

EXHIBIT "A"

DESCRIPTION OF DEMISED PREMISES

2 Studio rooms:

1 - 900 sq. ft.

1 - 1,080 sq. ft.

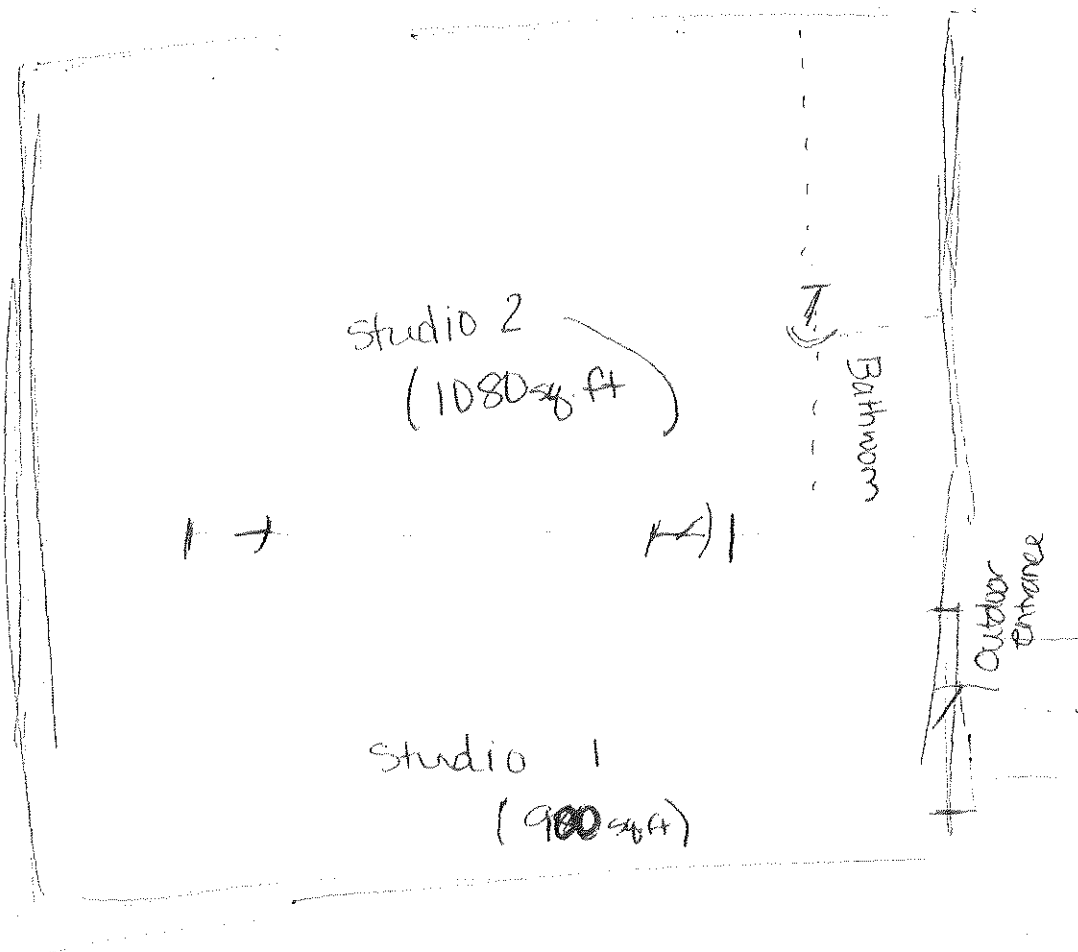


EXHIBIT "B"

TENANT ALTERATIONS TO DEMISED PREMISES

- (A) Locked door at top of steps leading down to leased space
- (B) Install ADA compliant restrooms in leased space
- (C) Install secure entrance from parking lot to leased space

Attachment 51

IU8 Lease

LEASE AGREEMENT

THIS AGREEMENT, made as of this 26th day of May, 2016.

I. PARTIES

The parties to this Lease Agreement are:

- A. **APPALACHIA INTERMEDIATE UNIT 8**, an intermediate unit of the Commonwealth of Pennsylvania, with its principal office at 4500 Sixth Avenue, Altoona, Pennsylvania, 16602 (hereinafter called "IU8" or "Lessor").
- B. **CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION**, 721 North Juniata Street, Hollidaysburg, Pennsylvania, 16648 (hereinafter called "Foundation" or "Lessee").

II. BACKGROUND

- A. IU8 operates an educational facility referred to as its "Educational Development Center" located at 580 Foot of Ten Road, Duncansville, Pennsylvania, 16635.
- B. Foundation needs space for its offices and to conduct certain educational activities which are a part of its operations.
- C. IU8 is in the process of remodeling its Educational Development Center facility and, in connection therewith, has the opportunity to develop a portion of that facility for the use by Foundation.
- D. Foundation wishes to lease from IU8, and IU8 wishes to lease to Foundation, that portion of its Educational Development Center facility shown on the map or sketch attached hereto as **EXHIBIT A**.

III. AGREEMENT

The parties hereto, intending to be legally bound, and for and in consideration of the mutual covenants and agreements herein contained, do hereby covenant and agree that the background information set forth above is incorporated herein by reference and do further covenant and agree as follows:

ARTICLE 1.
LEASED PREMISES

- 1.01. **Leased Premises.** Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, the right to use at the fees and upon the other terms and conditions set forth in this Lease Agreement a portion of Lessor's Educational Development Center building located at 580 Foot of Ten Road, Duncansville, Pennsylvania, 16635, constituting approximately 3,528 square feet and more particularly shown on the map or sketch attached hereto as **EXHIBIT A**. It is understood that Exhibit A is a sketch of the space being leased to Lessee to the best extent that it can be shown at the time of execution of this lease with the understanding that a better sketch or diagram will be substituted for the attached Exhibit A upon completion of IU8's remodeling project at the Educational Development Center. The portion of the building identified on Exhibit A as the space leased to the Foundation is sometimes referred to as the "Leased Space".
- 1.02. **Common Areas.** As part of the Leased Premises, Lessee shall have the right to use, in common with IU8 and others to whom IU8 has leased space, insofar as the same may be necessary in connection with its use of the Leased Space, the access roads from the public highway to the Educational Development Center building, together with reasonable use of the parking areas (subject to rules and regulations of IU8 with respect thereto), use of stairways, restrooms, hallways, etc. (identified as hereafter indicated), all such uses of the Common Areas to be in such a manner as to not unreasonably interfere with the use of such Common Areas by others, and with such use to be consistent with such reasonable rules and regulations as IU8 may impose with respect to such Common Areas. The specific Common Areas of the building itself are, for purposes of this lease, shown in the hatched area on the sketch attached hereto as **EXHIBIT B**. It is understood that Exhibit B is a sketch of the Common Areas of the building itself to the best extent that they can be shown at the time of execution of this lease with the understanding that a better sketch or diagram will be substituted for the attached Exhibit B upon completion of IU8's remodeling project at the Educational Development Center. Any accessways, restrooms, assembly areas, or the like not hatched on Exhibit B shall not be part of the areas to be used by Lessee.
- 1.03. **Changes to Common Areas.**
- A. Lessor shall have the right at any time, without incurring any liability to Lessee therefor, to change the arrangement or location of the Common Areas provided that no such change shall materially and unreasonably interfere with the use of the Premises by Lessee as contemplated hereunder.
- B. Lessee shall also have the right to erect reasonable signage but the location, size, design, construction and placement of such sign or signs shall be subject to approval of the Lessor which approval shall not be unreasonably withheld. All signage must be in

cooperation with Lessor and any other tenants and shall not interfere with appropriate signage of Lessor and any other tenants.

- 1.04. **Additional Space.** The parties may by written addendum hereto signed by both parties add additional space to the Leased Premises, delete space, or substitute other space for the space herein leased or may otherwise modify the scope or definition of the Leased Premises, the rent payable, and any other relevant terms.

ARTICLE 2.

TERM

Lease Term

- 2.01. The term of this lease shall commence upon completion of the planned renovations and shall continue for a period of ten (10) years from the date hereof. Lessee may renew this lease for an additional ten (10) year term (or, by agreement with Lessor, for such shorter or longer additional term as the parties may agree in writing) upon giving Lessor at least ninety (90) days' written notice of its intent to renew.
- 2.02. This lease may be terminated prior to the expiration of its term by mutual agreement of the parties and may be terminated by Lessor for default by Lessee as herein otherwise stated.

Holdover

- 2.03. If Lessee shall holdover after the expiration of the initial term, any renewal term or any extension, any such holdover tenancy shall be deemed a month-to-month tenancy governed by all the terms and conditions (including rental increases) contained herein, which holdover tenancy may be terminated by either party by thirty (30) days' advance written notice to the other. If Lessor has not given consent to such holdover by Lessee, Lessor may also take such other action as it would normally be entitled to take upon the occurrence of any Event of Default, and until it has vacated the Premises, Lessee agrees to pay Lessor rent at the monthly rate existing at the expiration of the term or any renewal term.
- 2.04. **Effective Date.** Although the term of this lease and the payment of rent does not commence until the commencement date set forth in paragraph 2.01, this Agreement is effective and binding upon the parties upon execution by both parties.

ARTICLE 3.

RENT

Basic Rent

- 3.01. For the first two (2) years of the initial term of this lease, Lessee shall pay Lessor as rent Five Thousand Three Hundred and 00/100 Dollars (\$5,300.00) per month. Beginning in

Year 3, the rent will increase each year based upon increases in the Consumer Price Index (CPI-U, all items, all cities), hereinafter "CPI-U," as follows:

- (1) The rent for the third year shall be increased by the same percentage as the percentage increase in the CPI-U as determined by the U.S. Department of Labor from the first month of the lease term to the first month of the third year of the lease, calculated using the formula as set forth in the example below. The increased rent will take effect for the first month of the third year of this lease, but see subparagraph (5) below.
- (2) The rent for the fourth year and each subsequent year of the term or any renewal term shall be increased by the same percentage as the percentage increase in the CPI-U as determined by the U.S. Department of Labor from the first month of the third year (or subsequent year) to the first month of the fourth year (or subsequent year), and so forth for subsequent years, calculated using the formula as set forth in the example below. The increased rent will take effect for the first month of the year for which it is calculated, but see subparagraph (5) below.
- (3) If the CPI-U is no longer calculated by the U.S. Department of Labor, then rent shall increase based upon whatever similar or replacement index is most closely related to the CPI-U as agreed upon by the parties in writing.
- (4) The foregoing is explained and clarified by these examples and sample calculation (the examples assume the lease term begins December 1, 2016):

For Year 1 Rent - \$5,300 per month

Jan. 2017

For Year 2 Rent - \$5,300 per month

For Year 3 (2018-2019)

[Note: Figures used are for illustration only and are not current figures.]

Rent for Year 2 (2017-2018) x $\frac{\text{CPI-U for December 2018}}{\text{CPI-U for December 2016}}$

\$5,300 x $\frac{237.838}{233.546}$

Year 3 rent is \$5,397 per month *[actual rent would use actual CPI-U figures when available]*

*413
Years are
Calendar years.
\$300 x $\frac{\text{Jan 2019}}{\text{Jan 2017}}$*

For Year 4 (2019-2020)

Rent for Year 3 (2018-2019) x $\frac{\text{CPI-U for December 2019}}{\text{CPI-U for December 2018}}$

For Year 5 (2020-2021)

Rent for Year 4 (2019-2020) x $\frac{\text{CPI-U for December 2020}}{\text{CPI-U for December 2019}}$

For Subsequent Years

The rental rate would be calculated in the same manner.

- (5) Should the figures from the Bureau of Labor Statistics not be available to permit the calculation by the first month of the relevant lease year (which is likely), the "old" rental rate shall continue to be paid until the new rate can be calculated and any adjusted payment shall be paid with the next following rental payment.

The monthly fee specified in this paragraph 3.01 and all costs, expenses and other amounts which the Lessee assumes or agrees or is obligated to pay pursuant to this Agreement, shall be deemed to be and are collectively referred to herein as "rent" and may be collected as such. Rent shall be payable in advance on or before the first of each month.

Rental Increase for Renewal Term

- 3.02. If this lease is renewed, the rent shall continue to be increased annually based on the CPI-U as provided above.

Real Estate Taxes

- 3.03. The parties are entering into this lease on the assumption that no real estate taxes will be payable by IU8 for its Educational Development Center property. If during the term of this lease any real estate taxes are imposed upon the entire property, the parties agree to negotiate in good faith an appropriate adjustment to the terms of this lease to account for each party's pro rata share of any such real estate taxes. If such tax is imposed only with respect to or because of space leased by Foundation, Foundation shall pay such tax.

**ARTICLE 4.
USE OF PREMISES**

Permitted Use and Restrictions Thereon

- 4.01. The Premises shall be used only for Lessee's offices and activities consistent with Lessee's educational purposes.

Insurance Hazards

- 4.02. Lessee shall not use the Premises or permit them to be used in any manner that will cause a cancellation of, or an increase in the existing rates for, fire, liability, or other insurance policies insuring the Premises or any improvements on the Premises, or insuring the Lessor for any liability in connection with ownership of the Premises. Lessee, at its own expense, will comply with and shall promptly correct any violations of requirements of any insurance underwriter or rating bureau relating to Lessee's use and occupancy of the Premises.
- 4.03. Lessee and its employees, agents, invitees and contractors shall comply with and conform to all federal, state or local statutes, laws, ordinances, rules, regulations, rulings and other requirements of any and all federal, state or local governments or constituted boards, agencies, entities, or authorities, and of fire underwriters that in any way relate to the use or occupancy of the Premises or Lessee's activities thereon.
- 4.04. Lessee agrees to use all Common Areas and to cause its officers, employees, agents, invitees and contractors to use such Common Areas in a reasonable, orderly and sanitary manner in cooperation with Lessor and other lessees, if any, having the right to use same, and their respective officers, employees, agents, invitees and contractors.
- 4.05. Lessee shall conduct itself, and will cause its officers, employees, agents, invitees and contractors to conduct themselves with full regard for the rights, convenience, and welfare of the Lessor and other lessees, if any, and their respective officers, employees, agents, invitees and contractors.

Rules and Regulations

- 4.06. Lessor shall have the right at all times to make reasonable rules and regulations for the purpose of ensuring or enhancing the safety, care, cleanliness, maintenance or preservation of the buildings and related facilities and Premises, including the Leased Premises and Common Areas, as well as for the purpose of preserving good order in, on and about the building and related facilities and premises, including the Leased Premises and Common Areas. Lessor shall also at all times have the right to make reasonable changes, additions or deletions to such rules and regulations. Lessee and its officers, employees, agents, invitees and contractors will be bound by any such rules, regulations, changes, additions or deletions on receipt by Lessee of written notice from Lessor setting forth said rules and regulations or the changes, additions or deletions. Lessee shall be responsible for the compliance of its officers, employees, invitees and contractors with all such rules and regulations. Lessee may also promulgate and enforce such reasonable rules and regulations as it may deem necessary with respect to its use of the Leased Space.

ARTICLE 5.
SERVICES, MAINTENANCE, AND SURRENDER

Services and Maintenance

- 5.01. So long as Lessee is not in default under the terms of this lease, Lessor shall furnish the Leased Premises with heat, electricity, janitorial services, hot and cold running water, garbage removal and sewage services as is currently provided by Lessor at the Educational Development Center. Any expansion of such services from what is currently being provided made necessary by Lessee's use of the Premises shall, if such expansion causes a material increase in Lessor's costs, result in an appropriate adjustment in the rent to account for such increased expenses because of the Lessee's need for expanded utility service over what is currently available. At this time, based upon Lessor's knowledge of Lessee's intended use, it is not expected that services will be needed beyond those currently provided.

Janitorial Service

- 5.02. Lessor shall provide customary janitorial and routine maintenance services of the same and similar type to those being currently provided at the Educational Development Center, which shall include the sweeping of floors, removal of trash and garbage, cleaning of windows, replacement of light globes or fluorescent tubes in standard lighting fixtures existing in the building, and similar routine maintenance services. Trash and garbage shall be limited to that consistent with the operation of the educational facilities by Lessee, and any excess trash or garbage shall be paid for by Lessee. Likewise, Lessee shall be fully responsible for the disposition of all trash or garbage that cannot be disposed of in a municipal waste landfill, including but not limited to hazardous wastes or any other waste that could impose liability on the Lessor with respect to the disposition thereof. Lessee shall be responsible for and shall pay any costs or penalties with respect to the discharge into any sewage system of any hazardous wastes or wastes having any content not permitted to be discharged into the sewage system under the applicable laws, rules and regulations relating thereto.

Maintenance of Common Areas

- 5.03. Lessor shall maintain the Common Areas in reasonably good order and condition consistent with the way in which such Common Areas have been heretofore maintained and shall be responsible for winter snow removal.

Maintenance of Building Structure

- 5.04. Maintenance of the structure of the building, including but not limited to the roof, exterior walls (including windows), floors, and foundation, shall be Lessor's responsibility. Lessor shall make all repairs which may be needed to the mechanical, heating, electrical and plumbing systems in and servicing the Premises (excluding repairs to any non-building standard fixtures or other improvements installed or made by or at the request of Lessee requiring maintenance or repairs of a type or nature not customarily

provided by Lessor in the building and also excluding any necessary replacements of non-building standard fixtures or improvements), and all repairs to exterior windows and glass. In the event that any repair is required by reason of the negligence or abuse of Lessee or its agents, employees, invitees or contractors, or of any other person using the Premises with Lessee's consent, express or implied, Lessor may make such repair and bill Lessee therefor, and Lessee shall pay such sum within thirty (30) days of billing therefor, unless Lessor shall have actually recovered such cost through insurance proceeds. If Lessor has not recovered such costs at the time of billing but later recovers such costs through insurance proceeds, Lessor shall, within thirty (30) days, refund to Lessee the amount of any such costs recovered.

