025 9:00	1/31/2025 9:00	1
Jill McConnell	1/31/2025 9:00	1/31/2025 9:00	1
Jen Dibert	1/31/2025 9:00	1/31/2025 9:00	1
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Alyssa Roberts	1/31/2025 9:00	1/31/2025 9:00	1

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Miss. Enright	1/31/2025 9:00	1/31/2025 9:56	56
Amelia Steigerwalt	1/31/2025 9:00	1/31/2025 9:56	56
Tess Roberts	1/31/2025 9:00	1/31/2025 9:56	56
Morgan Wertz	1/31/2025 9:00	1/31/2025 9:10	10
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Mr. Henry	1/31/2025 9:00	1/31/2025 9:00	1
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Ms. Ashley	1/31/2025 9:00	1/31/2025 9:00	1
Mrs. Yannick	1/31/2025 9:00	1/31/2025 9:00	1
Samantha Watson	1/31/2025 9:00	1/31/2025 9:56	56
Mr. Henry	1/31/2025 9:00	1/31/2025 9:56	56
Sheila Perez	1/31/2025 9:00	1/31/2025 9:57	57
Megan Byers	1/31/2025 9:00	1/31/2025 9:56	56
Mr. Zinn	1/31/2025 9:00	1/31/2025 9:00	1
Mrs. McGonigle	1/31/2025 9:00	1/31/2025 9:00	1
Ms. Ashley	1/31/2025 9:00	1/31/2025 9:56	56
Mrs. Yannick	1/31/2025 9:00	1/31/2025 9:56	56
Lindsey Walter	1/31/2025 9:00	1/31/2025 9:00	1
Jadie Smith	1/31/2025 9:00	1/31/2025 9:56	56
Jessica Savka (OT)	1/31/2025 9:00	1/31/2025 9:00	1
Ms. Jessie (OT)	1/31/2025 9:00	1/31/2025 9:00	1
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Sarah Gallagher	1/31/2025 9:00	1/31/2025 9:01	1

Rebecca Dando	1/31/2025 9:00	1/31/2025 9:56	56
Ms. Jessie (OT)	1/31/2025 9:00	1/31/2025 9:56	56
Brandy Lair	1/31/2025 9:00	1/31/2025 9:01	1
Lisa Staros	1/31/2025 9:00	1/31/2025 9:56	56
Marybeth Zepka	1/31/2025 9:00	1/31/2025 9:01	1
Kaitlyn Wilczynski	1/31/2025 9:00	1/31/2025 9:01	1
Sarah Gallagher	1/31/2025 9:01	1/31/2025 9:56	56
Sarah Walter	1/31/2025 9:01	1/31/2025 9:01	1
Brandy Lair	1/31/2025 9:01	1/31/2025 9:56	56
Marybeth Zepka	1/31/2025 9:01	1/31/2025 9:56	56
Leigh Niedergall	1/31/2025 9:01	1/31/2025 9:01	1
Kaitlyn Wilczynski	1/31/2025 9:01	1/31/2025 9:47	47
Mrs. Jones	1/31/2025 9:01	1/31/2025 9:01	1
Meghan Godwin	1/31/2025 9:01	1/31/2025 9:01	1
Angie Krantz	1/31/2025 9:01	1/31/2025 9:01	1
Shannon Boandl	1/31/2025 9:01	1/31/2025 9:01	1
Michelle Beyer	1/31/2025 9:01	1/31/2025 9:01	1
Kristine Delmas	1/31/2025 9:01	1/31/2025 9:01	1
Rachel Moussa	1/31/2025 9:01	1/31/2025 9:01	1
Rebecca Sibbett	1/31/2025 9:01	1/31/2025 9:01	1
Shannon Boandl	1/31/2025 9:01	1/31/2025 9:56	55
Michelle Beyer	1/31/2025 9:01	1/31/2025 9:56	55
Leigh Niedergall	1/31/2025 9:01	1/31/2025 9:56	55
Kristine Delmas	1/31/2025 9:01	1/31/2025 9:56	55
Mrs. Jones	1/31/2025 9:01	1/31/2025 9:56	55
Angie Krantz	1/31/2025 9:01	1/31/2025 9:56	55
Lexi Allen	1/31/2025 9:01	1/31/2025 9:01	1
Mrs. Bongivengo	1/31/2025 9:01	1/31/2025 9:01	1
Meghan Godwin	1/31/2025 9:01	1/31/2025 9:56	55
Ms. Holly	1/31/2025 9:01	1/31/2025 9:01	1
Sarah Walter	1/31/2025 9:01	1/31/2025 9:56	55
Alexa McLaughlin	1/31/2025 9:01	1/31/2025 9:01	1
Kimberly Cooper	1/31/2025 9:01	1/31/2025 9:01	1
Rachel Moussa	1/31/2025 9:01	1/31/2025 9:56	55
Kimberly Filer	1/31/2025 9:01	1/31/2025 9:01	1
Sarah Fletcher	1/31/2025 9:01	1/31/2025 9:01	1
Miss Lacey (OT)	1/31/2025 9:01	1/31/2025 9:01	1
Ms. Guerra	1/31/2025 9:01	1/31/2025 9:01	1
Lexi Allen	1/31/2025 9:01	1/31/2025 9:56	55
Mrs. Bongivengo	1/31/2025 9:01	1/31/2025 9:56	55
Rebecca Sibbett	1/31/2025 9:01	1/31/2025 9:56	55
Ms. Holly	1/31/2025 9:01	1/31/2025 9:56	55
Kimberly Filer	1/31/2025 9:01	1/31/2025 9:56	55
Alexa McLaughlin	1/31/2025 9:01	1/31/2025 9:56	55