Curtailment of Interruption of Service

- 5.05. Lessor reserves the right to interrupt, curtail, or suspend the provision of any utility or other service to which Lessee may be entitled when necessary by reason of accident or emergency or for repairs, alterations, or improvements that Lessor deems desirable or necessary, or due to difficulty in obtaining supplies or labor or for any other cause beyond the reasonable control of Lessor, including without limitation mechanical failure and governmental restrictions. The work of such repairs, alterations, or improvements shall be made with reasonable diligence. Lessor shall in no respect be liable for any failure of utility companies, third party contractors or governmental authorities to supply utility or other services to Lessee or for any limitation of supply resulting from governmental orders or directives. Lessee shall claim no diminution or abatement of rent, nor damages, by reason of such interruption, curtailment, or suspension of utility or other services, nor shall this lease or any of Lessee's obligations be reduced or affected.

Maintenance and Surrender by Lessee

- 5.06. In using the Leased Premises, Lessee shall conduct its operations in such a manner that the Premises will not be subject to waste or nuisance and although Lessor is providing janitorial services, shall maintain reasonable and good order in the Leased Premises in connection with its use thereof and place garbage in appropriate receptacles and not impose unreasonable tasks on the janitorial help which would not be normal and customary for maintenance of educational offices and related facilities.
- 5.07. At the expiration or termination of the lease, Lessee shall surrender the Premises in as good a condition and state of repair as they were in at the time Lessor delivered possession to Lessee, except for reasonable wear and tear and damage by fire, flood, or other casualty. In the event Lessee should neglect to reasonably maintain the Leased Premises, Lessor shall have the right, but not the obligation, to cause repairs or corrections to be made, and any reasonable costs incurred for such repairs or corrections for which Lessee is responsible under this paragraph shall be payable by Lessee to Lessor as additional rent on the next rent installment date, or, if Lessor elects to bill Lessee therefor, Lessee shall pay such sums within thirty (30) days of the submission of the billing therefor.

Lessee Responsibility

- 5.08. To the extent, if any, that Lessee operates on the Premises laboratories, Lessee shall be responsible for the proper storage and control of all chemicals and chemical waste, medical supplies and medical wastes, hazardous materials and hazardous material wastes, and the maintenance employees of Lessor hired by Lessor to provide janitorial services shall not be expected to clean up, store, or in any way be responsible for any such chemicals, chemical wastes, medical supplies, medical wastes, hazardous materials or hazardous wastes or similar materials and wastes.
- 5.09. Lessee shall be responsible for its own phone and internet service and facilities and for any other utilities or services not herein stated to be the responsibility of Lessor.

ARTICLE 6.

ALTERATIONS, IMPROVEMENTS, FURNITURE AND FIXTURES

Improvements to Premises

- 6.01. Lessee shall not make any alterations, additions, or improvements to the Leased Premises without the prior written consent of Lessor. Any permitted alterations, additions, or improvements shall be at Lessee's sole cost and expense, except as Lessor may otherwise agree in writing. Any such alterations, additions or improvements shall become the property of Lessor upon expiration or termination of this lease.

Furniture and Fixtures

- 6.02. Lessee has the right at all times to erect or install furniture and fixtures, provided that Lessee complies with all applicable governmental laws, ordinances, and regulations, including without limitation the Americans with Disabilities Act. Lessee shall have the right to remove such items at the expiration or termination of this lease, provided Lessee is not in default at that time and the fixtures can be removed without structural damage to the Premises. Prior to the expiration or termination of this lease, Lessee must repair any damage caused by removal of any fixtures. Any furniture or fixtures that have not been removed by Lessee at the expiration or termination of this lease shall be deemed abandoned by Lessee and shall automatically become the property of Lessor.

ARTICLE 7.

DAMAGE OR DESTRUCTION; CONDEMNATION

Notice to Lessor

- 7.01. If the Leased Premises or any structures or improvements on the Leased Premises should be damaged or destroyed by fire, flood or other casualty, Lessee shall give immediate written notice of the damage or destruction to Lessor, including a description of the damage and, as far as known to Lessee, the cause of the damage.

Total Destruction

- 7.02. The Leased Premises shall be deemed totally destroyed if the damages are such as in Lessor's judgment cannot be repaired within 365 working days and at a cost not to exceed available insurance coverage. Any destruction which in Lessor's judgment can be completed within 365 working days and at a cost not to exceed available insurance coverage shall be deemed partial destruction and shall be governed by the following paragraphs hereof. Within thirty (30) days of notification from Lessee to Lessor of the occurrence of a casualty under paragraph 7.01 hereof, Lessor shall notify Lessee if Lessor determines the destruction to be total destruction or partial destruction.

Partial Destruction

- 7.03. If the Leased Premises are damaged by fire, flood or other casualty not the fault of Lessee or any person in or about the Leased Premises with the express or implied consent of Lessee, but not to such an extent as to constitute total destruction, this lease shall not be terminated, except as provided below in subparagraphs A. and B.
- A. If the partial destruction of the Leased Premises occurs prior to the final forty-eight (48) months of the lease term, Lessor shall, at its sole cost and risk, proceed immediately to rebuild or repair the damaged buildings and improvements to substantially the condition in which they existed prior to such damage; **provided, however**, that Lessor shall not be required to expend monies in excess of insurance proceeds made available to Lessor for such purpose. If the Leased Premises are untenable in whole or in part following such damage, the rent payable during the period in which they are untenable shall be adjusted equitably. Lessor shall pursue the repairs promptly and with due diligence in accord with all applicable laws, rules and regulations applying to Lessor with respect to work to be done or repairs to be made on public buildings.
- B. If partial destruction of the Leased Premises occurs in the final forty-eight (48) months of the lease term, or if any mortgagee holding a lien on the building refuses to permit insurance proceeds to be applied to the restoration of the Leased Premises, or if the insurance proceeds available for restoration are not sufficient to restore the Premises to substantially its condition prior to the casualty, Lessor need not rebuild or repair the Premises and shall notify Lessee in writing of its intention not to rebuild or repair. If Lessor elects not to rebuild or repair the Premises and the Leased Premises are wholly or substantially untenable, Lessee may elect to terminate the lease as of the date of Lessee's notice described in paragraph 7.01 above, or to continue the lease with the rent for the remainder of the lease period adjusted equitably. Lessee shall notify Lessor of such election within thirty (30) days after receipt of Lessor's notice described above. If a portion of the Leased Premises are untenable, but not the whole or a substantial portion of the Leased Premises, then this lease shall continue in effect for the balance of its term as to the tenable portion with the rent to be adjusted equitably.

- 7.04. In the event of damage or destruction of the Leased Premises, the parties agree to promptly meet and discuss available alternatives and to cooperate with each other to arrive at a mutually satisfactory method of dealing with the situation but, in the absence of agreement, the foregoing provisions of this article shall apply.

Total Condemnation

- 7.05. If the whole of the Leased Premises shall be taken by any public or quasi-public authority under the power of eminent domain, condemnation or expropriation, or in the event of a conveyance in lieu thereof, or if any part of the building is taken by condemnation, then this lease shall terminate on the date when title vests in the condemning authority. Rent shall abate and Lessee shall have no claim against Lessor or the condemning authority for the value of the unexpired term of this lease.

Partial Condemnation

- 7.06. If any part of the Leased Premises shall be so taken or conveyed, and if such partial taking or conveyance shall render the Leased Premises unsuitable for the business of the Lessee, or if any of the building is taken or conveyed and, in Lessor's sole opinion, it would be impractical or the condemnation proceeds are insufficient to restore the remainder of the building, then the term of this lease shall cease and terminate as of the date on which title to the Leased Premises or building vests in the condemning authority. Lessee shall have no claim against Lessor or the condemning authority for the value of any unexpired portion of this lease. In the event such partial taking or conveyance is not extensive enough to render the Leased Premises unsuitable for the business of Lessee, this lease shall continue in full force and effect, except that the rent shall be adjusted equitably during the unexpired portion of the lease.

Lessor's Damages

- 7.07. In the event of any condemnation or taking, whether whole or partial, the Lessee shall not be entitled to any part of the award. Lessee hereby expressly waives any right or claim to any part of such amount and assigns to Lessor any such right or claim to which Lessee might become entitled.

Lessee's Damages

- 7.08. Although all damages in the event of any condemnation are to belong to the Lessor, Lessee shall have the right, to the extent that it shall not diminish the Lessor's award, to claim and recover from the condemning authority such compensation as may be separately awarded or recoverable by Lessee under the Eminent Domain Code in Lessee's own right for or on account of, and limited solely to, any cost to which Lessee might be put in removing Lessee's furniture, fixtures, leasehold improvements, equipment, or other personal property.

Temporary Taking

- 7.09. If the condemnor should take only the right to possession for a fixed period of time or for the duration of an emergency or other temporary condition, then, notwithstanding anything hereinabove provided, this lease shall continue in full force and effect without any abatement of rent, but the amounts payable by the condemnor with respect to the Leased Space only with respect to any period of time prior to the expiration or sooner termination of this lease shall be paid by the condemnor to Lessor and the condemnor shall be considered a subtenant of Lessee as to the Leased Space. Lessor shall apply the amount received from the condemnor with respect to the Leased Space applicable to the rent due hereunder net of costs to Lessor for the collection thereof, or as much thereof as may be necessary for such purpose, toward the amount due from Lessee as rent for that period; and, Lessee shall pay to Lessor any deficiency between the amount thus paid by the condemnor with respect to the Leased Space and the amount of the rent, or Lessor shall pay to Lessee any excess of the amount of the award with respect to the Leased Space over the amount of the rent. All damages relating to Common Areas or to any portion of the Leased Premises other than the Leased Space, even for a temporary taking, shall belong to the Lessor, and the provisions of the prior paragraphs of this article shall be applicable thereto.

ARTICLE 8.

ACCESS AND INSPECTION BY LESSOR

- 8.01. The Lessor and its officers, agents, employees and representatives shall have the right to enter the Leased Premises at all reasonable hours, provided they give Lessee twenty-four hours' notice, unless circumstances require immediate access, whether or not during normal business hours, for purposes of inspection, cleaning, maintenance, repairs, alterations or additions as Lessor may deem necessary (but Lessor assumes no obligation to make repairs in the Leased Premises except as expressly provided in this lease), or to show the Premises to prospective lessees, purchasers or lenders.

ARTICLE 9.

MECHANICS' LIENS

- 9.01. Lessee shall not allow any mechanics' liens to be filed against the Leased Premises or the larger Premises where the Leased Premises are located as a result of any of its activities on the Premises.

ARTICLE 10.

MUTUAL INDEMNIFICATION

Indemnities

- 10.01.A. Lessee agrees to indemnify and hold Lessor, its agents and employees, harmless against any and all liabilities, claims, demands, damages, costs and expenses, including

reasonable attorneys' fees, arising in connection with the conduct or management of Lessee's operations on the Leased Premises or its use of the Leased Premises, or any failure on the part of Lessee to observe, perform or comply with any terms, covenants or conditions of this lease, or from any act or negligence of Lessee, its officers, agents, contractors, employees, sublessees or invitees in or about the Leased Premises or the building, or loss of life, personal injury or damage to property caused to any person on or about the Leased Premises.

- B. Lessor agrees to indemnify and hold Lessee harmless against any and all liabilities, claims, demands, damages, costs and expenses, including reasonable attorneys' fees, arising from Lessor's operations on the Leased Premises, or its use of the Leased Premises, or any failure on the part of Lessor to observe, perform or comply with any terms, covenants or conditions of this lease, or from any act or negligence of Lessor, its officers, agents, contractors, employees, sublessees or invitees in or about the Leased Premises or the building, or loss of life, personal injury or damage to property caused to any person by Lessor, its officers, agents, contractors or employees.
- C. In case of any action or proceeding brought against Lessor by reason of any such claim covered by paragraph 10.01.A. above, Lessee, on notice from Lessor, agrees to defend the action or proceeding with counsel reasonably acceptable to Lessor, or, at the election of Lessor, to pay all reasonable attorneys' fees and costs incurred by Lessor in connection with any of the foregoing matters. Likewise, in case of any action or proceeding brought against Lessee covered by paragraph 10.01.B. above, Lessor, on notice from Lessee, agrees to defend the action or proceeding with counsel reasonably acceptable to Lessee, or, at the election of Lessee, to pay all reasonable attorneys' fees and costs incurred by Lessee in connection with such matters.
- D. Without limiting the foregoing or any other waivers in favor of Lessor set forth in this lease, Lessee will forever release and hold Lessor harmless from all claims arising out of damage to Lessee's property unless such damage occurs as a result of Lessor's negligent and deliberate failure to make repairs required by this lease within a reasonable time after having received written notice of the need for such repair, and in no event shall Lessor be liable for damage to Lessee's property which is or could have been insured against by Lessee under commonly available insurance policies. In case any such claim, action or proceeding for which Lessor is indemnified is brought against Lessor, upon notice from Lessor and at Lessee's sole cost and expense, Lessee shall resist or defend such claim, action or proceeding or shall cause it to be resisted or defended by an insurer.
- E. The indemnifications and releases set forth in this paragraph 10.01. shall survive the expiration or other termination of this lease.

ARTICLE 11.
ASSIGNMENT AND SUBLEASE

Assignment and Subletting by Lessee

11.01. Notwithstanding any other language herein, Lessee shall not assign or sublet any portion of the Leased Premises without the express written consent of the Lessor.

ARTICLE 12.
DEFAULT

Lessee's Default

12.01. Each of the following events shall be deemed to be events of default by Lessee under this lease:

- (1) Lessee fails to pay any installment of rent, additional rents, or any other sum due under this lease and the failure continues for a period of thirty (30) days. Notwithstanding the fact that the Lessee cures arrearages in rent, if such default and curing occur two (2) times within a six (6) month period, such defaults, at Lessor's election, will be deemed deliberate and not curable on the last occasion thereof.
- (2) Lessee fails to comply with any term, provision or covenant of this lease, other than the payment of rent, and does not cure the failure within fifteen (15) days after written notice of the failure to Lessee, provided that if a greater time is required to cure, Lessee will not be in default if it commences to cure within fifteen (15) days and proceeds with due diligence to complete whatever is necessary to cure the default.
- (3) Lessee makes an assignment for the benefit of creditors or any other event described in paragraph 12.02 occurs.
- (4) Lessee deserts or vacates any substantial portion of the Premises for a period of ninety (90) or more days or removes or manifests an intention to remove any substantial portion of Lessee's property therefrom other than in the ordinary and usual course of Lessee's business.
- (5) Lessee fails to maintain the insurance as required herein.

Insolvency

12.02. The (a) appointment of a receiver or trustee to take possession of all or a substantial portion of the assets of Lessee (which, for purposes of this paragraph 12.02), includes any guarantor of the obligations of Lessee hereunder), or (b) the institution by or against Lessee of any proceedings for bankruptcy or reorganization under any state or federal law

(unless, in the case of involuntary proceedings, the same shall be dismissed within sixty (60) days after institution), or (c) any execution issued against a significant portion of the assets of Lessee or against Lessee's leasehold interest hereunder which is not stayed or discharged at least twenty (20) days prior to a scheduled execution sale, shall constitute a breach of this lease by Lessee. Lessor, in the event of such a breach, shall have, without need of further notice, the rights enumerated below and all rights provided by law.

Remedies for Default

- 12.03. On the occurrence of any event of default specified in paragraph 12.01, Lessor shall have, in addition to all other rights and remedies available to it by law or equity or by any other provisions of this lease, the option to pursue any one or more of the following remedies:
- (1) Terminate this lease on at least five (5) days' notice to Lessee and, on the date specified in said notice, this lease and the term hereby demised and all rights of Lessee hereunder shall expire and terminate, Lessee shall thereupon quit and surrender possession of the Premises to Lessor in the condition elsewhere herein required, and Lessee shall remain liable to Lessor as hereinafter provided.
 - (2) Lessee shall, with respect to all periods of time up to and including the expiration of the term of this lease (or what would have been the expiration date in the absence of default or breach) remain liable to Lessor as follows: In the event of termination of this lease on account of Lessee's default or breach, Lessee shall remain liable to Lessor for damages equal to the rent and other charges payable under this lease by Lessee as if this lease were still in effect, less the net proceeds of any re-letting after deducting all costs incident thereto (including without limitation all repossession costs, brokerage and management commissions, operating and legal expenses and fees, alteration costs and expenses of preparation for re-letting). Such damages shall be payable to Lessor monthly upon presentation to Lessee of a bill for the amount due. It is understood that Lessor is entitled to take into account the nature of the facility and other tenants in re-letting the Premises so that any new tenant furthers the overall "educational center" concept of the facility and that, in order to acquire such a tenant, rental rates may be below "market" or it may take a longer time to re-let to a suitable tenant.

Lessor's Default

- 12.04. If Lessor defaults in the performance of any term, covenant, or condition required to be performed by it under this Agreement, Lessee may seek to enforce Lessor's obligation in an appropriate legal action, including an action for specific performance or equitable relief if circumstances warrant.

Cumulative Remedies

- 12.05. Pursuit of any of the remedies provided in this lease by either Lessor or Lessee shall not preclude pursuit of any of the other remedies provided in this lease or by law. Pursuit of any remedy provided in this lease or by law by either party shall not constitute a forfeiture or waiver of any damages accruing to either party by reason of the violation of any of the terms, provisions, and covenants contained in this lease. Nor shall pursuit of any remedies provided in this lease by Lessor constitute a waiver or forfeiture of any rent due to Lessor under this lease.

Waiver of Default

- 12.06. No waiver by either party of any default or violation or breach of any of the terms, provisions, or covenants contained in this lease shall be deemed or construed to constitute a waiver of any other violation or breach of any of the terms, provisions, and covenants of the lease. Forbearance by either party to enforce one or more of the remedies provided in this lease or by law on an event of default shall not be deemed or construed to constitute a waiver of such default. Lessor's acceptance of rent following an event of default under this lease shall not be construed as Lessor's waiver of the default.

Surrender of Premises

- 12.07. Nothing done by Lessor or its agents during the lease term shall be deemed an acceptance of a surrender of the Premises, and no agreement to accept a surrender of the Premises shall be valid unless in writing and signed by Lessor.

ARTICLE 13. INSURANCE

Lessee's Insurance

- 13.01. Lessee, at Lessee's sole cost and expense, shall maintain and keep in effect throughout the term and any extensions or renewals thereof, insurance against liability for bodily injury (including death) and for property damage in or about the Premises or the property under a policy of comprehensive general public liability insurance, with such limits as to each as may be reasonably required by Lessor from time to time, but not less than \$1 Million combined single limit for bodily injury (including death) and for property damage. The policies of comprehensive general public liability insurance shall name Lessee as the insured party, and Lessor as an additional insured. Each such policy shall provide that it shall not be cancelable without at least thirty (30) days' prior written notice to Lessor and to any mortgagee named in an endorsement thereto and shall be issued by an insurer and in a form satisfactory to Lessor. At least ten (10) days prior to the commencement date, a certificate of insurance shall be delivered to Lessor with evidence of paid premium; and new or renewal certificates, together with evidence of paid premium, shall be delivered to Lessor at least twenty (20) days prior to expiration of the current policy. If Lessee shall fail, refuse or neglect to obtain or to maintain any insurance that it is required to provide or to furnish Lessor with satisfactory evidence of

coverage on any such policy; Lessor shall have the right, but not the obligation, to purchase such insurance. All such payments made by Lessor shall be recoverable by Lessor from Lessee, together with interest thereon, as additional rent promptly upon being billed therefor. Lessee shall carry such insurance on its furniture, fixtures or possessions on or in the Leased Premises as it shall desire. Lessor shall not be responsible for Lessee's furniture, fixtures or possessions on or in the Leased Premises or elsewhere on the Educational Development Center property building(s) and facilities.

ARTICLE 14. MISCELLANEOUS

Mortgages

- 14.01. Lessee accepts this lease subject to any deeds of trust, security interests, or mortgages that might now or later constitute a lien on the buildings or on improvements in the building or on the Leased Premises. Lessee must, on demand, execute any instruments, releases, or other documents that are required by any mortgagee for the purpose of subjecting and subordinating this lease to the lien of any such deed of trust, security interest, or mortgage constituting a lien on the buildings or improvements in the buildings or Leased Premises.

Reservations in Favor of Lessor

- 14.02. All walls, roofs, windows and doors bounding the Premises (including exterior building walls, core corridor walls, roofs and doors and any core corridor entrance), except the inside surfaces thereof, any terraces or roofs adjacent to the Premises, and any space in or adjacent to the Premises used for shafts, pipes, conduits, fan rooms, ducts, electric or other utilities, sinks or other building facilities, and the use thereof, as well as reasonable access thereto through the Premises for the purposes of operation, maintenance, decoration and repair, are reserved to Lessor.

Estoppel Statement

- 14.03. Lessee shall from time to time, within ten (10) days after request by Lessor, execute, acknowledge and deliver to Lessor a statement, which may be relied upon by Lessor or any proposed assignee of Lessor's interest in this lease, or any existing or proposed mortgagee or ground lessor, certifying that this lease is unmodified and in full force and effect (or that the same is in full force and effect as modified, listing the instruments of modification), the dates to which rent and other charges have been paid, and whether or not, to the best of Lessee's knowledge, Lessor is in default hereunder or whether Lessee has any claims or demands against Lessor (and, if so, the default, claim and/or demand shall be specified).

Certain Meanings; Limitation of Liability

- 14.04.A. Each provision hereof shall extend to and shall, as the case may require, bind and inure to the benefit of Lessee and its successors and assigns, provided that this lease shall not

inure to the benefit of any assignee or successor of Lessee except upon the express written consent of Lessor as herein provided.

- B. As used in this Agreement the word "person" or any pronoun therefor shall mean and include, where appropriate, any individual, corporation, partnership or other entity. The plural shall be substituted with the singular, the singular with the plural, where appropriate, and words of any gender shall mean and include any other gender.
- C. In the event of the voluntary or involuntary transfer of ownership or right by Lessor to a successor-in-interest of Lessor, Lessor shall be freed and relieved of all liability and obligation hereunder which shall thereafter accrue and Lessee shall look solely to such successor-in-interest for the performance of the covenants and obligations of the Lessor hereunder which shall thereafter accrue. The liability of Lessor and its successors-in-interest, under or with respect to this lease, shall be strictly limited to and enforceable only out of its or their interest in the building, and shall not be enforceable out of any other assets. No mortgagee or ground lessor which shall succeed to the interest of Lessor hereunder (either in terms of ownership or possessory rights) shall: (1) be liable for any previous act or omission of a prior lessor; (2) be subject to any rental offsets or defenses against a prior lessor; (3) be bound by any amendment of this lease made without its written consent, or by payment by Lessee of rent in advance in excess of one (1) month's rent; (4) be liable for any security not actually received by it; or (5) be liable for any initial construction of the improvements to be made to the Premises or for any allowance or credit to Lessee for rent, construction costs or other expenses. Subject to the foregoing, the provisions hereof shall be binding upon and inure to the benefit of the successors and assigns of Lessor.

Environmental Covenants

- 14.05. Lessee shall not use, generate, store, treat, dispose of, or otherwise introduce into, on or about the Premises or the buildings any hazardous substances (as hereinafter defined), nor shall Lessee cause or permit any other person or entity to do so. "Hazardous Substances" means any hazardous waste, hazardous substance, pollutant, contaminant or solid waste as defined in the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. § 9601 et seq., and any other applicable federal, state or local laws or ordinances, and in the rules and regulations thereunder, as may be amended, supplemented or superseded from time to time, including without limitation any polychlorinated biphenyls (PCB's), urea formaldehyde, or asbestos, or any other substance which may at any time be a violation or support a claim or cause of action under common law or any federal, state or local environmental statute, regulation, ordinance or other environmental regulatory requirement, whether currently or as a result of future removal. However, the foregoing restrictions shall not apply to the storage and use of common office and cleaning supplies necessary for routine office operations, or such chemicals or supplies necessarily used in connection with the use of laboratories, if any, on the Premises, provided all of such items are properly stored in reasonable

quantities. Lessee agrees to clean up all Hazardous Substances on or in the buildings or in the Leased Premises, if caused or permitted by Lessee (or if Lessee shall be otherwise responsible therefor), in a manner which shall comply with all applicable environmental laws and requirements. Upon request, Lessee shall cooperate with Lessor in furnishing to a governmental authority any information which may be required regarding environmental matters. The provisions of this paragraph regarding environmental matters shall survive the expiration or sooner termination of this lease.

Requested Modifications

- 14.06. If, in connection with obtaining, continuing or renewing financing for which the buildings, or the Premises or any interest therein represents collateral in whole or in part, a banking, insurance or other lender shall request reasonable modifications of this lease as a condition of such financing, Lessee will not unreasonably withhold, delay or refuse its consent thereto, provided that such modifications do not increase the monetary obligations of Lessee hereunder or adversely affect to a material degree the Lessee's leasehold interest hereby created.

Notices and Addresses

- 14.07. All notices to be given under this Agreement shall be given by certified mail or registered mail, postage prepaid, return receipt requested, or sent by a national overnight courier service, addressed to the proper party, at the following addresses:

Lessor: Appalachia Intermediate Unit 8
ATTN: Executive Director
4500 Sixth Avenue
Altoona, PA 16602

Lessee: Central Pennsylvania Digital Learning Foundation
ATTN: _____
721 North Juniata Street
Hollidaysburg, PA 16648

or delivered personally to a responsible party at IU8 or at Lessee's offices on the Premises (or at Lessee's offices elsewhere, if any). Notice by personal delivery shall be effective upon delivery.

Either party may change the address to which notices are to be sent by giving the other party notice of the new address in the manner provided in this paragraph. Notice by personal delivery shall also be effective and be deemed given if delivered to an agent or employee of IU8 at its main office during customary business hours of IU8 at its main office. Notice by registered or certified mail shall be deemed given on the third business day following deposit in the mail. Notice by overnight courier service shall be deemed given on the next business day following deposit with such service.

Binding Successors and Assigns

- 14.08. All rights and liabilities given to, or imposed on, the respective parties to this lease shall extend to and bind the several respective successors and assigns of the parties but only to the extent that assignment is permitted hereunder, and subject to such limitations as may be otherwise provided herein.

Pennsylvania Law to Apply

- 14.09. This lease shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania. All obligations of the parties created by this Agreement are performable in Blair County, Pennsylvania. Any action to enforce this Agreement or arising out of this Agreement or its breach, or connected in any way with this Agreement shall be brought in and only in the Court of Common Pleas of Blair County, Pennsylvania, which shall be the court of exclusive jurisdiction and venue with respect to such matters. All parties do hereby agree to submit to jurisdiction and venue in said court, and the appropriate appellate courts of Pennsylvania in the event of an appeal from any decision in said court.

Legal Construction

- 14.10. In the event any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision of the Agreement, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been included in the Agreement.

Prior Agreements Superseded

- 14.11. This lease constitutes the only agreement between Lessor and Lessee and supersedes any prior understandings or written or oral agreements between the parties respecting the subject matter of this lease.

Amendment

- 14.12. No amendment, modification, or alteration of the terms of this lease shall be binding unless in writing, dated subsequent to the date of this lease, and duly executed by the Lessor and Lessee.

Unavoidable Delay

- 14.13. Except as may be otherwise permitted in this lease, neither Lessor nor Lessee shall be required to perform any term, condition, or covenant in this lease other than payment of basic rent or additional rent so long as such performance is hindered or prevented by unavoidable delays. For purposes of this paragraph, unavoidable delays shall be defined as natural disasters; strikes, lockouts or labor disputes; governmental regulations, restrictions, or control; enemy or hostile government action; civil riot; fire, floods or nuclear accident; or any other cause not reasonably within the control of Lessor or Lessee

as natural disasters; strikes, lockouts or labor disputes; governmental regulations, restrictions, or control; enemy or hostile government action; civil riot; fire, floods or nuclear accident; or any other cause not reasonably within the control of Lessor or Lessee and that by the exercise of due diligence Lessor or Lessee is unable, wholly or in part, to prevent or overcome.

Time of Essence

14.14. Time is of the essence of this Agreement.

Warranty of Authority to Sign and of Binding Effect

14.15. The persons signing this document warrant and represent that they are duly authorized to execute this document and to bind their principals by the execution hereof. The parties hereto warrant and represent that they have the legal right, power and authority to enter into this Agreement.

14.16. Upon revocation or non-renewal of the Charter School's Charter, such revocation or non-renewal date being when all administrative and judicial remedies have been exhausted, the Charter School shall be dissolved. If the Charter School is dissolved during the term of lease or any term as a holdover tenant, this lease shall be deemed terminated as of such date, and Lessee shall be responsible only for all obligations hereunder to date of termination (or obligations which survive termination), but Lessee will not be responsible for future monthly rental payments after the date of such termination. Lessor agrees that if the Charter School is dissolved, the Lessor will not seek any damages for the future monthly rental payments. The Lessor agrees that if the Charter School is dissolved, the Lessee will not be in breach of the Agreement because of such dissolution.

WITNESS the due and proper execution hereof the day and year first above written.

APPALACHIA INTERMEDIATE UNIT #8

By: B. Wayne John
Board President

Attest: Karl G. Orchesky
Board Secretary

CENTRAL PENNSYLVANIA DIGITAL
LEARNING FOUNDATION

By: [Signature]
Its: Board President

Attest: [Signature]
Its: _____

Attachment 52

Lease Agreement for Copier

De Lage Landen Financial Services, Inc.

Lease Agreement

LESSEE	Full Legal Name CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION	Phone Number (814) 632-5258			
	Billing Address 5580 FOOT OF TEN	City DUNCANSVILLE	State PA	Zip 16635	Attention to:
	Send Email Invoice To:		Purchase Order Requisition Number		

EQUIPMENT	Make	Model Number	Serial Number	Quantity	Description (Attach Separate Schedule A If Necessary)
	KM	BH287	A7AH017001742	1	COPIER W/ RADF, PAPER FEED, HOLE PUNCH, FINISHER

PAYMENT INFORMATION	Number of Lease Payments	Lease Payment*	Plus Applicable Taxes	Term of Lease in Months	Payment Frequency:	End of Lease Option:	End of Lease Purchase Option shall be FMV unless another option is selected.			
	60	\$79.91	*	Plus Applicable Taxes	60	<input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other	<input checked="" type="checkbox"/> FMV <input type="checkbox"/> 10% <input type="checkbox"/> \$1 <input type="checkbox"/> Other			
Lease Payment <input type="checkbox"/> includes / <input checked="" type="checkbox"/> does NOT include maintenance/service/supplies (check one)				Security Deposit	(PLUS)	First Period Payment	(PLUS)	Other (EQUALS)	Total Payment Enclosed	
* Lease payment may be adjusted for up front sales tax.				\$0.00	+	\$0.00	+	\$0.00	=	\$0.00

1. **Lease:** You (the "Lessee") agree to lease from us (the "Lessor") the Equipment listed above and on any attached schedule (the "Lease"). You authorize us to adjust the Lease payments by up to 15% if the cost of the Equipment or taxes differs from the supplier's estimate. You agree to pay us a fee of \$75.00 to reimburse our expenses for preparing financing statements, other documentation costs and all ongoing administration costs during the term of this Lease. We may increase the Lease Payment on an annual basis, in an amount not to exceed ten percent (10%) of the Lease Payment in effect at the end of the prior annual period. Security deposits are non-interest bearing. If you are not in default, we will return the deposit to you when the Lease is terminated. If a payment is not made when due, you will pay us a late charge of 5% of the payment or \$10.00, whichever is greater. YOU AGREE THAT NO ONE IS AUTHORIZED TO WAIVE OR CHANGE ANY LEASE TERM OR PROVISION.

2. **Term:** This Lease is effective on the date that it is accepted and signed by us, and the term of this Lease begins on that date or any later date that we designate (the "Commencement Date") and continues thereafter for the number of months indicated above. Lease payments are due as invoiced by us. As you will have possession of the Equipment from the date of its delivery, if we accept and sign this Lease you will pay us interim rent for the period from the date the Equipment is delivered to you until the Commencement Date as reasonably calculated by us based on the Lease payment, the number of days in that period, and a month of 30 days. Your obligations are absolute, unconditional, and are not subject to cancellation, reduction, setoff or counterclaim.

3. **Title:** Unless you have a \$1.00 purchase option, we will have title to the Equipment. If you have a \$1.00 purchase option and/or the Lease is deemed to be a security agreement, you grant us a security interest in the Equipment and all proceeds thereof. You authorize us to file Uniform Commercial Code ("UCC") financing statements on the Equipment.

4. **Equipment Use, Maintenance and Warranties:** We are leasing the Equipment to you "AS-IS" AND MAKE NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. We transfer to you any manufacturer warranties. You are required at your cost to keep the Equipment in good working condition and pay for all supplies and repairs. The Lease Payments set forth above do not include the cost of maintenance, service, and/or supplies ("Service"), unless indicated in the above "Payment Information" box. Notwithstanding anything to the contrary, however, you agree that we are not responsible for providing such Service for the Equipment and you will make all claims related to Service to the Service provider ("Provider"). No Provider may alter the terms of this Lease or make any promises or arrangements that alter our rights or your obligations under this Lease. You agree that you are expressly assuming any risks arising from such Provider's inability to deliver such Service, under any circumstance, including, without limitation, such Provider's financial condition or its inability to repair or service the Equipment. You agree that any claims related to Service will not impact your obligation to pay all Lease payments when due.

5. **Assignment:** You agree not to transfer, sell, sublease, assign, pledge or encumber either the Equipment or any rights under this Lease without our prior written consent. You agree that we may sell, assign, or transfer the Lease and the new owner will have the same rights and benefits we now have and will not have to perform any of our obligations and the rights of the new owner will not be subject to any claims, defenses, or setoffs that you may have against us or any supplier.

6. **Risk of Loss and Insurance:** You are responsible for risks of loss or damage to the Equipment and if any loss occurs you are required to satisfy all of your Lease obligations. You will keep the Equipment insured against all risks of loss or damage for an amount equal to its replacement cost. You will list us as the sole loss payee for the insurance and give us written proof of the insurance. If you do not provide such insurance, you agree that we have the right, but not the obligation, to obtain insurance against theft and physical damage, and add an insurance fee to the amount due from you, on which we may make a profit. We are not responsible for any losses or injuries caused by the Equipment and you will reimburse us and defend us against any such claims. This indemnity will continue after the termination of this Lease. You will obtain and maintain comprehensive public liability insurance naming us as an additional insured with coverages and amounts acceptable to us.

7. **Taxes:** You agree to pay when due, either directly or as a reimbursement to us, all taxes (including, without limit, sales, use, and personal property) and charges in connection with ownership, lease and use of the Equipment. We may charge you a processing fee for adminis-

tering property tax filings. You will indemnify us on an after-tax basis against the loss or unavailability of any tax benefits anticipated at the Commencement Date arising out of your acts or omissions. This indemnity will continue even after the termination of this Lease.

8. **Default and Remedies:** You are in default on this Lease if: a) you fail to pay a Lease payment or any other amount when due; or b) you breach any other obligation under the Lease or any other Lease with us. If you are in default on the Lease we may: (i) declare the entire balance of unpaid Lease payments for the full Lease term immediately due and payable to us; (ii) sue you for and receive the total amount due on the Lease plus the Equipment's anticipated end of Lease fair market value or fixed price purchase option (the "Residual") with future lease payments and the Residual discounted to the date of default at 1% per annum, plus reasonable collection and legal costs; (iii) charge you interest on all monies due at the rate of 18% per year or the highest rate permitted by law from the date of default; (iv) charge you a return-check or non-sufficient funds charge ("NSF Charge") of \$25.00 for a check that is returned; and (v) require that you immediately return the Equipment to us or we may peaceably repossess it. Any return or repossession will not be considered a termination or cancellation of the Lease. If the Equipment is returned or repossessed we will sell or re-rent the Equipment at terms we determine, at one or more public or private sales, with or without notice to you, and apply the net proceeds (after deducting any related expenses) to your obligations. You remain liable for any deficiency with any excess being retained by us. You agree that if notice of sale is required by law to be given, 10 days notice will constitute reasonable notice. You are also required to pay (i) all expenses incurred by us in connection with enforcement of any remedies, including all expenses of repossessing, storing, shipping, repairing, and selling the Equipment, and (ii) reasonable attorney's fees.