Sarah Fletcher	1/31/2025 9:01	1/31/2025 9:56	55
Kimberly Cooper	1/31/2025 9:01	1/31/2025 9:56	55
Miss Lacey (OT)	1/31/2025 9:01	1/31/2025 9:56	56
Ms. Guerra	1/31/2025 9:01	1/31/2025 9:56	55
Kyra Dowling	1/31/2025 9:01	1/31/2025 9:01	1
Krista Frehn	1/31/2025 9:01	1/31/2025 9:01	1
Krista Frehn	1/31/2025 9:01	1/31/2025 9:56	55
Kelsey Soboleski	1/31/2025 9:01	1/31/2025 9:01	1
Kyra Dowling	1/31/2025 9:01	1/31/2025 9:56	55
Caila Pitts	1/31/2025 9:01	1/31/2025 9:01	1
Mary Kay Pronio	1/31/2025 9:01	1/31/2025 9:01	1
Mrs. Loveday	1/31/2025 9:01	1/31/2025 9:01	1
Kelsey Soboleski	1/31/2025 9:01	1/31/2025 9:49	48
Mary Kay Pronio	1/31/2025 9:01	1/31/2025 9:56	55
Mrs. Loveday	1/31/2025 9:01	1/31/2025 9:56	55
Caila Pitts	1/31/2025 9:01	1/31/2025 9:56	55
Mrs. Bubb	1/31/2025 9:01	1/31/2025 9:02	1
Francesca Klinger	1/31/2025 9:02	1/31/2025 9:02	1
Anne Miller	1/31/2025 9:02	1/31/2025 9:02	1
Grace Loughrie	1/31/2025 9:02	1/31/2025 9:02	1
Deb Schaeffer	1/31/2025 9:02	1/31/2025 9:56	54
Mrs. Bubb	1/31/2025 9:02	1/31/2025 9:56	54
Francesca Klinger	1/31/2025 9:02	1/31/2025 9:56	54
Anne Miller	1/31/2025 9:02	1/31/2025 9:05	4
Grace Loughrie	1/31/2025 9:02	1/31/2025 9:56	54
Anne Miller	1/31/2025 9:05	1/31/2025 9:06	1
Maya Noble	1/31/2025 9:06	1/31/2025 9:56	50
Ms. Carissa Blair	1/31/2025 9:13	1/31/2025 9:13	1
Ms. Carissa Blair	1/31/2025 9:13	1/31/2025 9:56	43
Nicole James	1/31/2025 9:15	1/31/2025 9:30	16
Tyler Murray	1/31/2025 9:24	1/31/2025 9:24	1
Tyler Murray	1/31/2025 9:24	1/31/2025 9:26	3
Tyler Murray	1/31/2025 9:26	1/31/2025 9:56	30
Ms.Eboni	1/31/2025 9:53	1/31/2025 9:53	1

1826 Good Hope Road
Enola, PA 17025
(717) 704-8437
Reachcyber.org

Reach Cyber Charter School

Office of Special Education

October 24, 2024

Internal Agenda for Special Needs Planning

- Introduction of Reach Staff
- Instructions of session facilitators
- Brief Description of various topics:
    - Legal Documents, Trusts, Special Needs Trusts
    - Social Security, Medicaid
    - Power of Attorney, Medical Rights, Wills
- Question/Answer from Parents/Caretakers

First Name	Last Name	Email
Paige	Barbus	phillegas@reachcuber.org
Hien	Vu	[redacted]@yahoo.com
Karee	Robinson	krobinson@ldsd.org
Cindy	Mellott	[redacted]@gmail.com
James	Rubertone	[redacted]@yahoo.com
Cassaundra	Lazar	[redacted]@gmail.com
Jennifer	Gacka	[redacted]@hotmail.com
Lori	Johnsen	[redacted]@gmail.com
Amber	Schmuker	[redacted]@gmail.com
Sherry	Patrick	[redacted]@gmail.com
Bobbie	Mount	[redacted]@comcast.net
Monique	Brown	[redacted]@gmail.com
angela	smith	[redacted]@gmail.com
Amy	Urenko	[redacted]@msn.com
Laetitia	Richter	[redacted]@gmail.com
Danica	Daniels	[redacted]@outlook.com
Dania	Bobyak	[redacted]@gmail.com
Wilohelmina Eileen	Selby	[redacted]@gmail.com
Nadezhda	Samusenko	[redacted]@verizon.net
Kelly	Ihme	[redacted]@gmail.com

Names & Ages of dependent(s) with special needs?
High School SLP - attending for education
Han (11) Hieu (7)
Transition coordinator
Kelly Mellott 36
Emily/6y
Nadia Aldhaleal 25
Larry, 19 yrs

Matthew Johnsen
Zaiden, 15
Shaadiya Patrick
Noah Mount 19 years old

Ryan Portser 17
Isabella 16
Ryan - 16

Paul, 16

9
Quianna 16; Quintin 6
16/ 15/11
Julia 18
16, 14

What topics do you want to make sure we cover?
Attending to learn any aspects of financial planning for my students.
Protect federal services
All mentioned
I am interested in any topic
All topics listed on flyer are 100% important to us
Financial planning and tax
POA vs Health Care Advocacy, basics of setting up a trust, what is a rep payee?, social security basics
All
transition to 18, guardianship etc
Legal rights
Able Accounts, creating a quality life plan, Maximizing and Protecting Government Benefits, legal planning
Daytime group programs
Real property in special needs trust, DAC benefits, retirement abroad (Italy)
How to best prepare when you're really not sure how much support your child will need as an adult
Transition to adulthood. Paul does well academically but really struggles with self care and social skills
IEP
The listed topics are a good start
How to get help for my kids? I like my kids to live in are home and get help with their care.
state government benefit , who is the provider ?
transition plan, getting SSI for dependent

How did you hear about this workshop?
Jennifer Hottenstein
County case manager
CAIU
Supports Coordinator
Flyer from Jennifer King
MHIDD
CPARC