9. **End of Lease, Return, Purchase Option, and Renewal:** You will give us at least 60 days but not more than 120 days written notice (to our address below) before the expiration of the initial lease term (or any renewal term) of your intention to purchase or return the Equipment. With proper notice you may: a) purchase all the Equipment as indicated above under "End of Lease Option" (fair market value purchase option amounts will be determined by us based on the Equipment's in place value); or b) return all the Equipment in good working condition at your cost in a timely manner, and to a location we designate. If you fail to notify us, or if you do not (i) purchase or (ii) return the Equipment as provided herein, this Lease will automatically renew at the same payment amount for consecutive 60-day periods. If the Equipment is returned to us, you shall remove all confidential information from the Equipment prior to return. If any Software license ("License") included hereunder passes title to you, such title shall automatically vest and remain in us. If such vesting requires a written conveyance, you hereby convey to us any title you have or hereafter acquire in the Software and relinquish any subsequent title in the Software. If licensor's consent is required, you shall assist us in obtaining consent.

10. **Miscellaneous:** You agree that the Lease is a Finance Lease as defined in Article 2A of the Uniform Commercial Code ("UCC"). You acknowledge that we have given you the Equipment supplier's name. We hereby notify you that you may have rights under the supplier's contract and may contact the supplier for a description of these rights. You agree that we are authorized, without notice to you, to supply missing information or correct obvious errors in the Lease. This Lease was made in Pennsylvania ("PA"); is deemed to be performed in PA and shall be governed and construed in accordance with the laws of PA. You consent to the non-exclusive jurisdiction, personal or otherwise, in any state or federal court in PA, and waive trial by jury. You agree (i) to waive any and all rights and remedies granted to you under UCC Section 2A-508 through 2A-522, (ii) that the Equipment will only be used for business purposes and not for personal, family, or household use, and will not be moved from the above location without our consent, and (iii) this Lease may be executed in counterparts and any facsimile, photographic or other electronic transmission and/or electronic signing of this Lease by you when manually countersigned by us or attached to our original signature counterpart and/or in our possession shall constitute the sole original chattel paper as defined in the UCC for all purposes and will be admissible as legal evidence thereof. At our option, we may require a manual signature. We may inspect the Equipment during the Lease term. We shall not be liable to you for indirect, special, or consequential damages. No failure to act shall be deemed a waiver of any rights hereunder.

LESSEE SIGNATURE	You agree to this Lease on an <u>acceptable</u> basis. The Equipment is: <input checked="" type="checkbox"/> NEW <input type="checkbox"/> USED
	Signature: <i>[Signature]</i> Date: <u>7/11/18</u>
	Name: <u>CEO</u> Print Name: <u>Dr. Malinda Mauer</u> Legal Name of Corporation: <u>CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION</u>

LESSOR	De Lage Landen Financial Services, Inc. Lease Processing Center, 1111 Old Eagle School Road, Wayne, PA 19087 PHONE: (800) 735-3273 • FAX: (800) 776-2329
	Commencement Date: _____ Lease Number: _____
	Accepted By: _____

ACCEPTANCE	The Equipment has been received, put in use, is in good working order and is satisfactory and acceptable.	
	Signature: <i>[Signature]</i> Date: <u>7/11/18</u>	Print Name: <u>Michelle Snowberger</u> Title: <u>Confidential Admin. Asst.</u>
	I unconditionally guaranty prompt payment of all the Lessee's obligations under the Lease. The Lessor is not required to proceed against the Lessee or the Equipment or enforce other remedies before proceeding against me. I waive notice of acceptance and all other notices or demands of any kind to which I may be entitled. I consent to any extensions or modification granted to the Lessee and the release and/or compromise of any obligations of the Lessee or any other guarantors without releasing me from my obligations. This is a continuing guaranty and will remain in effect in the event of my death and may be enforced by or for the benefit of any assignee or successor of the Lessor. This guaranty is governed by and constituted in accordance with the laws of the Commonwealth of PA and I consent to non-exclusive jurisdiction of any state or federal court in PA and waive trial by jury.	

GUA	Signature: _____	Print Name: _____	Date: _____
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De Lage Landen Financial Services, Inc.

Lease Agreement

LESSEE	Full Legal Name CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION	Phone Number (814) 682-5258
	Billing Address 580 FOOT OF TEN ROAD City DUNCANSVILLE State PA Zip 16635	Attention to: Purchase Order Requisition Number

EQUIPMENT	Make	Model Number	Serial Number	Quantity	Description (Attach Separate Schedule A if Necessary)
	KM	BHC458	A79M011044985	1	COLOR COPIER W/ TABLE. LCC, RELAY UNIT, FINISHER, PUNCH, FAX

PAYMENT INFORMATION	Number of Lease Payments	Lease Payment*	Plus Applicable Taxes	Term of Lease in Months	Payment Frequency:	End of Lease Option:	End of Lease Purchase Option shall be FMV unless another option is selected.
		60	\$189.51	*	60	<input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other	<input checked="" type="checkbox"/> FMV <input type="checkbox"/> 10% <input type="checkbox"/> \$1 <input type="checkbox"/> Other
			*				
	Lease Payment <input type="checkbox"/> Includes / <input checked="" type="checkbox"/> does NOT include maintenance/service/supplies [check one]						
	* Lease payment may be adjusted for up front sales tax.						
	Security Deposit	(PLUS)	First Period Payment	(PLUS)	Other (EQUALS)	Total Payment Enclosed	
	\$0.00	+	\$0.00	+	\$0.00	=	\$0.00

1. **Lease:** You (the "Lessee") agree to lease from us (the "Lessor") the Equipment listed above and on any attached schedule (the "Lease"). You authorize us to adjust the Lease payments by up to 15% if the cost of the Equipment or taxes differs from the supplier's estimate. You agree to pay us a fee of \$75.00 to reimburse our expenses for preparing financing statements, other documentation costs and all ongoing administration costs during the term of this Lease. We may increase the Lease Payment on an annual basis, in an amount not to exceed ten percent (10%) of the Lease Payment in effect at the end of the prior annual period. Security deposits are non-interest bearing. If you are not in default, we will return the deposit to you when the Lease is terminated. If a payment is not made when due, you will pay us a late charge of 5% of the payment or \$10.00, whichever is greater. YOU AGREE THAT NO ONE IS AUTHORIZED TO WAIVE OR CHANGE ANY LEASE TERM OR PROVISION.

2. **Term:** This Lease is effective on the date that it is accepted and signed by us, and the term of this Lease begins on that date or any later date that we designate (the "Commencement Date") and continues thereafter for the number of months indicated above. Lease payments are due as invoiced by us. As you will have possession of the Equipment from the date of its delivery, if we accept and sign this Lease you will pay us interim rent for the period from the date the Equipment is delivered to you until the Commencement Date as reasonably calculated by us based on the Lease payment, the number of days in that period, and a month of 30 days. Your obligations are absolute, unconditional, and are not subject to cancellation, reduction, setoff or counterclaim.

3. **Title:** Unless you have a \$1.00 purchase option, we will have title to the Equipment. If you have a \$1.00 purchase option and/or the Lease is deemed to be a security agreement, you grant us a security interest in the Equipment and all proceeds thereof. You authorize us to file Uniform Commercial Code ("UCC") financing statements on the Equipment.

4. **Equipment Use, Maintenance and Warranties:** We are leasing the Equipment to you "AS-IS" AND MAKE NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. We transfer to you any manufacturer's warranties. You are required at your cost to keep the Equipment in good working condition and pay for all supplies and repairs. The Lease Payments set forth above do not include the cost of maintenance, service, and/or supplies ("Service"), unless indicated in the above "Payment Information" box. Notwithstanding anything to the contrary, however, you agree that we are not responsible for providing such Service for the Equipment and you will make all claims related to Service to the Service provider ("Provider"). No Provider may alter the terms of this Lease or make any promises or arrangements that alter our rights or your obligations under this Lease. You agree that you are expressly assuming any risks arising from such Provider's inability to deliver such Service, under any circumstance, including, without limitation, such Provider's financial condition or its inability to repair or service the Equipment. You agree that any claims related to Service will not impact your obligation to pay all Lease payments when due.

5. **Assignment:** You agree not to transfer, sell, sublease, assign, pledge or encumber either the Equipment or any rights under this Lease without our prior written consent. You agree that we may sell, assign, or transfer the Lease and the new owner will have the same rights and benefits we now have and will not have to perform any of our obligations and the rights of the new owner will not be subject to any claims, defenses, or setoffs that you may have against us or any supplier.

6. **Risk of Loss and Insurance:** You are responsible for risks of loss or damage to the Equipment and if any loss occurs you are required to satisfy all of your Lease obligations. You will keep the Equipment insured against all risks of loss or damage for an amount equal to its replacement cost. You will list us as the sole loss payee for the insurance and give us written proof of the insurance. If you do not provide such insurance, you agree that we have the right, but not the obligation, to obtain insurance against theft and physical damage, and add an insurance fee to the amount due from you, on which we may make a profit. We are not responsible for any losses or injuries caused by the Equipment and you will reimburse us and defend us against any such claims. This indemnity will continue after the termination of this Lease. You will obtain and maintain comprehensive public liability insurance naming us as an additional insured with coverages and amounts acceptable to us.

7. **Taxes:** You agree to pay when due, either directly or as a reimbursement to us, all taxes (including, without limit, sales, use, and personal property) and charges in connection with ownership, lease and use of the Equipment. We may charge you a processing fee for adminis-

tering property tax filings. You will indemnify us on an after-tax basis against the loss or unavailability of any tax benefits anticipated at the Commencement Date arising out of your acts or omissions. This indemnity will continue even after the termination of this Lease.

8. **Default and Remedies:** You are in default on this Lease if: a) you fail to pay a Lease payment or any other amount when due; or b) you breach any other obligation under the Lease or any other Lease with us. If you are in default on the Lease we may: (i) declare the entire balance of unpaid Lease payments for the full Lease term immediately due and payable to us; (ii) sue you for and receive the total amount due on the Lease plus the Equipment's anticipated end of Lease fair market value or fixed price purchase option (the "Residual") with future lease payments and the Residual discounted to the date of default at 1% per annum, plus reasonable collection and legal costs; (iii) charge you interest on all monies due at the rate of 18% per year or the highest rate permitted by law from the date of default; (iv) charge you a return-check or non-sufficient funds charge ("NSF Charge") of \$25.00 for a check that is returned; and (v) require that you immediately return the Equipment to us or we may peaceably repossess it. Any return or repossession will not be considered a termination or cancellation of the Lease. If the Equipment is returned or repossessed we will sell or re-rent the Equipment at terms we determine, at one or more public or private sales, with or without notice to you, and apply the net proceeds (after deducting any related expenses) to your obligations. You remain liable for any deficiency with any excess being retained by us. You agree that if notice of sale is required by law to be given, 10 days notice will constitute reasonable notice. You are also required to pay (i) all expenses incurred by us in connection with enforcement of any remedies, including all expenses of repossessing, storing, shipping, repairing, and selling the Equipment, and (ii) reasonable attorney's fees.

9. **End of Lease, Return, Purchase Option, and Renewal:** You will give us at least 60 days but not more than 120 days written notice (to our address below) before the expiration of the initial lease term (or any renewal term) of your intention to purchase or return the Equipment. With proper notice you may: a) purchase all the Equipment as indicated above under "End of Lease Option" (fair market value purchase option amounts will be determined by us based on the Equipment's in place value); or b) return all the Equipment in good working condition at your cost in a timely manner, and to a location we designate. If you fail to notify us, or if you do not (i) purchase or (ii) return the Equipment as provided herein, this Lease will automatically renew at the same payment amount for consecutive 60-day periods. If the Equipment is returned to us, you shall remove all confidential information from the Equipment prior to return. If any Software license ("License") included hereunder passes title to you, such title shall automatically vest and remain in us. If such vesting requires a written conveyance, you hereby convey to us any title you have or hereafter acquire in the Software and relinquish any subsequent title in the Software. If licensor's consent is required, you shall assist us in obtaining consent.

10. **Miscellaneous:** You agree that the Lease is a Finance Lease as defined in Article 2A of the Uniform Commercial Code ("UCC"). You acknowledge that we have given you the Equipment supplier's name. We hereby notify you that you may have rights under the supplier's contract and may contact the supplier for a description of these rights. You agree that we are authorized, without notice to you, to supply missing information or correct obvious errors in the Lease. This Lease was made in Pennsylvania ("PA"); is deemed to be performed in PA and shall be governed and construed in accordance with the laws of PA. You consent to the non-exclusive jurisdiction, personal or otherwise, in any state or federal court in PA, and waive trial by jury. You agree (i) to waive any and all rights and remedies granted to you under UCC Section 2A-508 through 2A-522, (ii) that the Equipment will only be used for business purposes and not for personal, family, or household use, and will not be moved from the above location without our consent, and (iii) this Lease may be executed in counterparts and any facsimile, photographic or other electronic transmission and/or electronic signing of this Lease by you when manually countersigned by us or attached to our original signature counterpart and/or in our possession shall constitute the sole original chattel paper as defined in the UCC for all purposes and will be admissible as legal evidence thereof. At our option, we may require a manual signature. We may inspect the Equipment during the Lease term. We shall not be liable to you for indirect, special, or consequential damages. No failure to act shall be deemed a waiver of any rights hereunder.

LESSEE SIGNATURE	You agree that this is a non-cancelable lease. The Equipment is: <input checked="" type="checkbox"/> NEW <input type="checkbox"/> USED	
	Signature <i>[Signature]</i>	Date 7/11/19
	Title Technology Director	Print Name Justin M Keel
	Legal Name of Corporation CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION	

LESSOR	De Lage Landen Financial Services, Inc.	
	Lease Processing Center, 1111 Old Eagle School Road, Wayne, PA 19087	
	PHONE: (800) 735-3273 • FAX: (800) 776-2329	
	Commencement Date	Lease Number
	Accepted By:	

ACCEPTANCE	The Equipment has been received, put in use, is in good working order and is satisfactory and acceptable.		
	Signature <i>[Signature]</i>	Date 7/11/19	Title Technology Director

GUARANTY	I unconditionally guaranty prompt payment of all the Lessee's obligations under the Lease. The Lessor is not required to proceed against the Lessee or the Equipment or enforce other remedies before proceeding against me. I waive notice of acceptance and all other notices or demands of any kind to which I may be entitled. I consent to any extensions or modification granted to the Lessee and the release and/or compromise of any obligations of the Lessee or any other guarantors without releasing me from my obligations. This is a continuing guaranty and will remain in effect in the event of my death and may be enforced by or for the benefit of any assignee or successor of the Lessor. This guaranty is governed by and constituted in accordance with the laws of the Commonwealth of PA and I consent to non-exclusive jurisdiction of any state or federal court in PA and waive trial by jury.		
	Signature	Print Name	Date

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Attachment 53

Addendum C

Addendum C

Student Services Table

Disability	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	Services	#	Services	#	Services	#	Services	#	Services
Autism	2	Autistic Support	1	Autistic Support	2	Autistic Support	2	Autistic Support	3	Autistic Support
Deafness	0		0		0		0		0	
Emotional Disturbance	7	Emotional	7	Emotional	18	Emotional	10	Emotional	9	Emotional
Hearing Impairment	0		0		0	0	0		0	
Intellectual Disability	2	Learning	2	Learning	2	Learning	5	Learning	5	Learning
Multiple Disabilities	0		0		0		0		0	
Orthopedic Impairment	0		0		1	Learning	1	Learning	0	
Other Health Impairment	8	Learning	10	Learning	14	Emotional	18	Emotional	11	Emotional
Specific Learning Disability	32	Learning	28	Learning	31	Learning	24	Learning	19	Learning
Speech or Language Impairment	1	Speech and	1	Speech and	0		0		0	
Traumatic Brain Injury	0		0		0		1	Learning	1	Learning
Visual Impairment (incl. blindness)	0		0		0		0		0	

Attachment 54

Special Education Processes,
Procedures, and Norms

Special Education Processes, Procedures and Norms

Processes

1) Invitations to participate in an IEP meeting must begin at least 3 weeks before the IEP is due.

- Person Responsible: Student Record Officer (SRO) can send out notifications to Special Education Learning Guide and Special Education Coordinator/Special Education Director. Special Education Learning Guide and Special Education Coordinator/Special Education Director should have all scheduled appointments listed on their Google calendar so SRO knows what days and times are available to offer to the parent/guardian. If the parent is unable to be reached, then the invite goes out with a suitable date and time that works for the Special Education Learning Guide and Special Education Coordinator/Special Education Director, and related service provider.

2) There are to be three attempts to schedule a meeting (Invitation to Participate). All must occur BEFORE the IEP due date. The last date can be the date before the due date and if the parent does not show, hold the meeting regardless.

- Person Responsible for Invites: SRO
- Person Responsible for conducting the meeting: Special Education Learning Guide
- Person Responsible for making sure the meeting happens on time and all issues are able to be addressed at the meeting: LEA -Special Education Coordinator/Special Education Director

2a) If the parent does not attend the meeting, the IEP is to be sent to the parent and the parent is called to let them know that the meeting was held to ensure there would be no disruption of services and that we can schedule another meeting when they can attend to review and make any necessary revisions.

- Person Responsible for sending the IEP: SRO
- Person Responsible for calling the parent: Special Education Learning Guide

3) After the meeting, all corrections will be completed within 3 school days. An email will be sent to the Special Education Coordinator so she can review corrections before the IEP is finalized.

3a) Within 5 school days, the Special Education Coordinator will notify the SRO that the IEP may be finalized.

3b) SRO sends an email to all involved Instructors (copy Sped email) to notify them that an IEP needs to be accessed and reviewed in IEP Writer within 4 days.

4) Request for an initial Evaluation for Special Education from a parent must be a written notice given to the Special Education Coordinator. The Special Education Coordinator will then give a written notice to SRO. SRO will enter the learner's information into IEP Writer so that the Special Education Coordinator can prepare the Request for an Evaluation form to be sent to the parent. Once the form is complete the SRO will send the form to the parent for their signature.

5) Waivers should be obtained for seniors who are due for re-evals BEFORE a request to the psych is made. We will NOT be re-evaluating seniors unless necessary or requested by the parent.

6) Re-evaluations with due dates AFTER an IEP date should be obtained BEFORE the meeting date, thus bringing the dates into alignment.

7) Timelines

- School Psychologist to be notified of upcoming RRs at least 45 days in advance of the RR due date.
- School Psychologist to complete and return RR at least 20 days before IEP is due.
- RRs with due dates after IEP are to be completed 20 days BEFORE IEP is due to bring dates into alignment.

Procedures

- When a special education student enrolls at CPDLF a special education learning guide will be assigned by the Principal in consultation with the Special Education Coordinator. We will do our best to adhere to the grade level spans we have picked.
- All incoming learners with IEP's will have their paperwork reviewed by the Special Education Coordinator as soon as it is available.
- If a paper copy of the IEP, Evaluation/re-evaluation report is available, **prior** to enrollment day, it will be shared with the assigned Sped LG for them to review as well.
 - After reviewing IEP, if available, the Special Education Coordinator will prepare a new NOREP for CPDLF services.
 - On enrollment day, during the time with the special education learning guide, they will review the NOREP with the parent(s)/guardian and have them sign it.
 - The signed copy will then be given to the Special Education Coordinator to be given to the SRO. The SRO will have Special Education Director sign the NOREP.
- If a related service is needed the Special Education Coordinator will contact the appropriate provider to set up the service.
- Special Education Learning Guide will develop a working relationship with the related service provider to ensure the learner is attending services.
- The Special Education Coordinator will review all DRAFT IEP's and NOREP, if applicable, 3 days prior to the IEP meeting.
- Complete Adopting an IEP from another School District Form within 1 week of sped learner's enrollment.

Reconvening IEPs for Absenteeism:

- The Principal in conjunction with the Attendance Officer determines the need for a School Attendance Improvement Meeting (SAIP)
- SRO begins working on scheduling the meeting
 - Getting in touch with parents for possible dates and times (certified mail)

- If no response after 5 days, regroup with the Principal and Special Education Coordinator.
 - SRO Sends out teacher input forms
 - SRO Sends out calendar invite when a date has been agreed upon
- Special Education Learning Guide - Prepare information for IEP/SAIP conference meeting in the Present Levels section of the IEP
 - *****Blanket Statement**** The IEP team reconvened on (DATE) to discuss (Student Name) lack of attendance at CPDLF.
 - Gather attendance information from the Attendance Officer (days absent, number and type of letters sent)
 - Include the number of Connects U! Lessons completed/not completed.
 - Include contact log documentation with the learner and parent via your weekly/bi-weekly check-ins include important details (can be copied from IC)
 - Documentation on direct instruction participation
 - Collect information from teacher input forms
 - HEADINGS in IEP
 - Meeting Purpose (Blanket Statement)
 - Attendance
 - Connects U!
 - Check-ins
 - Direct Instruction
 - Instructor course feedback - Include Teacher name, Course, and course grade
 - Special Education Learning Guide should prepare any pertinent information that will help the student get back on track for being a successful learner
- IEP/SAIP conference meeting
 - Attendees: Principal, Dina, LG, Regular Ed teacher, Parent/Guardian, Learner, any outside support agency personnel
 - The discussion should determine why the student is not attending and develop a plan for improving the behavior in a set amount of time
 - Adjustment of SDIs, Accommodations, Direct Instruction, and/or goals should be completed at this time as determined by the team discussion
- When no contact is made or meeting is not attended by family, the Principal/Attendance Officer will follow truancy policy (which may include being dropped from our rolls).
- No there is no follow-through after a meeting: truancy policy continues (which may include being dropped from our rolls).

Direct Instruction

- Purpose:
 - To provide instruction to develop the skills to needed fill the gaps in learning
 - To demonstrate progress toward goals
- Weekly instruction time is based on the IEP team discussion of the time needed to work on filling in the gaps. A minimum of 30 minutes per week is required.
- DI weekly schedule should be in collaboration with the family and the Special Education LG's Schedule
- May be in groups if all are working on similar goals and need similar instruction, otherwise, individual times are to be scheduled

- *Mythbuster - DI is NOT optional*
- All DI sessions are to be recorded using Zoom unless they are face to face.
 - If a learner does not show up record session in Zoom for 15 minutes.
 - The recorded Zoom meeting is to be placed in your assigned folder.
- Create a Direct Instruction schedule by the second Wednesday of the school year and place it in your assigned folder.
- Complete DI Google form as determined by Special Education Coordinator.

Progress Monitoring

- Data should be gathered and at each Direct Instruction session.
- Please keep your progress monitoring data in your assigned folder
- Progress reporting occurs at the end of each even checkpoint.
 - A specific due date is given prior to the end of the checkpoint.
 - SRO prints progress reports the next day.
 - Special Education Coordinator reviews progress reports.
 - SRO sends progress reports home with report cards.
- Please keep your progress monitoring data in your assigned folder

Providing support for learners and instructors

- Special Education Learning Guide works with Instructors to modify the content, activities, and assessments based on learner need
- Special Education Learning Guides assigns interventions to provide the learner with necessary practice to fill gaps in learning based on the Student Profile Report
- For learners with significant discrepancies between grade-level content and skill level attainment, LG/Instructor should modify the course to provide the learner with access to grade-level content at the learner's current skill level (grow the skills, close the gap)

Norms

- Document any contact with Learner or Learner Coach related to the IEP in Alma
- IEP draft to be completed 1 week prior to the IEP meeting.
- When the Sped learning guide checks in with the Learner's Coach remind them of any upcoming meetings. (ex: IEP meeting or SAIP meeting)
- Input from ALL related service providers will be in the current IEP so as not to have to make a revision to put it in.
- Make sure SRO has current contact information for related service providers so she can add them to the invitation and invitation email.
- Students who are attending vo-tech must have input from vo-tech teachers and a vo-tech representative needs to be invited to the meeting.
- For students with services from contracted providers, document in the Related Services section of the IEP.
- Document direct instruction in the SDI section of the IEP starting with "While attending CPDLF....."
- IEP will be projected on the wall during the meeting

- At the meeting have one paper copy of the IEP for signatures and for any corrections/additions discussed during the meeting.
- The Special Education Director/Learning Services Coordinator will provide a brief parent training.
- Before the meeting begins have everyone introduce themselves.
- After the meeting, all corrections will be completed within 3 days. An email will be sent to the Special Education Coordinator so she can review before the IEP is finalized.
- Each learning guide who has a student age 14 and older or who will be turning 14 during the duration of are of transition-age will complete Transition sections of the IEP.

Attachment 55

Special Education
Cyclical Monitoring Report



Executive Summary BSE Compliance Monitoring Review of the Central PA Digital Learning Foundation CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of February 10, 2015, the Central PA Digital Learning Foundation 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, interviews of parents, students, and general and special education teachers, and student file reviews).

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	0	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	0	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
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective use of Dispute Resolution	0	0
Graduation Rates (SPP)	1	0
Dropout Rates (SPP)	1	0
Suspensions (Rates)	0	0
Least Restrictive Environment (LRE) (SPP)	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 Central PA Digital Learning Foundation 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	94	2	64
Evaluation/Reevaluation: Process and Content	268	14	518
Individualized Education Program: Process and Content	512	17	271
Procedural Safeguards: Process and Content	120	0	0
TOTALS	994	33	853

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	193	8	142
Program Implementation: Special Ed Teacher Interviews	260	5	199
Program Implementation: Parent Interviews	154	10	102
TOTALS	607	23	443

4. STUDENT INTERVIEWS

Results of the student interviews are reflected on the Charter School Corrective Action Verification/Compliance and Improvement Planning document.

5. 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

6. 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 is 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.

Attachment 56

2015-16 Special Education Trainings

Special Education Personnel Development

CPI Non-Violent Crisis Intervention Training

Staff will receive certification in CPI Non-violent Crisis Intervention

Person Responsible	Angela Boutiller
Start Date	1/14/2016
End Date	1/15/2016
Program Areas	Special Education
Hours Per Session	6.0
# of Sessions	2
# of Participants Per Session	5
Provider	Intermediate Unit 08
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<p>With a focus on prevention, our core training program equips staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. It's been setting the standard for crisis prevention and intervention training for over 35 years, and can help your organization:</p> <ul style="list-style-type: none"> Reduce the risk of injury. Comply with legislative mandates. Meet regulatory/accreditation standards. Improve staff retention. Minimize exposure to liability. Promote Care, Welfare, Safety, and Security
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	paper/pencil test to receive certification
Evaluation Methods	Review of participant lesson plans test to receive certification

Youth Mental Health First Aid

Youth Mental Health First Aid (Y-MHFA) is an 8-hour, evidence-based education program in which participants learn the unique risk factors and warning signs of mental health problems in adolescents. Y-MHFA builds understanding of the importance of early intervention and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge.

Participants will:

- Learn the risk factors and warning signs of a variety of mental health challenges common among adolescents
- Learn how to support a youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan

Person Responsible	Angela Boutiller
Start Date	11/25/2015
End Date	11/26/2015
Program Areas	Special Education, Student Services
Hours Per Session	8.0
# of Sessions	2
# of Participants Per Session	5
Provider	Intermediate Unit 08
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Youth Mental Health First Aid (Y-MHFA) is an 8-hour, evidence-based education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents. Y-MHFA builds understanding of the importance of early intervention and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge.
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA	Provides leaders with the ability to access and use appropriate data to

administrators, and other educators seeking leadership roles	inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	paper/pencil test to receive certification
Evaluation Methods	Participant survey Portfolio paper/pencil test to receive certification

IDEA Training for Charter Schools

Designed to support charter school educators and leaders in their understanding and application of IDEA and Chapter 711, this session will address key touch points throughout the process of identifying and providing services for students with disabilities. This session will be interactive to provide clarification and opportunity to interact with regulatory information and school-related scenarios. Points of interest shared throughout the session will help to structure follow-up training in the spring

Person Responsible	Malynda Maurer
Start Date	1/22/2016
End Date	1/22/2016
Program Areas	Special Education
Hours Per Session	5
# of Sessions	1
# of Participants Per Session	2
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	<p>Explain the role that Child Find and screening play in identifying students in need of special education and related services.</p> <p>Outline the assessment requirements, timelines and forms used in the evaluation and reevaluation processes.</p> <p>State the requirements related to the development and implementation of an IEP, including content, makeup of IEP team, timelines and required forms.</p> <p>Demonstrate how to access and utilize regulatory</p>

	codes and credible supporting materials related to IDEA and Chapter 711.
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Offsite Conferences
Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Planning meetings

Student Assistance Program K-12 Training

A SAP team made up of school and agency staff is available to help access school and community services for a learner.

In Pennsylvania, every school district is required to have a plan for identifying and assisting students who experience barriers to learning.

Person Responsible	SAP Core Team
Start Date	6/26/2015
End Date	6/30/2016
Program Areas	Special Education
Hours Per Session	30.0
# of Sessions	5
# of Participants Per Session	3
Provider	PA Network for Student Assistance Services (PDE)
Provider Type	College or University
PDE Approved	Yes
Knowledge Gain	The student assistance process is based upon state guidelines, professional standards and policies, and procedures adopted by the local school board of directors. Professional training for team members in all phases of the student assistance process, which is consistent with state guidelines and conducted by a commonwealth-approved training

	provider, is required to ensure the appropriateness of the recommended services, effective interagency collaboration and compliance with state and federal laws protecting the privacy rights of parents and students.
Research & Best Practices Base	SAP is a research-based program that builds on the findings of other successful prevention programs by using interventions that are effective in reducing risk factors and enhancing protective factors.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities Journaling and reflecting
Evaluation Methods	Participant survey Observations and data collected

School-wide Positive Behavior Intervention Support

SWPBIS is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBIS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs.

- Interventions are planned and positive rather than reactive and punitive
- Conditions (antecedents) contributing to inappropriate behavior are carefully managed or eliminated
- Multiple opportunities for positive, corrective feedback are created while negative critical feedback is limited or eliminated

- Prosocial behaviors are taught directly, practiced frequently, and routinized so that they become automatic

Person Responsible	SWPBIS Core Team
Start Date	9/1/2015
End Date	6/30/2016
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	5.5
# of Sessions	3
# of Participants Per Session	6
Provider	Intermediate Unit 08
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<p>The system is based upon a three-tiered model. The first tier (universal) serves as the foundation upon which the other two tiers are built. This tier provides a system of supports to all students in a school based on preventative practices which emphasize teaching and reinforcing expected student behaviors. Tier two (secondary) provides targeted interventions to support students classified as “at risk,” who require more intervention than is typically provided within tier one universal support. Supports offered in tier three (tertiary) require the most intensive level of intervention for students with the most significant behavioral/emotional support needs.</p>
Research & Best Practices Base	<p>Research supports that a positive, direct instructional approach is more effective than traditional punishment-based alternatives in improving student academic success and improving overall school climate (Horner, 2000; Myers, 2001)</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Related Service Personnel</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities
Evaluation Methods	SWPBIS Core Planning Team Meetings

Attachment 57

2016-17 Special Education Trainings

Special Education Personnel Development

Self Directed Learning Cycle - Writing SMART Goals

Two training sessions conducted by an IU 8 consultant will train staff in the self-directed learning cycle - specifically in the area of writing SMART Goals. Evidence of a SMART goal written for a student after the first training will be discussed along with monitoring of that goal in the second training.

Person Responsible	Dr. Malynda Maurer
Start Date	2/23/2017
End Date	3/30/2017
Program Areas	Professional Education, Special Education
Hours Per Session	2
# of Sessions	2
# of Participants Per Session	13
Provider	IU 8
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Participants will learn how to write and progress monitor a SMART goal.
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	SMART goal written for a specific student along with progress monitoring during the given time period

Writing Compliant IEPs

This session conducted by Roxanne Oswald, our SPOC, was designed to walk the special education teacher through all the parts of an IEP to learn how to write an IEP that is in compliance.

Person Responsible	Dr. Malynda Maurer
Start Date	2/27/2017
End Date	3/20/2017
Program Areas	Professional Education, Special Education
Hours Per Session	2
# of Sessions	2
# of Participants Per Session	6
Provider	State Special Ed Point of Contact Roxanne Oswald
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Participants will learn how to write an IEP that is in compliance.
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Review of all IEPs
Evaluation Methods	Individual analysis of IEPs

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Analyzing an incoming IEP

This session will review the pertinent parts of an IEP with school leaders so that they can make informed decisions as to how the incoming IEP can be implemented.

Person Responsible	Dr. Malynda Maurer
Start Date	2/7/2017
End Date	2/7/2017
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	2.5
# of Sessions	1
# of Participants Per Session	3
Provider	State Special Ed Point of Contact Roxanne Oswald
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	School leaders will learn how to analyze an incoming IEP to quickly determine who should be assigned as the case manager and what it will take to revise and implement the IEP.
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Assigning of incoming IEPs
Evaluation Methods	Analysis of IEP assignments

2/23/2017
2/28/17

AIU8 APPALACHIA INTERMEDIATE UNIT 8
CUSTOMIZING LEARNING SOLUTIONS

Self-Directed Learning Cycle in Action

Dr. Erica Kaurudar, NCSP Educational Consultant

1


AIU8 APPALACHIA INTERMEDIATE UNIT 8
CUSTOMIZING LEARNING SOLUTIONS

IU8's mission is to be a leader in educational partnerships with its customers - the school districts and their students- by offering a broad range of quality educational, technological and support services through continuous innovation

2

Learning Objectives


- ▶ We will learn about the importance of progress monitoring for Special Education and MTSS.
- ▶ We will learn about the importance of setting SMART goals based upon assessment results and data.
- ▶ We will explore how MTSS and Special Education are consistent with the *Self-Directed Learning Cycle*.
- ▶ We will apply practices we learn in today's session to our work with students and review our progress on March 30, 2017.



3

Group Norms

- Be open to learning new strategies.
- Be respectful of the use of technology.
- Be an active participant.
- Take responsibility for your learning.
- Honor your colleagues' learning needs.
- Respect the time schedule.
- Think how you might use these resources.



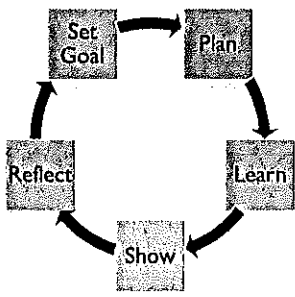
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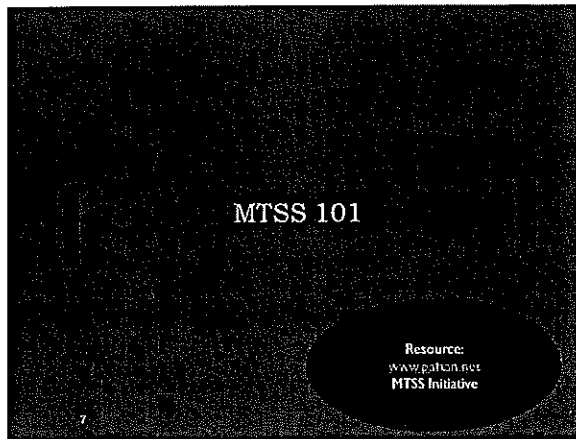
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Self-Directed Learning Cycle




▶ 6



PA-MTSS


- ▶ A comprehensive system of supports that includes standards-aligned culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, parental engagement, central/building level leadership, professional development, and use of PA's RtII for SLD Determination.