School
Reach Email
From her School
Transition coordinator from school

LD Transition team
Lower Dauphin High School
Flier from his high school

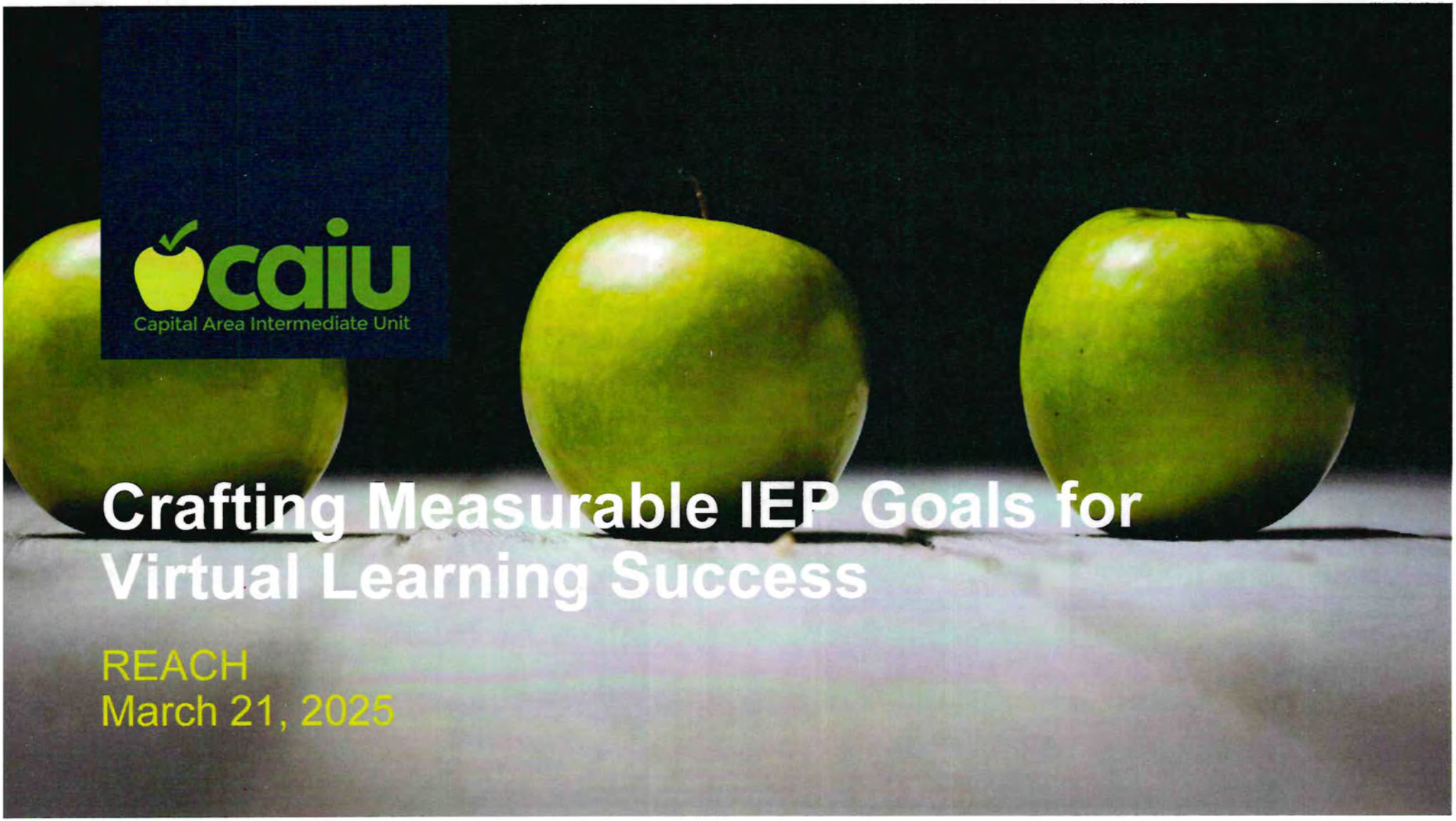
Reach Family Newsletter

Reach
Email notification
school
email
school

Which Lamb Cake & Why ?



caiu
Capital Area Intermediate Unit



Crafting Measurable IEP Goals for Virtual Learning Success

REACH
March 21, 2025

caiu
Capital Area Intermediate Unit

AGENDA

- **Understanding the Components of CNBC**
- **Writing Succinct & Measurable Goals**
- **Connecting IEP Components to Goals**

Key Learning: Clear goals lead to real progress!

Have you ever written or received an IEP goal that sounded great but didn't quite help the student progress as expected?



What was missing?

What's wrong with this goal?

Mikayla will improve reading comprehension by participation in online discussions.

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Capital Area Intermediate Unit

AGENDA

- → Understanding the Components of CNBC
- Writing Succinct & Measurable Goals
- Connecting IEP Components to Goals

Key Learning: Clear goals lead to real progress!

Measurable Annual Goals at a Glance

Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation (*materials, settings, accommodations*) in/with which the student will perform the behavior.	Student's Name	Describe behavior (*what will she/he actually DO)* in observable, measurable terms from start to finish	The level *(how well?)* the student must demonstrate for mastery:	Number of times needed to demonstrate mastery.	Evaluation Schedule *(how often)* and method, (measured how)
Given...,	*he she*	*will do this,*	*this well,*	*this many days/times,*	*as measured this often using this.*

CNBC

EXAMPLE

Measurable Annual Goal Worksheet

Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation (*materials, settings, accommodations*) in/with which the student will perform the behavior.	Student's Name	Describe behavior (what will s/he actually DO) in measurable, observable terms using stems from standards.	The level (how well?) the student must demonstrate for mastery:	Number of times needed to demonstrate mastery	Evaluation schedule (how often) and method, (measured how)
When given a text illustrating multiple viewpoints	STUDENT	will write a 3-paragraph letter identifying two contrasting viewpoints using topic specific vocabulary and correct transition words	scoring 85% or higher	across 3 writing samples	using the attached rubric

Measurable Annual Goal Worksheet

Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation (*materials, settings, accommodations*) in/with which the student will perform the behavior.	Student's Name	Describe behavior (what will s/he actually DO) in measurable, observable terms using stems from standards.	The level (how well?) the student must demonstrate for mastery:	Number of times needed to demonstrate mastery	Evaluation schedule (how often) and method, (measured how)

Revisiting Makayla

Condition

Given grade-level informational text in a virtual learning platform, Mikayla will accurately answer multiple-choice and short-answer comprehension questions, achieving at least 80% accuracy on three out of four weekly assessments, as measured by teacher-created quizzes and discussion responses.

Name

Clearly defined Behavior

Criteria

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Capital Area Intermediate Unit

AGENDA

- ★ Understanding the Components of CNBC
- → Writing Succinct & Measurable Goals
- • Connecting IEP Components to Goals

Key Learning: Clear goals lead to real progress!



Have you ever inherited a **complicated, cumbersome** or **cloudy** goal?

Succinct Goals

- Establish a coherent purpose
- Clearly communicate actionable steps to achieve outcomes
- Produce accurate, valid, and reliable data
- Save time





Succinct Goals

How to establish a coherent purpose:

- Keep each goal focused and singular
- Eliminate unnecessary details

No, thanks:

During classroom instruction and small group activities, when given a variety of opportunities and access to visual aids as well as verbal prompts and teacher guidance, Meghan will improve their reading comprehension skills by demonstrating the ability to answer inferential questions about grade-level texts with 80% accuracy across three consecutive data collection periods as measured by teacher-made assessments, anecdotal records, and classroom observations.

Yes, please:

Given grade-level texts and online annotation tools, Meghan will answer inferential questions with 80% accuracy in 2 out of 3 consecutive data collection periods.
Baseline: 50%

Clear and focused. Removes unnecessary instructional details.



How to clearly communicate actionable steps to achieve outcomes:

- Establish a baseline.
- Prioritize action verbs like “improve,” and “increase.”
- Maintain clarity and alignment
- Avoid vague language

Succinct Goals



No, thanks:

Harold will improve their writing skills over the course of the school year.



Yes, please:

Given an interactive graphic organizer, Harold will compose a five-sentence paragraph that includes a topic sentence, three supporting details, and a concluding sentence with 80% accuracy in 4 out of 5 trials. Baseline: 65%

Focus on paragraph composition with clear components. Aligns supports to guide students.

How to produce accurate, valid, and reliable data:

- Accurate data represents the true value.
- Valid data measures what it intends to measure
- Reliable data is consistent and repeatable

Succinct Goals



No, thanks:

Drew will make progress in math.