▶ 8

PA-MTSS

- ▶ Broad set of evidence-based practices implemented across a system to include academics and behavior within a systematic problem-solving process.
- ▶ Intended to help ALL students meet with continual academic and behavioral success



▶ 7

Tier 1: Universal Screeners & Data Reviewed as Part of a Universal Screening Process 3 x per year

Reading

- DIBELS, AIMSweb, 4Sight Benchmark Assessments, Star Reading, PVAAS

Math

- Monitoring Basic Skills Progress (MBSP), GMADE, 4Sight, Star Math, DIBELS Math, PVAAS

Behavior

- School-wide Information System (SWIS); Social Skills Intervention System (SSIS), Systematic Screening for Behavioral Disorders (SSBD), Student Risk Screening Scale (SRSS)

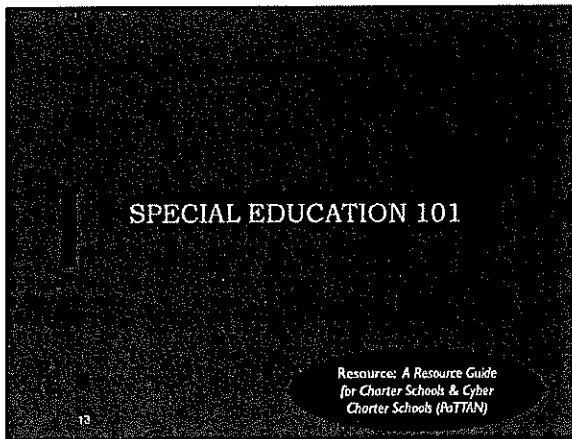
Tier 2: Intervention for SOME Students

- In addition to core instruction
- Usually in form of supplemental, small group instruction
- May be delivered in the general education classroom or in an alternative setting
- Use of standard protocol interventions or instructional methodologies that are aligned to a specific need
- More frequent progress monitoring (typically every 2-3 weeks depending upon skill being measured)

Tier 3: Interventions for a FEW Students

In addition to Core Instruction:

- More intensive instruction and intervention
- Use of standard protocol interventions and/or evidence-based methodologies
- Supplemental instructional materials for very targeted skill development
- Very small, intensive, flexible groups
- Achievement levels often exist within the significantly below average range
- Weekly or bi-weekly monitoring depending upon skill area



Brief History: Education & Individuals With Disabilities


- Years ago, many children with disabilities were excluded from schools & did not receive education
- *P.A.R.C. vs. Commonwealth of Pennsylvania (1971)*
 - Parents of children with intellectual disabilities brought suit against PA in federal court because their children were denied access to public education
 - Court ordered comprehensive changes in policy & practices for children with ID in PA
- *Mills vs. Board of Education of District of Columbia (1972)*
 - Lawsuit filed on behalf of 7 children in D.C. with behavioral, learning & emotional impairments
 - Court reiterated many requirements of the P.A.R.C. decree & required schools to provide each "handicapped child a free and suitable publicly supported education regardless of the child's mental, physical, or emotional disability."

Following P.A.R.C & Mills, 36 right-to-education cases in 27 jurisdictions were then filed.

Sobering Considerations...

- In 1975, it was estimated there were 8 million children in the U.S. with disabilities.
 - More than half were not receiving an appropriate education.
 - One million were denied a public education.

It was clear that significant reform for education of students with disabilities was needed...



Individuals With Disabilities Education Act (IDEA) & Individuals With Disabilities Education Improvement Act (IDEIA)

- Early legislation specific to education of children with disabilities: *The Education of All Handicapped Children Act of 1975*
- Federal law
- Term changed to IDEA in 1997 (revised to IDEIA in 2004)
- Purpose is to ensure American children with disabilities have access to fundamental services
 - - Special education is one of these services
- Governs the way in which state government & public agencies implement services like early intervention, special education & related services for infants, children & youth with disabilities



FAPE and IEP

- Free and Appropriate Public Education (FAPE)
 - Individualized education provided at public expense
 - Under public supervision and direction
 - Provided in conformity with an Individualized Education Program (IEP)
- Individualized Education Program (IEP)
 - Legally binding document for the child with a disability
 - Includes information about specially designed instruction that child needs
 - Developed and revised by a team that includes educators and parents



Rights Under IDEA/IDEIA

- Parents have a right to request an evaluation at any time if they suspect their child has a disability. This evaluation is completed at no cost to the parents.
- Schools cannot exclude any student with a disability from a free and appropriate public education.
- Non-discriminatory evaluation practices must be used to determine if a child has a disability.



Rights Under IDEA/IDEIA



- Students have the right to be educated in the least restrictive environment.
- Parents have the right to request mediation or due process hearings (as do schools).
- Schools are required to collaborate with parents as well as adolescent students (age 14 and older) in designing and implementing special education programs.
- Parents may sue the school in state or federal court if they believe their child is not receiving FAPE in the least restrictive environment or if any of the principles of IDEA/IDEIA are not being followed.

Eligibility for Special Education

- A multi-disciplinary evaluation is completed by a team to determine if a child meets eligibility criteria as having a disability under IDEA/IDEIA.
- This evaluation is completed by a team. Dependent upon the suspected disability, team members may include the parents, child, school psychologist, teachers, speech therapist, physical therapist, occupational therapist, school administrator, and other members as deemed necessary by the team.



13 Disability Categories

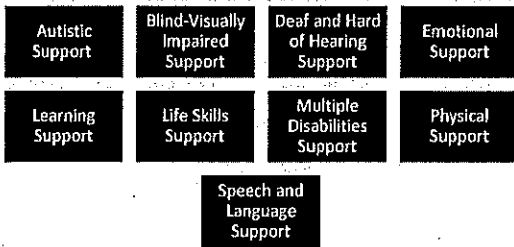
Autism	Deaf-Blindness	Deafness	Emotional Disturbance	Health Impairment
Intellectual Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability
Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment (including Blindness)		

Supports



- Children who are eligible for special education have an individualized Education Program (IEP) developed to meet their unique learning needs.
- An IEP is a legal document that **MUST** be followed.
- Every child's IEP is customized to meet their individual needs.
- The supports provided are dependent upon what that child needs for a free and appropriate public education (FAPE).
- A child's special education supports may change over time dependent upon his or her needs.

Types of Supports



Establishing Goals

Assessment results will drive our goals.
MTSS vs. **IEP**
Starting points:

Universal screening data

Evaluation/Reevaluation Report

MTSS IEP

GOAL SETTING

- S SPECIFIC
- M MEASURABLE
- A ATTAINABLE
- R RELEVANT
- T TIME-BOUND

Regardless if students are receiving support through MTSS interventions or an IEP, it is important that we establish SMART goals and measure them to determine if our instruction & intervention is helping students achieve those goals.

MTSS

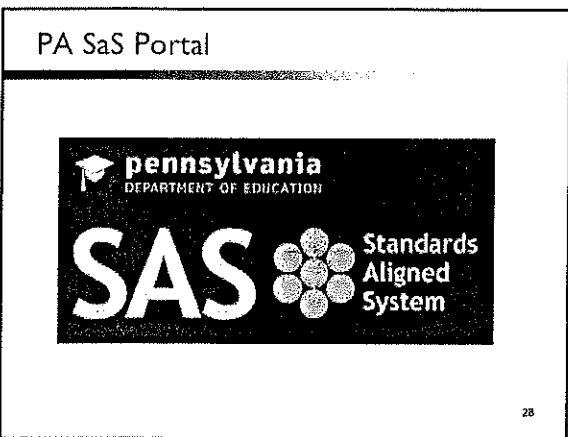
- ▶ Utilize universal screening data (i.e., benchmarks) to identify students who are at-risk for not meeting grade-level expectations.
- ▶ Use grade-level benchmarks to set goals.

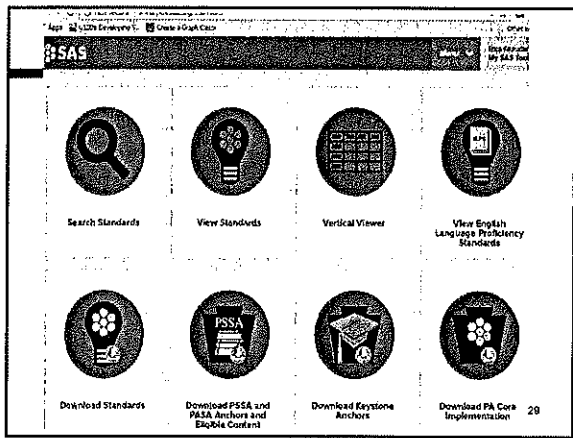
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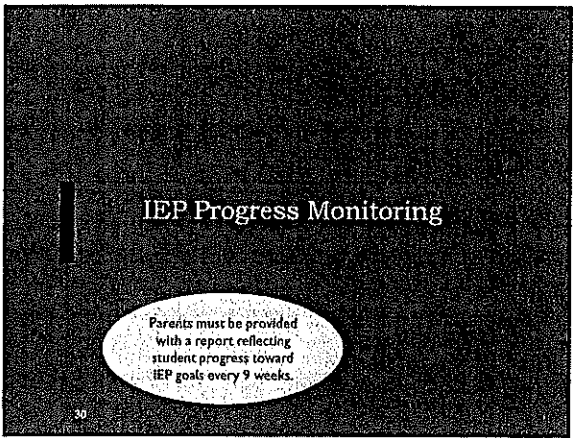
IEP

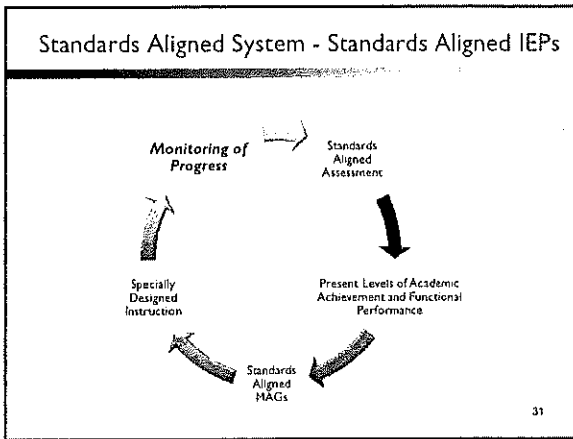
- ▶ Evaluation Report (ER) or Reevaluation Report (RR) includes assessment results, strengths, and needs.
- ▶ Review the ER or RR for guidance on present levels of academic achievement and specially designed instruction (SDI) needed for the student to make appropriate progress.
- ▶ Use SAS to assist in establishing standards-based goals.

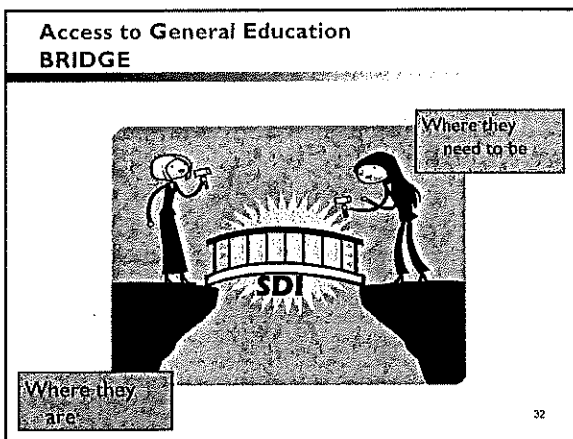
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- ### Prep for the IEP
-
- B**ring all data
 - R**esources
 - I**ndividualize!
 - D**escribe SDI that works
 - G**rade level requirements
 - E**nter your suggested Standard Aligned Goals
- 33

Progress Monitoring in a Standards Aligned System

- Purpose: determine progress in the general education curriculum
- Progress in the general education curriculum is determined according to progress in mastery of subject matter content
- It is important to monitor student progress at instructional level as well as grade level

34

Progress Monitoring in A Standards Aligned System

- benchmark assessments across grades
- portfolios, projects, tests, quizzes, homework
- observation using a rubric
- standards/anchors mastery checklists
- performance based assessments
- learning progression maps

© UDE 35

Describe Progress on IEP

- HOW the child's progress toward meeting the standard goal will be measured
- WHEN periodic reports on progress will be provided to parents
- The criteria in special education is that the student makes progress in the general education curriculum.

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Measuring Progress

- There are many effective ways to measure progress on the goals and progress in the general education curriculum.
- There is no specific procedure "in the rules."
- **Taking instructional data often and modifying instruction based on data are key.**

37

Seven Steps of Monitoring Progress

1. Collect Baseline Data ... Annual Goals
2. Make Data Collection Decisions
3. Determine Data Collection Tools & Schedule
4. Represent Progress Visually
5. Evaluate the Data
6. Make Instructional Adjustments
7. Communicate Progress and New Baseline Data to Parents

38

BRIDGE - sample

Student: David Grade: 8 Subject: Reading


Strengths	Needs
<p>Formative PSA 2007 Benchmark #1 High Nov 8 Jan 2008 Item Analysis</p> <p>DBELS</p> <p><i>What needs the most help with...</i></p> <p>Formative Report Cards Teacher Survey</p> <p>Class Assessments English Social Studies Science Health</p> <p>Last Year's IEP</p> <p>IEP</p>	<p>Formative PSA 2007 Benchmark #1 High Nov 8 Jan 2008 Item Analysis</p> <p>DBELS</p> <p><i>What needs the most help with...</i></p> <p>Formative Report Cards Teacher Survey</p> <p>Class Assessments English Social Studies Science Health</p> <p>Last Year's IEP</p> <p>IEP</p>

Prioritized - ask...
What skills are needed to close the gap & achieve at or above grade level?

Reading Strategies
1.1 Learning to Read
1.2 Analyzing Text
1.3 Reading Analytically

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Applying Progress Monitoring - David



Read the following list. Write one example of what could be collected to monitor and measure David's progress for reading, writing, or math.

- Summative: _____
- Formative: _____
- Diagnostic: _____
- Benchmark: _____

See David's Present Levels of Academic Achievement Handout

40

Sample of David's Reading Progress Monitoring

Every 9 weeks parents will receive a report of Reading goals measured by

- Weekly probes in specific skills graphed
- Accuracy graphed on related classroom worksheets/quizzes and tests
- 4Sight Reading Benchmark in Nov. Jan. and April
- PSSA Reading April (parent report over summer)

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Reading IEP Format

MEASURABLE ANNUAL GOALS (Include Condition, Name, Behavior, and Criteria. Refer to attached IEP for description of 10 the components)	Describe the student's progress toward meeting this goal will be measured	Describe when periodic reports on progress will be provided to parents	Report of Progress
READING Fluency Using classroom reading materials and graphic organizers, David will make inferences and use the evidence from text to support generalizations with 80% accuracy on 8 selected post-lesson probes.	<ul style="list-style-type: none"> • Weekly probes graphed • Accuracy on related classroom worksheets/quizzes and tests. • 4Sight Benchmark 3 times a school year. 	<ul style="list-style-type: none"> • Every 9 weeks when report cards are sent. • Nov, Jan, Apr June 	11/3/16 David is successfully using evidence to make his inferences when the inference relationship is clearly stated. (See attached charts for more work on inferences when the common relationship is not stated.
READING Fluency Language Given fiction and non-fiction texts, David will identify a 2 to 4 target figurative language of the text, with 80% accuracy in 7 out of 10 probes.	<ul style="list-style-type: none"> • Weekly probes graphed • Accuracy on related classroom worksheets/quizzes and tests. • 4Sight Benchmark 3 times a school year. 	<ul style="list-style-type: none"> • Every 9 weeks when report cards are sent. • Nov, Jan, Apr June 	
READING Comprehension Given graphic organizers for retic, paraphrasing, inference and cause-effect arguments, David will make an argument with evidence, assumptions based text within the accuracy in 10 out of 12 probes	<ul style="list-style-type: none"> • Weekly probes graphed • Accuracy on related classroom worksheets/quizzes and tests. 	<ul style="list-style-type: none"> • Every 9 weeks when report cards are sent. • Nov, Jan, Apr June 	

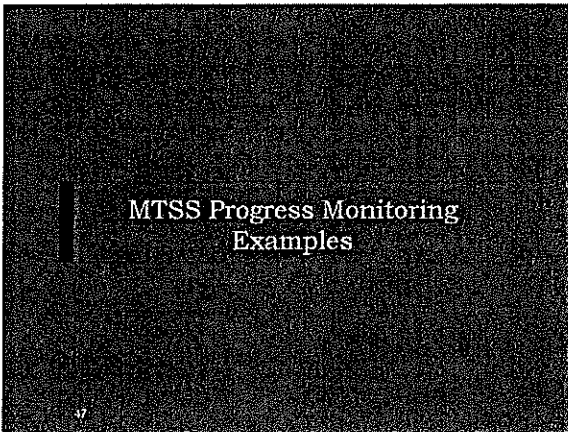
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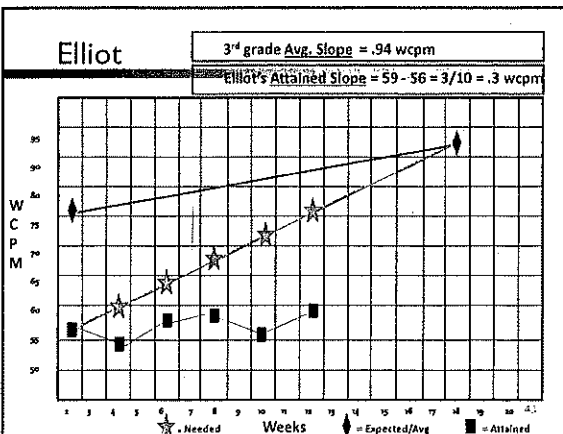
Sample of David's Writing Progress Monitoring

Every 9 weeks parents will receive a report of Writing goals measured by

- Bi-weekly writing prompts – Correct Word Sequence graphed – formative assessment
- Self and/or teacher analysis of use of style on writing prompts every two weeks
- PSSA Writing (parent report over summer) – summative assessment







Activity: Assessment Types Inventory

What types of assessment data do you already have?
At what levels are the assessments administered?
What skills are being measured?
How are the results reported?
How often are the assessments given?
What's the purpose?