Yes, please:

Given a virtual number line and small-group instruction, Drew will correctly solve single-digit addition problems with 90% accuracy across 4 out of 5 consecutive weekly trials using curriculum based measures.

Baseline: 71%

Accurately assess for true value. Assessments designed to measure intended skill. Reliably measures progress on a fixed schedule.

Succinct Goals

What to do with the time you saved?

Anything you want! :)



Make a suggestion on how to make this goal more succinct.



Drop it in the chat!



You Decide:
Succinct or NOT Succinct?

Gracie will be able to, over the course of the school year, improve their ability to accurately identify and solve various types of math problems, including but not limited to addition, subtraction, multiplication, and division, both with and without the use of visual supports and manipulatives, in a variety of settings including small group, one-on-one instruction, and independent practice, with at least 80% accuracy as measured by teacher-created assessments and quizzes.



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Capital Area Intermediate Unit

AGENDA

★ Understanding the Components of CNBC
★ Writing Succinct & Measurable Goals
→ Connecting IEP Components to Goals

Key Learning: Clear goals lead to real progress!

CONNECTING IEP COMPONENTS TO GOALS





Let's Take a Look



📋 PLOP (Present Levels of Performance)

"Alex struggles with decoding and reading comprehension, scoring at a 2nd-grade level. In the virtual setting, Alex has difficulty following along with text-heavy materials and needs additional support to stay engaged."

🎯 Goal

"By the end of the school year, Alex will read a 3rd-grade level passage with 90% accuracy and answer comprehension questions with 80% accuracy in 4 out of 5 online learning activities."



Accommodations (Virtual Support Strategies)

- Text-to-speech software for reading assignments
- Digital graphic organizers for comprehension
- Closed captioning and recorded lessons for review
- Extra time on online quizzes and assignments
- Weekly teacher check-ins via video call

🛠 Services (Direct Virtual Support)

- **Small-group reading intervention** in breakout rooms (3x per week) 💡👥
- **One-on-one virtual reading support** with a special educator (1x per week) 👦🏫💻
- **Speech-to-text training** to assist with written responses 🎤▭
- **Parent collaboration strategies** to support at-home learning 📧👨‍👩‍👧

✅ Key Takeaways

- Every goal should answer: **What skill? How measured? What conditions? What time frame?**
- Use the **CNBC formula:**
  - **C**ondition → Under what circumstances will the skill be demonstrated?
  - **N**ame → The student's name (who the goal applies to).
  - **B**ehavior → The specific skill or action to be performed.
  - **C**riteria → The measurable standard for success.

Example Goal Using CNBC:

*"Given a grade-level passage and text-to-speech support (**Condition**), Alex (**Name**) will read aloud fluently (**Behavior**) with 90% accuracy across 4 out of 5 trials (**Criteria**)."*

Measurable Annual Goal Worksheet

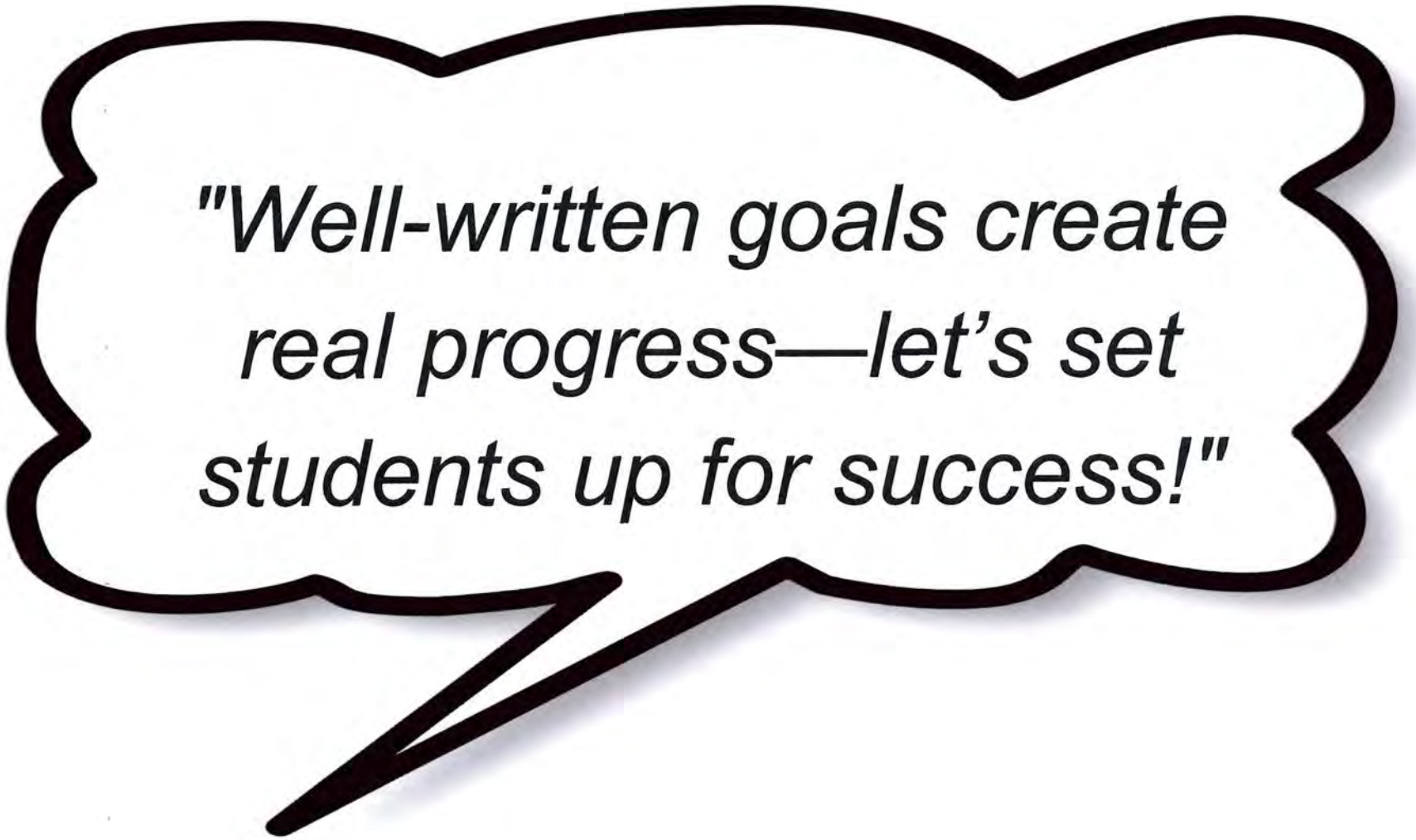
Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation (*materials, settings, accommodations*) in/with which the student will perform the behavior.	Student's Name	Describe behavior (what will s/he actually DO) in measurable, observable terms using stems from standards.	The level (how well?) the student must demonstrate for mastery:	Number of times needed to demonstrate mastery	Evaluation schedule (how often) and method, (measured how)

Reflect and Share

In the chat, respond to this question:

"What's one change you'll make in your goal writing today?"




"Well-written goals create real progress—let's set students up for success!"

Name (original name)	Join time	Leave time	Duration (minutes)
Jaissa Gerity	3/21/2025 8:46	3/21/2025 10:03	77
Sheryl Glasser	3/21/2025 8:49	3/21/2025 10:02	73
Maddie Ayres	3/21/2025 8:51	3/21/2025 9:00	9
Miss Rux	3/21/2025 8:55	3/21/2025 9:00	5
Andy Chacon	3/21/2025 8:55	3/21/2025 9:00	5
Marci Mazenko	3/21/2025 8:55	3/21/2025 9:00	5
Meghan Godwin	3/21/2025 8:56	3/21/2025 9:00	4
Ms. Miller	3/21/2025 8:56	3/21/2025 9:00	4
Judith Webb	3/21/2025 8:56	3/21/2025 9:00	4
Karen Keith	3/21/2025 8:57	3/21/2025 10:02	66
Mrs. Karpen	3/21/2025 8:57	3/21/2025 9:00	4
Alfonso Camargo	3/21/2025 8:57	3/21/2025 9:00	3
Jessica Scott	3/21/2025 8:57	3/21/2025 9:00	3
Mrs. Super	3/21/2025 8:57	3/21/2025 9:00	3
Mrs. Carulli	3/21/2025 8:57	3/21/2025 9:00	3
Mollie Nixon	3/21/2025 8:57	3/21/2025 9:00	3
Grace Scavicchio	3/21/2025 8:57	3/21/2025 9:00	3
Cindy Urich	3/21/2025 8:57	3/21/2025 9:00	3
Deb Schaeffer	3/21/2025 8:57	3/21/2025 9:55	58
Ms. Hannah Campbell	3/21/2025 8:58	3/21/2025 9:00	3
Lauren Fix	3/21/2025 8:58	3/21/2025 9:00	3
Ms. Carissa Blair	3/21/2025 8:58	3/21/2025 9:00	2
Mr. Pino	3/21/2025 8:58	3/21/2025 9:00	2
Kelly Makay	3/21/2025 8:58	3/21/2025 9:00	2
Donna Payne	3/21/2025 8:58	3/21/2025 9:00	2
Anne Miller	3/21/2025 8:58	3/21/2025 9:00	2
Beth Shaffer	3/21/2025 8:58	3/21/2025 9:00	2
Mrs. Chase	3/21/2025 8:58	3/21/2025 9:00	2
Bethany Brownlee	3/21/2025 8:58	3/21/2025 9:00	2
Danielle Hreha	3/21/2025 8:58	3/21/2025 9:00	2
Morgan Wertz	3/21/2025 8:58	3/21/2025 9:00	2
Erin Shiffer	3/21/2025 8:58	3/21/2025 9:00	2
Mrs. Amanda	3/21/2025 8:58	3/21/2025 9:00	2
Jessica Martin	3/21/2025 8:58	3/21/2025 9:00	2
Mrs. Calabrese	3/21/2025 8:59	3/21/2025 9:00	2
Carly Zaremski	3/21/2025 8:59	3/21/2025 9:00	2
Mrs. Duquette	3/21/2025 8:59	3/21/2025 9:00	1
Miss Stacey (OT)	3/21/2025 8:59	3/21/2025 9:00	1
Annette Zell	3/21/2025 8:59	3/21/2025 9:00	1
Stacey Baker	3/21/2025 8:59	3/21/2025 9:59	61
Chantal Kline	3/21/2025 8:59	3/21/2025 9:00	1
Allyson Ruff	3/21/2025 8:59	3/21/2025 9:00	1

Jenna Buterbaugh	3/21/2025 8:59	3/21/2025 9:00	1
Kelli Coppolella	3/21/2025 8:59	3/21/2025 9:00	1
Mrs. Pursel	3/21/2025 8:59	3/21/2025 9:00	1
Rachel Moussa	3/21/2025 8:59	3/21/2025 9:00	1
Mrs. Bubb	3/21/2025 8:59	3/21/2025 9:00	1
Jenna Hurbanek	3/21/2025 8:59	3/21/2025 9:00	1
Maya Noble	3/21/2025 8:59	3/21/2025 9:00	1
Mrs. Yannick	3/21/2025 8:59	3/21/2025 9:00	1
Justine Irwin	3/21/2025 8:59	3/21/2025 9:00	1
Karen Snyder	3/21/2025 8:59	3/21/2025 9:00	1
Mrs. McDermott	3/21/2025 8:59	3/21/2025 9:00	1
Megan Byers	3/21/2025 8:59	3/21/2025 9:00	1
Leslie Hartos	3/21/2025 8:59	3/21/2025 9:00	1
Paige Barbus	3/21/2025 8:59	3/21/2025 9:00	1
Clare Sheedy	3/21/2025 8:59	3/21/2025 9:00	1
Miss Gardner	3/21/2025 8:59	3/21/2025 9:00	1
Lindsey Barclay	3/21/2025 8:59	3/21/2025 9:00	1
Mrs. Mark	3/21/2025 8:59	3/21/2025 9:00	1
Miss Lacey (OT)	3/21/2025 8:59	3/21/2025 9:00	1
Lindsey Kepner	3/21/2025 8:59	3/21/2025 9:00	1
Michelle Bower	3/21/2025 8:59	3/21/2025 9:00	1
JP Wasicko	3/21/2025 8:59	3/21/2025 9:00	1
Lauren Busch	3/21/2025 8:59	3/21/2025 9:00	1
Sarah Gallagher	3/21/2025 8:59	3/21/2025 9:00	1
Ms. Holly	3/21/2025 8:59	3/21/2025 9:00	1
Kyra Hulsebos	3/21/2025 8:59	3/21/2025 9:00	1
Kimberly Haines	3/21/2025 8:59	3/21/2025 9:00	1
Lisa Smiley	3/21/2025 8:59	3/21/2025 9:00	1
Mrs. Bongivengo	3/21/2025 9:00	3/21/2025 9:00	1
Samantha Forsythe	3/21/2025 9:00	3/21/2025 9:00	1
Lisa Staros	3/21/2025 9:00	3/21/2025 9:00	1
Mrs. Kirchner	3/21/2025 9:00	3/21/2025 9:00	1
Ms. Koschoff	3/21/2025 9:00	3/21/2025 9:00	1
Allyson Ruff	3/21/2025 9:00	3/21/2025 9:20	21
Kelly Makay	3/21/2025 9:00	3/21/2025 9:58	59
Ms. Ashley	3/21/2025 9:00	3/21/2025 9:00	1
Kyra Hulsebos	3/21/2025 9:00	3/21/2025 9:59	60
Andy Chacon	3/21/2025 9:00	3/21/2025 9:58	59
Mrs. Calabrese	3/21/2025 9:00	3/21/2025 9:47	48
Lauren Fix	3/21/2025 9:00	3/21/2025 9:58	59
Mollie Nixon	3/21/2025 9:00	3/21/2025 9:58	59
Mr. Pino	3/21/2025 9:00	3/21/2025 9:58	59
Jessica Scott	3/21/2025 9:00	3/21/2025 10:02	63
Mrs. Mark	3/21/2025 9:00	3/21/2025 9:59	60