52

Assessment Resources

53

The screenshot shows the SAS Assessments dashboard. At the top, there is a navigation bar with the SAS logo and the word "Assessments". Below this, there are eight circular icons arranged in two rows of four. The first row contains: "Assessment Builder" (pencil icon), "My Assessments" (document icon), "Project Based Assessment" (document with checkmark icon), and "Keystone Exams" (graduation cap icon). The second row contains: a monitor icon, the "PSSA" logo, a magnifying glass icon, and a tablet icon.



References & Resources

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Compton, D.L., Fuchs, D., Fuchs, L.S., & Bryant, J. D. (2006). Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures. *Journal of Educational Psychology*, 98(2), 394-409.

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► 59

References & Resources

www.rateofimprovement.com (Flinn, McCrae & Ferchalk)

www.intensiveintervention.org National Center on Intensive Intervention

www.pattan.net PaTTAN

<http://iris.peabody.vanderbilt.edu> The IRIS Center at Vanderbilt University

www.interventioncentral.org Intervention Central- Jim Wright

<https://sites.google.com/site/educationaba/assessment-tools-procedures/graphingdata> Education ABA- Kevin Kuhn

► 50

Special Education Staff Training

Monday, February 27th, 2017

Reading and interpreting an Initial/RR to put into present levels and write goals.

Presented by BSE [REDACTED]

Staff Present: [REDACTED]

Topics covered

1. Initial Evaluation information to include in Present Levels of IEP
2. Re-evaluation information to include in Present Levels of IEP
3. Writing goals

Attachment 58

2017-18 Special Education Trainings

Special Education Personnel Development

Writing IEP Present Levels After Initial Evaluation

Special Education teachers will review initial evaluation reports to determine the appropriate and relevant information to put in the present levels of an IEP.

Person Responsible	Dina Morrissey
Start Date	8/21/2017
End Date	8/21/2017
Program Areas	Special Education
Hours Per Session	4
# of Sessions	1
# of Participants Per Session	6
Provider	Mrs. Roxanne Oswald
Provider Type	Bureau of Special Education Consultant
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	LEA Whole Group Presentation Online-Asynchronous
Participant Roles	Classroom teachers Supt / Ast Supts / CEO / Ex Dir Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring
Evaluation Methods	Classroom student assessment data Review of present levels of IEP after initial evaluation

Indicator 13 Training

Special Education staff participated in scheduled trainings to improve quality of transition sections of a student's IEP.

Person Responsible	Dina Morrissey
Start Date	9/22/2017
End Date	11/30/2018
Program Areas	Special Education
Hours Per Session	3
# of Sessions	3
# of Participants Per Session	4
Provider	Mr. Donald Arotin
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Planning appropriate transition activities
Evaluation Methods	Review transition components of IEP's

Attachment 59

2018-19 Special Education Trainings

Special Education Personnel Development

Putting the Pieces Together with OVR

Gain a better understanding of OVR's role in the transition process, learn about the Early Reach Initiative, and how we help youth with disabilities prepare for their transition into the world of work and independence.

Person Responsible	Dina Morrissey
Start Date	11/7/2018
End Date	11/7/2018
Program Areas	Special Education
Hours Per Session	2.5
# of Sessions	1
# of Participants Per Session	1
Provider	Local Parent Task Force
Provider Type	Non-profit Organization
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Offsite Conferences
Participant Roles	Other educational specialists
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey

Special Ed Department Meeting - March 27, 2019

Attendees:

[REDACTED]

Absent

[REDACTED]

Agenda:

[REDACTED]

- Special Ed Showcase Review
- Reminders
- Next year
- Vacant position Applicant doing f2f portion of the interview this week.

[REDACTED]

- ESY instructor needed
- Progress reports statement sheet (collect)
- Weekly DI report via Google form

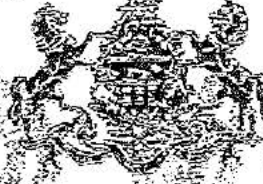
[REDACTED]

- Do we still want invites out approx 4 to 5 weeks before the due date
- Info for Re Eval approx 2.5 months before the due date
- I am not receiving confirmation back on invites on the calendar
- Please make sure progress reports due they are done because I print next day
- Not receiving completed questionnaires back when sent for teacher input on IEP's or Eval or Re eval's (was suggested that teacher get their own input from teachers due to the questionnaire not being subject friendly)
- Timeline to finalize (Teacher before IEP meet, teacher after IEP meet and then Finalization from Dina) If a timeline then IEP Writer stays cleaner and ready for reports when due. IF IEP not finalized they will not show on the reports we need to pull for Penn Data
- I will then send copies home, place a copy in file.
- I will connect teachers with the students that have IEP's so they can follow the accommodations for them
- Not to finalize any paperwork till I do

Attachment 60

Special Education Teacher
Certificates

Commonwealth of Pennsylvania



Professional Certificate

This certificate entitles

GERALDINE M. MORRISSEY

to practice the "art of teaching" and render professional service in the endorsement areas hereon in the schools of the Commonwealth of Pennsylvania

SAINT FRANCIS UNIVERSITY

Type Code	Years Valid	Effective Date	Area of Certification	Type Code	Years Valid	Effective Date	Area of Certification
51E	06	05/1988	ELEMENTARY K-6	63	06	08/2003	SPECIAL EDUCATION K-12
***	****	*****	*****	***	****	*****	*****

06 Occupational Comp Area (Voc)	21 Vocational I	31 Educational Specialist I	60 Provisional College	76 Administrative	83 Administrative
07 Voluntary Division	22 Vocational II	32 Educational Specialist II	61 Instructional I	80 Permanent College	84 Administrative II
08 Alternative	25 Coordinator I (Trade/Indus)	63 Intern	62 Instructional II	81 Supervisory I	85 Letter of Eligibility
11 Alternative Permanent	27 Coordinator II (Trade/Indus)	66 Alternative Intern	76 Supervisory	82 Supervisory II	

*No Longer Issued

00 COMPETENCY AREA OF REGISTRATION IN CONJUNCTION WITH VOCATIONAL INSTRUCTION

INSTRUCTIONAL CERT ISSUED IN ACCORDANCE WITH 6/1/1987 REGS
 INSTRUCTIONAL CERT ISSUED IN ACCORDANCE WITH 9/1/1999 REGS

IMPORTANT INFORMATION ON REVERSE

Authorized by the Secretary of Education

Commonwealth of Pennsylvania



Professional Certificate

This certificate entitles

BUNNIE S WALTZ

to practice the "art of teaching" and render professional service in the endorsement areas hereon in the schools of the Commonwealth of Pennsylvania

INDIANA UNIV OF PA/ MAIN

Type Code	Years Valid	Date Issued	Area of Certification	Type Code	Years Valid	Date Issued	Area of Certification
62	99	03/94	MENT AND/OR PHYS HANDICAPPED				*****
			*****				*****

- | | | | | | | | |
|--|---|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------|------------------------|
| T
C
Y
P
E | 00 Qualifications Comp Area Work | 07 Temporary Employment | 21 Vocational I | 37 Educational Specialist I | 50 Intern | 65 Normal Diploma | 83 Administrator I |
| | 01 Emergency (Regul - Ed Code) | 08 Emergency (Exchange Teacher) | 22 Vocational II | 32 Educational Specialist II | 51 Intern | 70 Permanent Standard | 84 Administrator II |
| | 02 Act 32 Renewal Certification | 09 Alien Provisional | 23 Vocational III* | 33 Educational Specialist III* | 55 Provisional Equivalent* | 71 State Std Limit (Perm) | 85 Master's Equivalent |
| | 03 Emergency (Long-Term Sub - Ed Code) | *0 Paralel* | 25 Elem Term Standard | 35 Intern Standard | 60 Provisional College* | 75 Permanent Equivalent* | 86 Program Specialist |
| | 04 Emergency (Long-Term Sub - No Ed Oblg) | 11 Alien Permanent | 26 Coordinator I (Trade/Indus)* | 36 Vocational Intern* | 61 Instructional I | 80 Permanent College | 90 Lic of Eligibility |
| | 05 Limited Special* | 15 Extension Standard* | 27 Coordinator II (Trade/Indus)* | 40 Standard* | 62 Instructional II | 81 Secondary I | |
| 06 Emergency (Day-to-Day Sub - No Ed Oblg) | 20 Extension* | 30 State Standard Limited* | 45 Normal Certificate* | 63 Instructional III* | 82 Supervisory II | | |

*No Longer Issued

00 COMPETENCY AREA REGISTRATION IN CONJUNCTION WITH VOCATIONAL INSTRUCTION

INSTRUCTIONAL CERT ISSUED IN ACCORDANCE WITH 6/1/87 REGS

Authorized by the Secretary of Education

Commonwealth of Pennsylvania



Professional Certificate

This certificate entitles

MELISSA A FAIRBANKS

*to practice the "art of teaching" and render professional service in the endorsement areas hereon in the schools of
the Commonwealth of Pennsylvania*

SAINT JOSEPH'S UNIVERSITY

Type Code	Credential Name	Years Valid	Effective Date	Expiration Date	Subject Area Code	Area of Certification
62	Instructional II	99	07/01/2013		2810	Elementary K-6
62	Instructional II	99	07/01/2013		9225	Special Education N-12

Authorized by the Secretary of Education

This is not an official record. Prior to the hiring of the bearer of this certificate, all prospective employers should verify the validity of the certificate presented for employment. The validity and active status of the bearer's Pennsylvania certification(s) may only be officially verified by accessing the Teacher Information Management System (TIMS) at <<http://www.teachercertification.pa.gov>>.

Additional information appears on the following page.



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

333 MARKET STREET
HARRISBURG PA 17126-0333
www.education.state.pa.us

EMERGENCY PERMIT

Issued in accordance with 22 Pa. Code § 49.31.

TYPE 01: VACANT POSITION - INCLUDES EDUCATIONAL OBLIGATION

REQUESTING PUBLIC SCHOOL ENTITY:

CENTRAL PA DIGITAL LEARNING FOUNDATION C

580 Foot of Ten Rd
Duncansville PA 16635

EDUCATOR:

TRAVIS B WEYANDT

EFFECTIVE DATE: 08/01/2019

EXPIRATION DATE: 07/31/2020

PPID:

APPLICATION ID: 111724

UNITED STATES

EMERGENCY PERMIT SUBJECT AREA(S) APPROVED:

Special Education PK-8 (9226) , Special Education 7-12 (9227)

This permit entitles the educator to fill the vacant position as a temporary professional or professional employee in accordance with the criteria for eligibility and issuance established in 22 Pa. Code § 49.31 and Certification and Staffing Policy Guideline (CSPG) 013. This permit is valid only for the requesting public school entity and school year indicated above and will expire on July 31st following the effective date. The Bureau may reissue the Type 01 emergency permit in subsequent school years at the request of the public school entity when one of the following requirements is met:

1. The educator has enrolled in a state-approved teacher preparation/certification program which leads to certification in the area(s) for which the emergency permit is granted and has completed the requisite coursework each year in accordance with the candidate agreement.
2. The educator has completed a state-approved teacher preparation/certification program but needs an additional year to complete Pennsylvania testing requirements. The chief school administrator must attest in writing at the time of application that the reissuance request is being made on the basis of pending test(s), not credit completion. In this case, the educator is limited to one reissuance in order to complete testing.
2. The educator has completed a state-approved teacher preparation/certification program but needs an additional year to complete Pennsylvania testing requirements. The chief school administrator must attest in writing at the time of application that the reissuance request is being made on the basis of pending test(s), not credit completion. In this case, the educator is limited to one reissuance in order to complete testing.

Service under this permit is limited to the subject area(s) listed above. The public school entity should contact the Bureau of School Leadership and Teacher Quality when circumstances require that other arrangements be made.

This is not an official record. Prior to the hiring of the bearer of this permit, all prospective employers should verify the validity of this permit presented for employment. The validity and active status of the bearer's Pennsylvania certification(s) may only be officially verified by accessing the Teacher Information Management System (TIMS) at <<http://www.teachercertification.pa.gov>>.

Commonwealth of Pennsylvania



Professional Certificate

This certificate entitles
TRICIA M MARLETT

*to practice the "art of teaching" and render professional service in the
endorsement areas hereon in the schools of the Commonwealth of Pennsylvania*

SHIPPENSBURG UNIVERSITY OF PA

Type Code	Years Valid	Effective Date	Area of Certification	Type Code	Years Valid	Effective Date	Area of Certification						
61	06	08/2001	ELEMENTARY K-6	61	06	01/2009	SPECIAL EDUCATION N-12						
**	**	*****	*****	**	**	*****	*****						
<table border="0"> <tr> <td style="vertical-align: top;"> TYPE CODE 00 Occupational Comp Area (Voc) 07 Voluntary Deletion 09 Alien Provisional 11 Alien Permanent </td> <td style="vertical-align: top;"> 21 Vocational I 22 Vocational II 31 Educational Specialist I 32 Educational Specialist II </td> <td style="vertical-align: top;"> 51 Intern 52 Temporary Teaching Permit 60 Provisional College 61 Instructional I </td> <td style="vertical-align: top;"> 62 Instructional II 75 Administrative I 76 Supervisory 78 Administrative </td> <td style="vertical-align: top;"> 80 Permanent College 81 Supervisory I 82 Supervisory II 83 Administrative I </td> <td style="vertical-align: top;"> 84 Administrative II 86 Program Specialist 90 Letter of Eligibility </td> </tr> </table>								TYPE CODE 00 Occupational Comp Area (Voc) 07 Voluntary Deletion 09 Alien Provisional 11 Alien Permanent	21 Vocational I 22 Vocational II 31 Educational Specialist I 32 Educational Specialist II	51 Intern 52 Temporary Teaching Permit 60 Provisional College 61 Instructional I	62 Instructional II 75 Administrative I 76 Supervisory 78 Administrative	80 Permanent College 81 Supervisory I 82 Supervisory II 83 Administrative I	84 Administrative II 86 Program Specialist 90 Letter of Eligibility
TYPE CODE 00 Occupational Comp Area (Voc) 07 Voluntary Deletion 09 Alien Provisional 11 Alien Permanent	21 Vocational I 22 Vocational II 31 Educational Specialist I 32 Educational Specialist II	51 Intern 52 Temporary Teaching Permit 60 Provisional College 61 Instructional I	62 Instructional II 75 Administrative I 76 Supervisory 78 Administrative	80 Permanent College 81 Supervisory I 82 Supervisory II 83 Administrative I	84 Administrative II 86 Program Specialist 90 Letter of Eligibility								

EMERGENCY AREA OF REGISTRATION IN CONJUNCTION WITH VOCATIONAL INSTRUCTION

INSTRUCTIONAL CERT ISSUED IN ACCORDANCE WITH 6/1/1987 REGS
 INSTRUCTIONAL CERT ISSUED IN ACCORDANCE WITH 9/1/1999 REGS

IMPORTANT INFORMATION ON REVERSE
 Authorized by the Secretary of Education

Attachment 61

Special Education Program Profiles

Special Education Program Profile

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Pennsylvania Digital Learning Foundation Cyber Charter School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	8	0.35

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Pennsylvania Digital Learning Foundation Cyber Charter School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 12	8	0.35

Justification: Central Pennsylvania Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Pennsylvania Digital Learning Foundation Cyber Charter School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 16	22	0.35

Justification: Central Pennsylvania Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.

Program Position #4

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Central Pennsylvania Digital Learning Foundation Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	22	0.35
Justification: Central Pennsylvania Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.							

Program Position #5

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Pennsylvania Digital Learning Foundation Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	18	1

Program Position #6

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Program Position #7

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Program Position #8

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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2016-17

Special Education Program Profile

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Pennsylvania Digital Learning Foundation Cyber Charter School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 12	8	0.5
Justification: Central Pennsylvania Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment							

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Pennsylvania Digital Learning Foundation Cyber Charter School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 16	22	0.5
Justification: Central Pennsylvania Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment							

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Pennsylvania Digital Learning Foundation Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	22	0.5
Justification: Central Pennsylvania Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment							
Central Pennsylvania Digital Learning Foundation Cyber Charter School	A Senior High School Building	A building in which General Education programs	Itinerant	Learning Support	15 to 19	22	0.5

2017-18

Special Education Program Profile

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	10	1
Justification: Justification				
Locations:				
Location 1	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	11	0.33
Locations:				
Central PA Digital Learning Foundation Cyber Charter School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	21	0.34
Justification: Central PA Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.				
Locations:				
Central PA Digital Learning Foundation Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	8	0.33
Justification: Central PA Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.				
Locations:				
Central PA Digital Learning Foundation Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

2018-19

Special Education Program Profile

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	14	1
Justification: Central PA Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.				
Locations:				
Central PA Digital Learning Foundation Cyber Charter School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	21	1
Justification: Central PA Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.				
Locations:				
Central PA Digital Learning Foundation Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	10	1
Locations:				
Central PA Digital Learning Foundation Cyber Charter School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	10	1
Justification: Central PA Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.				
Locations:				
Central PA Digital Learning	A Junior/Senior High	A building in which		

Attachment 62

Special Education
Data Report 2015-16



Special Education Data Report School Year 2015-2016

Where this symbol (—) appears, the PDE is not displaying these data on this report to guard against improper statistical comparisons due to small group sizes (n=10 or less), and to protect the confidentiality of those students with disabilities who comprise this category.