Justine Irwin	3/21/2025 9:00	3/21/2025 9:58	58
Mrs. Yannick	3/21/2025 9:00	3/21/2025 9:58	59
Mrs. Amanda	3/21/2025 9:00	3/21/2025 10:02	63
Mrs. Chase	3/21/2025 9:00	3/21/2025 9:55	56
Anne Miller	3/21/2025 9:00	3/21/2025 9:59	60
Mrs. McDermott	3/21/2025 9:00	3/21/2025 9:57	58
Jenna Hurbanek	3/21/2025 9:00	3/21/2025 10:00	61
Mrs. Karpen	3/21/2025 9:00	3/21/2025 9:58	58
Beth Shaffer	3/21/2025 9:00	3/21/2025 9:58	59
Mrs. Bubb	3/21/2025 9:00	3/21/2025 9:59	60
Mrs. Carulli	3/21/2025 9:00	3/21/2025 10:02	63
Cindy Urich	3/21/2025 9:00	3/21/2025 9:56	57
Mrs. Duquette	3/21/2025 9:00	3/21/2025 9:58	59
Maddie Ayres	3/21/2025 9:00	3/21/2025 9:58	59
Clare Sheedy	3/21/2025 9:00	3/21/2025 10:02	63
Chantal Kline	3/21/2025 9:00	3/21/2025 9:58	59
Ms. Carissa Blair	3/21/2025 9:00	3/21/2025 9:54	55
Danielle Hreha	3/21/2025 9:00	3/21/2025 9:59	60
Carly Zaremski	3/21/2025 9:00	3/21/2025 10:00	61
Marci Mazenko	3/21/2025 9:00	3/21/2025 9:59	60
Kelli Coppolella	3/21/2025 9:00	3/21/2025 10:00	61
Ms. Miller	3/21/2025 9:00	3/21/2025 9:58	59
Paige Barbus	3/21/2025 9:00	3/21/2025 9:58	59
Miss Gardner	3/21/2025 9:00	3/21/2025 9:58	58
Bethany Brownlee	3/21/2025 9:00	3/21/2025 9:58	59
Lindsey Kepner	3/21/2025 9:00	3/21/2025 9:54	55
Grace Scavicchio	3/21/2025 9:00	3/21/2025 10:00	61
Judith Webb	3/21/2025 9:00	3/21/2025 10:02	63
Annette Zell	3/21/2025 9:00	3/21/2025 10:02	63
Leslie Hartos	3/21/2025 9:00	3/21/2025 9:58	58
Donna Payne	3/21/2025 9:00	3/21/2025 9:57	58
Mrs. Pursel	3/21/2025 9:00	3/21/2025 9:58	59
Maya Noble	3/21/2025 9:00	3/21/2025 9:55	56
Lindsey Barclay	3/21/2025 9:00	3/21/2025 10:01	62
Miss Lacey (OT)	3/21/2025 9:00	3/21/2025 9:25	26
JP Wasicko	3/21/2025 9:00	3/21/2025 9:58	59
Jessica Martin	3/21/2025 9:00	3/21/2025 9:58	59
Mrs. Super	3/21/2025 9:00	3/21/2025 10:02	63
Karen Snyder	3/21/2025 9:00	3/21/2025 9:58	59
Mrs. Bongivengo	3/21/2025 9:00	3/21/2025 9:58	59
Kimberly Haines	3/21/2025 9:00	3/21/2025 9:58	59
Sarah Gallagher	3/21/2025 9:00	3/21/2025 10:02	63
Jenna Buterbaugh	3/21/2025 9:00	3/21/2025 9:58	59
Alfonso Camargo	3/21/2025 9:00	3/21/2025 9:55	56

Lisa Staros	3/21/2025 9:00	3/21/2025 10:02	62
Miss Santello	3/21/2025 9:00	3/21/2025 9:00	1
Jill McConnell	3/21/2025 9:00	3/21/2025 9:00	1
Miss Santello	3/21/2025 9:00	3/21/2025 9:58	59
Nicole Fritz	3/21/2025 9:00	3/21/2025 9:58	59
Jill McConnell	3/21/2025 9:00	3/21/2025 9:59	60
Miss. Chelsea Frankhouser	3/21/2025 9:00	3/21/2025 9:00	1
Gabby Marghella	3/21/2025 9:00	3/21/2025 9:00	1
Tess Roberts	3/21/2025 9:00	3/21/2025 9:00	1
Brittany Snedeker	3/21/2025 9:00	3/21/2025 9:00	1
Zack Ramicone	3/21/2025 9:00	3/21/2025 9:00	1
Miss. Chelsea Frankhouser	3/21/2025 9:00	3/21/2025 9:55	56
Jamie Tracy	3/21/2025 9:00	3/21/2025 9:00	1
Lindsey Walter	3/21/2025 9:00	3/21/2025 9:00	1
Ashley McGough	3/21/2025 9:00	3/21/2025 9:59	59
Kimberly Filer	3/21/2025 9:00	3/21/2025 9:58	58
Wendy Masser	3/21/2025 9:00	3/21/2025 10:00	61
Lisa Heffron	3/21/2025 9:00	3/21/2025 10:02	62
Diana Simmons	3/21/2025 9:00	3/21/2025 9:00	1
Brianna Runk	3/21/2025 9:00	3/21/2025 9:00	1
Gabby Marghella	3/21/2025 9:00	3/21/2025 9:58	58
Alice Kuhn	3/21/2025 9:00	3/21/2025 9:00	1
Tess Roberts	3/21/2025 9:00	3/21/2025 9:58	58
Alissa Keebler	3/21/2025 9:00	3/21/2025 9:00	1
Katelyn Herback	3/21/2025 9:00	3/21/2025 9:00	1
swonders@caiu.org	3/21/2025 9:00	3/21/2025 9:00	1
Rebecca Sibbett	3/21/2025 9:00	3/21/2025 9:00	1
Lindsey Walter	3/21/2025 9:00	3/21/2025 9:58	59
Jamie Tracy	3/21/2025 9:00	3/21/2025 9:59	59
Vickie Bruce	3/21/2025 9:00	3/21/2025 9:00	1
Diana Simmons	3/21/2025 9:00	3/21/2025 9:58	58
Rebecca Sibbett	3/21/2025 9:00	3/21/2025 10:01	61
Alissa Keebler	3/21/2025 9:00	3/21/2025 9:58	58
Tara Donahue	3/21/2025 9:00	3/21/2025 9:00	1
Heather Baughman	3/21/2025 9:00	3/21/2025 10:02	62
Marykate N.	3/21/2025 9:00	3/21/2025 9:00	1
Francesca Klinger	3/21/2025 9:00	3/21/2025 9:59	59
Alexandria Flamino	3/21/2025 9:00	3/21/2025 9:01	1
Gabriela Gutierrez	3/21/2025 9:00	3/21/2025 9:01	1
Mikala Smith	3/21/2025 9:00	3/21/2025 10:02	62
Danielle Blass	3/21/2025 9:00	3/21/2025 9:58	58
Eugene Pronio	3/21/2025 9:00	3/21/2025 9:01	1
Michelle Cornacchia	3/21/2025 9:00	3/21/2025 9:01	1
Holly Kauffman	3/21/2025 9:00	3/21/2025 9:01	1

Vicki Vinskie	3/21/2025 9:00	3/21/2025 9:01	1
Alexandria Flamino	3/21/2025 9:01	3/21/2025 9:58	58
Sarah Fletcher	3/21/2025 9:01	3/21/2025 9:58	58
Mrs. Jones	3/21/2025 9:01	3/21/2025 9:59	59
LeAnn Moore	3/21/2025 9:01	3/21/2025 10:00	60
Jenna Izing	3/21/2025 9:01	3/21/2025 10:00	60
Ashley Brown	3/21/2025 9:01	3/21/2025 9:01	1
Holly Kauffman	3/21/2025 9:01	3/21/2025 9:43	43
Miss. Enright	3/21/2025 9:01	3/21/2025 9:58	58
Alexa McLaughlin	3/21/2025 9:01	3/21/2025 10:02	62
Ashley Brown	3/21/2025 9:01	3/21/2025 10:02	62
Rebecca Ritchie	3/21/2025 9:01	3/21/2025 9:59	58
Deborah Seymour	3/21/2025 9:01	3/21/2025 9:01	1
Mr. Zinn	3/21/2025 9:01	3/21/2025 10:02	62
Michelle Beyer	3/21/2025 9:01	3/21/2025 9:01	1
Danielle Adams	3/21/2025 9:01	3/21/2025 9:56	56
Angela Lannan	3/21/2025 9:01	3/21/2025 10:01	60
Kaitlyn Wilczynski	3/21/2025 9:01	3/21/2025 9:01	1
Shannon Boandl	3/21/2025 9:01	3/21/2025 9:02	1
Kimberly Cooper	3/21/2025 9:01	3/21/2025 9:02	1
Mary Kay Pronio	3/21/2025 9:02	3/21/2025 9:02	1
Ms. Guerra	3/21/2025 9:02	3/21/2025 9:02	1
Shannon Boandl	3/21/2025 9:02	3/21/2025 10:00	59
Audra Young	3/21/2025 9:02	3/21/2025 9:58	56
Kristi Skaggs	3/21/2025 9:02	3/21/2025 9:02	1
Grace Sykes	3/21/2025 9:02	3/21/2025 9:02	1
Kristi Skaggs	3/21/2025 9:02	3/21/2025 10:01	59
Grace Sykes	3/21/2025 9:02	3/21/2025 9:19	17
Kyra Dowling	3/21/2025 9:03	3/21/2025 9:03	1
Rachael Giovannangelo	3/21/2025 9:03	3/21/2025 9:58	55
Miss Lacey (OT)	3/21/2025 9:28	3/21/2025 9:28	1
Miss Lacey (OT)	3/21/2025 9:28	3/21/2025 10:02	34
Mrs. Calabrese	3/21/2025 9:48	3/21/2025 9:48	1
Ms. Hannah Campbell	3/21/2025 9:00	3/21/2025 9:59	60
Miss Stacey (OT)	3/21/2025 9:00	3/21/2025 9:58	59
Miss Rux	3/21/2025 9:00	3/21/2025 10:02	63
Morgan Wertz	3/21/2025 9:00	3/21/2025 9:12	12
Lauren Busch	3/21/2025 9:00	3/21/2025 10:00	60
Rachel Moussa	3/21/2025 9:00	3/21/2025 9:58	58
Meghan Godwin	3/21/2025 9:00	3/21/2025 9:58	58
Mrs. Kirchner	3/21/2025 9:00	3/21/2025 9:58	59
Samantha Forsythe	3/21/2025 9:00	3/21/2025 10:02	63
Sarah Yoder	3/21/2025 9:00	3/21/2025 9:00	1
Ms. Koschoff	3/21/2025 9:00	3/21/2025 9:58	59

Lisa Smiley	3/21/2025 9:00	3/21/2025 10:02	63
Michelle Bower	3/21/2025 9:00	3/21/2025 10:00	61
Nicole Fritz	3/21/2025 9:00	3/21/2025 9:00	1
Ms. Ashley	3/21/2025 9:00	3/21/2025 9:56	57
Caila Pitts	3/21/2025 9:00	3/21/2025 9:00	1
Sarah Yoder	3/21/2025 9:00	3/21/2025 9:59	59
Ashley McGough	3/21/2025 9:00	3/21/2025 9:00	1
Kimberly Filer	3/21/2025 9:00	3/21/2025 9:00	1
Lisa Heffron	3/21/2025 9:00	3/21/2025 9:00	1
Wendy Masser	3/21/2025 9:00	3/21/2025 9:00	1
Caila Pitts	3/21/2025 9:00	3/21/2025 9:58	58
Mrs. Bendis	3/21/2025 9:00	3/21/2025 9:00	1
Amelia Steigerwalt	3/21/2025 9:00	3/21/2025 9:00	1
Zack Ramicone	3/21/2025 9:00	3/21/2025 10:02	62
Brittany Snedeker	3/21/2025 9:00	3/21/2025 9:59	60
Mrs. Bendis	3/21/2025 9:00	3/21/2025 9:49	49
Heather Baughman	3/21/2025 9:00	3/21/2025 9:00	1
Francesca Klinger	3/21/2025 9:00	3/21/2025 9:00	1
Amelia Steigerwalt	3/21/2025 9:00	3/21/2025 9:59	60
Brianna Runk	3/21/2025 9:00	3/21/2025 10:02	62
Alice Kuhn	3/21/2025 9:00	3/21/2025 9:56	57
swonders@caiu.org	3/21/2025 9:00	3/21/2025 10:02	62
Mikala Smith	3/21/2025 9:00	3/21/2025 9:00	1
Katelyn Herback	3/21/2025 9:00	3/21/2025 9:58	58
Danielle Blass	3/21/2025 9:00	3/21/2025 9:00	1
Vickie Bruce	3/21/2025 9:00	3/21/2025 10:01	61
Tara Donahue	3/21/2025 9:00	3/21/2025 10:00	60
Marykate N.	3/21/2025 9:00	3/21/2025 10:00	60
Mrs. Jones	3/21/2025 9:00	3/21/2025 9:01	1
Sarah Fletcher	3/21/2025 9:00	3/21/2025 9:01	1
Jadie Smith	3/21/2025 9:00	3/21/2025 9:01	1
Jenna Izing	3/21/2025 9:00	3/21/2025 9:01	1
LeAnn Moore	3/21/2025 9:00	3/21/2025 9:01	1
Miss. Enright	3/21/2025 9:01	3/21/2025 9:01	1
Michelle Cornacchia	3/21/2025 9:01	3/21/2025 9:58	58
Eugene Pronio	3/21/2025 9:01	3/21/2025 9:58	58
Alexa McLaughlin	3/21/2025 9:01	3/21/2025 9:01	1
Jadie Smith	3/21/2025 9:01	3/21/2025 9:58	58
Brandy Lair	3/21/2025 9:01	3/21/2025 9:01	1
Vicki Vinskie	3/21/2025 9:01	3/21/2025 10:02	62
Gabriela Gutierrez	3/21/2025 9:01	3/21/2025 10:02	62
Rebecca Ritchie	3/21/2025 9:01	3/21/2025 9:01	1
Brandy Lair	3/21/2025 9:01	3/21/2025 9:02	1
Marybeth Zepka	3/21/2025 9:01	3/21/2025 9:01	1

Mr. Zinn	3/21/2025 9:01	3/21/2025 9:01	1
Danielle Adams	3/21/2025 9:01	3/21/2025 9:01	1
Angela Lannan	3/21/2025 9:01	3/21/2025 9:01	1
Jessica Savka (OT)	3/21/2025 9:01	3/21/2025 9:01	1
Marybeth Zepka	3/21/2025 9:01	3/21/2025 10:00	60
Jessica Savka (OT)	3/21/2025 9:01	3/21/2025 9:58	58
Maya Hill	3/21/2025 9:01	3/21/2025 9:01	1
Deborah Seymour	3/21/2025 9:01	3/21/2025 10:02	61
Michelle Beyer	3/21/2025 9:01	3/21/2025 10:02	61
Maya Hill	3/21/2025 9:01	3/21/2025 10:01	60
Kaitlyn Wilczynski	3/21/2025 9:01	3/21/2025 9:58	57
Gregory C. McCurdy	3/21/2025 9:01	3/21/2025 10:03	62
Jen Dibert	3/21/2025 9:02	3/21/2025 9:02	1
Kelsey Soboleski	3/21/2025 9:02	3/21/2025 9:02	1
Kimberly Cooper	3/21/2025 9:02	3/21/2025 9:58	57
Jen Dibert	3/21/2025 9:02	3/21/2025 9:59	58
Mrs. Lexi Miller	3/21/2025 9:02	3/21/2025 9:02	1
Ms. Guerra	3/21/2025 9:02	3/21/2025 10:02	61
Kelsey Soboleski	3/21/2025 9:02	3/21/2025 9:40	38
Audra Young	3/21/2025 9:02	3/21/2025 9:02	1
Lindsay Cordisco	3/21/2025 9:02	3/21/2025 9:02	1
Mrs. Lexi Miller	3/21/2025 9:02	3/21/2025 10:01	59
Colette Silvestri	3/21/2025 9:02	3/21/2025 9:02	1
Lindsay Cordisco	3/21/2025 9:02	3/21/2025 10:02	60
Colette Silvestri	3/21/2025 9:02	3/21/2025 10:02	60
Kara Bac	3/21/2025 9:03	3/21/2025 9:03	1
Kara Bac	3/21/2025 9:03	3/21/2025 10:00	58
Rachael Giovannangelo	3/21/2025 9:03	3/21/2025 9:03	1
Kyra Dowling	3/21/2025 9:03	3/21/2025 10:02	59
Ms. Jessie (OT)	3/21/2025 9:03	3/21/2025 9:03	1
Ms. Jessie (OT)	3/21/2025 9:03	3/21/2025 10:00	57
Krista Frehn	3/21/2025 9:04	3/21/2025 9:04	1
Leigh Niedergall	3/21/2025 9:04	3/21/2025 9:59	56
Mrs. Haines	3/21/2025 9:05	3/21/2025 9:05	1
Lauren McElrone	3/21/2025 9:05	3/21/2025 9:58	54
Mrs. Haines	3/21/2025 9:05	3/21/2025 9:54	50
Brandy Lair	3/21/2025 9:10	3/21/2025 9:10	1
Angie Krantz	3/21/2025 9:10	3/21/2025 9:10	1
Angie Krantz	3/21/2025 9:10	3/21/2025 10:00	51
Sarah Walter	3/21/2025 9:10	3/21/2025 10:01	51
Morgan Wertz	3/21/2025 9:12	3/21/2025 10:02	51
Allyson Ruff	3/21/2025 9:22	3/21/2025 9:22	1
Allyson Ruff	3/21/2025 9:22	3/21/2025 9:58	37
Mrs. Calabrese	3/21/2025 9:48	3/21/2025 9:58	10

Karen Snyder	3/21/2025 9:58	3/21/2025 9:58	1
Karen Snyder	3/21/2025 9:58	3/21/2025 9:58	1
Erin Shiffer	3/21/2025 9:00	3/21/2025 10:01	62
Megan Byers	3/21/2025 9:00	3/21/2025 10:00	61
Ms. Holly	3/21/2025 9:00	3/21/2025 9:58	59
Mary Kay Pronio	3/21/2025 9:02	3/21/2025 10:02	60
Miss Amanda	3/21/2025 9:02	3/21/2025 9:02	1
Miss Amanda	3/21/2025 9:02	3/21/2025 9:54	52
Leigh Niedergall	3/21/2025 9:04	3/21/2025 9:04	1
Krista Frehn	3/21/2025 9:04	3/21/2025 9:58	55
Lauren McElrone	3/21/2025 9:05	3/21/2025 9:05	1
Mrs. Mallory Geibel	3/21/2025 9:06	3/21/2025 9:06	1
Mrs. Mallory Geibel	3/21/2025 9:06	3/21/2025 10:00	55
Brandy Lair	3/21/2025 9:10	3/21/2025 9:58	49
Sarah Walter	3/21/2025 9:10	3/21/2025 9:10	1