Enrollment (School Age) Source: December 1, 2015 Child Count

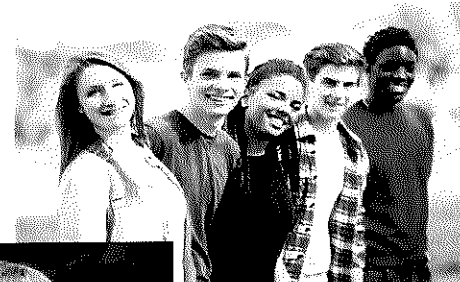
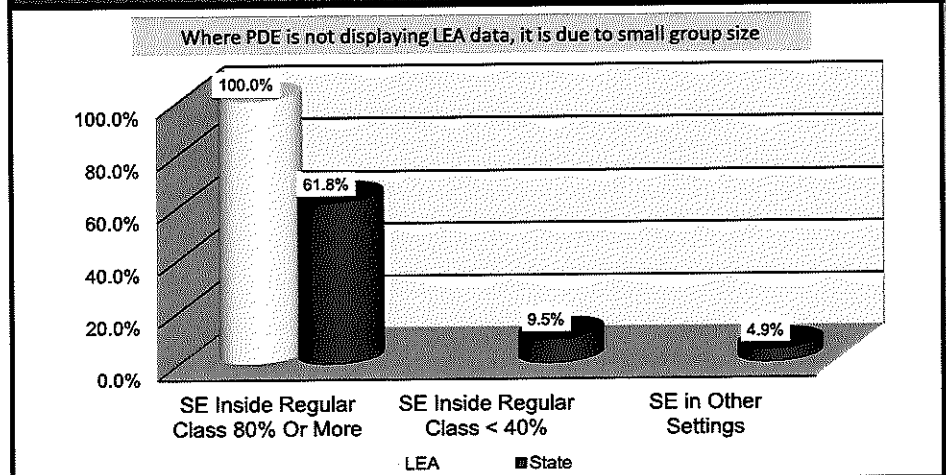
	LEA	State
Total Enrollment ^	187	1,734,928
Total Special Education Enrollment	63	276,185
Percent Special Education	33.7%	15.9%

Percent of Special Education Enrollment by Disability

Autism	—	10.3%
Deaf-Blindness	—	0.0%
Emotional Disturbance	19.0%	8.5%
Hearing Impairment Including Deafness	—	1.0%
Intellectual Disability (Mental Retardation)	—	6.5%
Multiple Disabilities	—	1.1%
Orthopedic Impairment	—	0.3%
Other Health Impairment	—	14.1%
Specific Learning Disability	50.8%	42.6%
Speech or Language Impairment	—	15.0%
Traumatic Brain Injury	—	0.2%
Visual Impairment Including Blindness	—	0.4%

^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location where a student is receiving services.

Educational Environments (Ages 6-21) Source: December 1, 2015 Child Count



Race/Ethnicity (School Age) Source: December 1, 2015 Child Count

	Spec ED	LEA
American Indian/Alaska Native	—	—
Asian	—	—
Black or African American	—	—
Hispanic	—	—
Multiracial	—	—
Native Hawaiian/Other Pacific Islander	—	—
White	—	94.1%

Attachment 63
Special Education
Data Report 2016-17



Special Education Data Report School Year 2016-2017

Where this symbol (--) appears, the PDE is not displaying these data on this report to guard against improper statistical comparisons due to small group sizes (n=10 or less), and to protect the confidentiality of those students with disabilities who comprise this category.

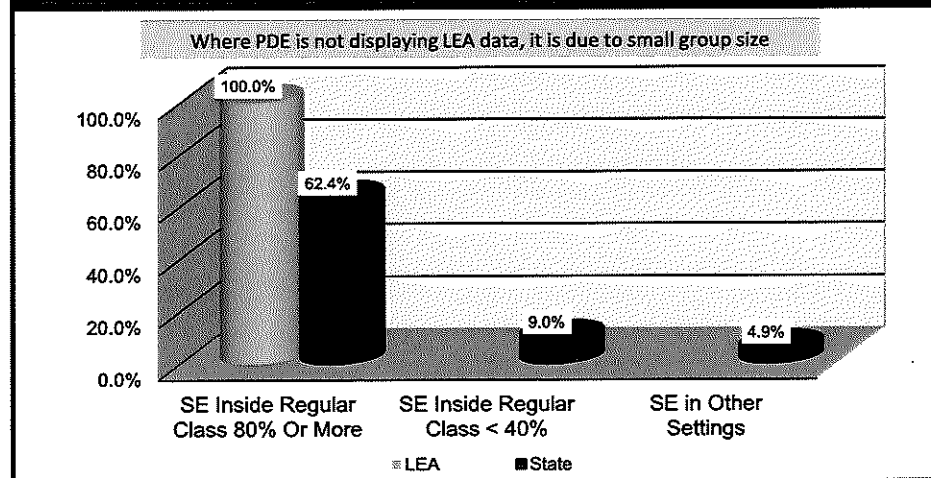
Enrollment (School Age)

Source: December 1, 2016 Child Count

	LEA	State
Total Enrollment ^	199	1,718,530
Total Special Education Enrollment	64	283,145
Percent Special Education	32.2%	16.5%
Percent of Special Education Enrollment by Disability		
Autism	--	10.7%
Deaf-Blindness	--	0.0%
Emotional Disturbance	17.2%	8.5%
Hearing Impairment Including Deafness	--	1.0%
Intellectual Disability (Mental Retardation)	--	6.5%
Multiple Disabilities	--	1.1%
Orthopedic Impairment	--	0.2%
Other Health Impairment	18.8%	14.9%
Specific Learning Disability	50.0%	41.8%
Speech or Language Impairment	--	14.7%
Traumatic Brain Injury	--	0.2%
Visual Impairment Including Blindness	--	0.4%

Educational Environments (Ages 6-21)

Source: December 1, 2016 Child Count



^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location where a student is receiving services.

Race/Ethnicity (School Age)

Source: December 1, 2016 Child Count

	Spec ED	LEA
American Indian/Alaska Native	--	--
Asian	--	--
Black or African American	--	--
Hispanic	--	--
Multiracial	--	--
Native Hawaiian/Other Pacific Islander	--	--
White	90.6%	91.5%



Attachment 64

Special Education
Data Report 2017-18



Special Education Data Report School Year 2017-2018

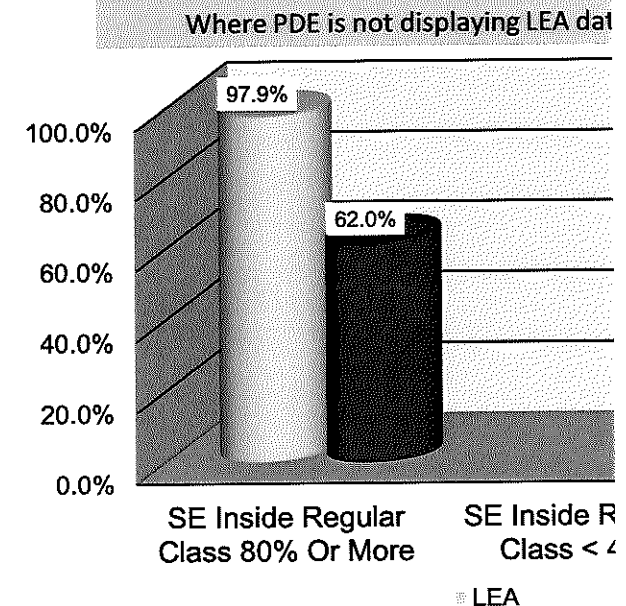
Where this symbol (---) appears, the PDE is report to guard against improper statistical (n=10 or less), and to protect the confidential who comprise this category.

Enrollment (School Age) Source: December 1, 2017 Child Count

	LEA	State
Total Enrollment ^	172	1,721,195
Total Special Education Enrollment	47	290,986
Percent Special Education	27.3%	16.9%
Percent of Special Education Enrollment by Disability		
Autism	---	11.0%
Deaf-Blindness	---	0.0%
Emotional Disturbance	---	8.6%
Hearing Impairment Including Deafness	---	0.9%
Intellectual Disability (Mental Retardation)	---	6.4%
Multiple Disabilities	---	1.1%
Orthopedic Impairment	---	0.2%
Other Health Impairment	23.4%	15.7%
Specific Learning Disability	40.4%	40.9%
Speech or Language Impairment	---	14.5%
Traumatic Brain Injury	---	0.2%
Visual Impairment Including Blindness	---	0.4%

^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location where a student is receiving services.

Educational Environment Source: December 1,



Race/Ethnicity (School Age) Source: December 1, 2017 Child Count

Attachment 65

Special Education
Data Report 2018-19



Special Education Data Report School Year 2018-2019

Where this symbol (---) appears, the PDE is report to guard against improper statistical (n=10 or less), and to protect the confidential who comprise this category.

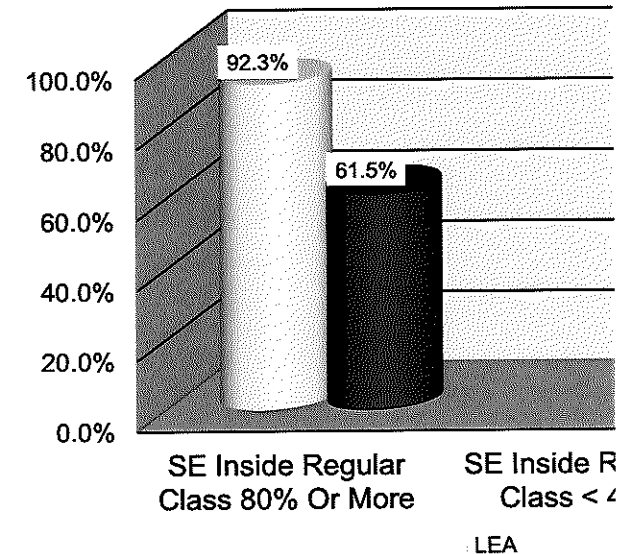
Enrollment (School Age) Source: December 1, 2018 Child Count

	LEA	State
Total Enrollment ^	141	1,723,405
Total Special Education Enrollment	39	297,644
Percent Special Education	27.7%	17.3%
Percent of Special Education Enrollment by Disability		
Autism	---	11.3%
Deaf-Blindness	---	0.0%
Emotional Disturbance	---	8.5%
Hearing Impairment Including Deafness	---	0.9%
Intellectual Disability (Mental Retardation)	---	6.3%
Multiple Disabilities	---	1.0%
Orthopedic Impairment	---	0.2%
Other Health Impairment	---	16.4%
Specific Learning Disability	38.5%	40.6%
Speech or Language Impairment	---	14.3%
Traumatic Brain Injury	---	0.2%
Visual Impairment Including Blindness	---	0.4%

^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location where a student is receiving services.

Educational Environment Source: December 1,

Where PDE is not displaying LEA data



Race/Ethnicity (School Age) Source: December 1, 2018 Child Count



Attachment 66

English as Second Language
Policy/Bilingual Program Policy

Central PA Digital Learning Foundation
580 Foot of Ten Road
Duncansville, PA 16635

Board of Trustees Policy

ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAM POLICY

Purpose:

In accordance with the Board of Trustee's ("Board") philosophy to provide a quality educational program to all students, the Central PA Digital Learning Foundation ("Charter School") shall provide an appropriately planned instructional program for identified students whose dominant language is not English. When Every Student Succeeds Act (ESSA) was signed on December 10, 2015, reauthorizing the Elementary and Secondary Education Act of 1965 (which was amended by the No Child Left Behind Act of 2001), it changed the terminology to identify such students as English Learners (ELs). English Learners ("ELs") are the students who require English as a Second Language ("ESL") service by the Charter School.

The purpose of the program shall be to increase the English language proficiency of ELs so they can attain the state academic standards within the ESL program setting as well as within the regular classroom environment, to provide equal opportunities for ELs to participate in extra-curricular activities, and to provide the cultural, social and emotional supports for ELs to adapt to this new cultural setting.

Authority

The Board declares it their policy to provide an equal opportunity for all students, including ELs, to achieve their maximum potential through the curriculum, instruction, and programs offered in the Charter School. At no time shall the Charter School, including the Board, permit, condone, encourage or facilitate discrimination against students during the course of recruitment, admissions and enrollment, instruction, counseling and daily interactions with Charter School faculty and staff. Equal Education Opportunity Act, 20 U.S.C.A. § 1703; Title VI, Civil Rights Act of 1964, 42 U.S.C.A. § 2000d, et seq.

Definition:

ESSA defines an “English learner” as an individual who, among other things, has difficulties in speaking, reading, writing, or understanding the English language to the extent that it may be sufficient to deny the individual the ability to meet challenging state academic standards. The term “English learner,” when used with respect to an individual, means an individual — (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. (ESEA Section 8101(20)).

ELs are from diverse linguistic and cultural backgrounds. The Charter School must equip them with the skills to function, compete, and prosper in American society. EL students must develop academic skills along with their general program peers while also learning English. As EL students are in transition from their native language to English, the emphasis must be on developing academic skills that comply with Pennsylvania State Standards.

Responsibility:

The Charter School shall adopt an instructional program for each EL student for the purpose of facilitating the student's achievement of English proficiency and academic standards (“ESL Program”). 22 Pa. Code. § 4.26. All students who may be ELs must be assessed within the first thirty (30) days of enrollment at the Charter School, or within fourteen (14) days of mid-year transfer. The CEO and the director of the ESL Program (“ESL Director”) shall implement and supervise an ESL Program that meets the legal requirements for ESL Program compliance under federal and Pennsylvania law, especially:

1. Based on an educational theory recognized as sound by some experts in the field or considered by experts as a legitimate experimental strategy;

2. Reasonably calculated, including provisions for resources and personnel, to implement the theory effectively; and
3. Evaluated and adjusted where needed to ensure language barriers are actually being overcome.

20 U.S.C.A. § 6812. The ESL program will come under the direction of the ESL Director. The ESL Director will be responsible for the assurance of the implementation of the program and that proper Charter School policies and procedures are being followed. The CEO and the ESL Director will be responsible for informing Charter School staff with instructional strategies and cultural needs of students who will receive ESL instruction. ESL teaching resource materials will be obtained by the ESL Director and kept in his/her office for reference for both program and non-program teachers.

All teachers instructing within the ESL Program shall hold the requisite certification and endorsements required by Pennsylvania law. Bilingual teachers must demonstrate academic language proficiency both in English and in the language of instruction. 22 Pa. Code §403; 20 U.S.C.A. §6826.

Language Instruction Educational Programs ("LIEPs") Title III of the ESEA replaces the expectation in the ESEA, as amended by NCLB, that LIEPs be "scientifically based" with a new expectation – that LIEPs be "effective." A LEA must:

- Use Title III funds for effective approaches and methodologies for teaching ELs (ESEA Section 3115(a));
- Increase the English proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency; and (B) student academic achievement (ESEA Section 3115(c)(1));
- Use Title III funds in ways that build its capacity to continue to offer effective language instruction educational programs that assist English learners in meeting challenging State academic standards (ESEA Section 3113(b)(3)(E)); and
- Include in its local plans for a Title III subgrant a description of the effective programs and activities that will be provided, including language instruction educational programs (ESEA Section 3116(b)(1)).

ESL Program:

The goals of the Charter School's ESL Program are to assist the EL students in using English, per 20 U.S.C.A. §6812:

1. To communicate in social settings;

2. To achieve academically in all content areas; and
3. In socially and culturally appropriate ways.

The CEO and the ESL Director shall implement and supervise the ESL Program, and further ensure that the ESL Program meets the legal requirements for ESL program compliance. The CEO and the ESL Director, in conjunction with appropriate certified ESL teachers, shall develop and disseminate written procedures regarding the ESL Program. The procedures shall include, but will not be limited to, the following:

1. Detailed program goals;
2. Student enrollment/transfer procedures (i.e., Home Language Survey);
3. Assessment procedures within 30 days of enrollment/transfer for program entrance, measuring progress in gaining English proficiency, and program exiting;
4. Accommodations for EL students in the general education classroom;
5. Grading policies; and
6. List of resources, including support agencies and interpreters.

20 U.S.C.A. § 6826. The ESL Program shall include daily instruction for EL students, supporting the ESL Program's goals, and will receive curriculum aligned with Pennsylvania standards. 22 Pa. Code. § 4.26. Language instruction shall correspond to each EL student's English proficiency level, which shall include both direct language instruction and adaptation of instruction in all content classes. The exact hours of direct language instruction will be determined based on each EL student's needs. All ESL instruction shall be part of each EL student's daily schedule, and will not interfere with or prohibit each EL student's instruction in all grade level content classes.

All EL students will be placed in appropriate grade level content classes. Each EL student will receive instruction in all content areas, as other students in the class. Each EL student will receive additional supplemental support and instruction from ESL teachers periodically for Language Arts class and for necessary content area classes. An ESL teacher will assist the classroom teacher in identifying and implementing teaching strategies that will help each EL student achieve academic success in the classroom comparable to their non-EL peers. During the initial period of language acquisition and development, the Charter School may grade the EL student on a pass/fail basis comparable to their non-EL peers if necessary.

The WIDA Consortium's English Language Development (ELD) Standards help educators determine students' English language proficiency levels and how to appropriately challenge them in reaching higher levels.

WIDA will also assist teachers by giving Model Performance Indicators, which include:

- a. The language function, or how students will use language to demonstrate proficiency (e.g. Depth of Knowledge, Bloom's Taxonomy),
- b. The grade level content or standards that students will learn or meet, and
- c. The supports or instructional strategies / scaffold to assist students in accessing the content.

The Pennsylvania English Language Proficiency Standards shall be incorporated in both ESL instruction and grade level content classes.

Program Goals and Objectives:

The Charter School has developed the following goals and objectives for the ESL Program, based on WIDA English Language Proficiency Standards of each student:

Goal 1: To use English to communicate in social settings.

Objective: By the end of the school year, EL students will improve and increase their ability to use English to participate in social interactions. This will be evidenced by observation of EL students in cooperative learning activities, playground interactions and personal conversation.

Objective: By the end of the school year, EL students will improve and increase their ability to interact, through and with spoken and written English for personal expression and enjoyment. This will be evidenced by personal writing journals and book choice with reading log.

Goal 2: To use English to achieve academically in all content areas.

Objective: By the end of the school year, EL students will improve and increase their ability to use English to interact in the classroom, evidenced by conversations with ESL teachers, observations of students in cooperative group settings, and observations of students in social interactions, report cards and test results.

Objective: By the end of the school year, EL students will improve and increase their ability to use English to obtain, construct and

provide subject matter information in spoken and written form. This will be evidenced by an increase in standardized testing content area scores, a portfolio of EL student work, and ESL teachers' observations of the EL students' ability to pose questions and have discussions in content area classes.

Goal 3: To use English in socially and culturally appropriate ways.

Objective: By the end of the school year, EL students will improve and increase their ability to use the appropriate language variety, register, and genre according to the audience, purpose and setting. This will be evidenced by EL student academic presentations, observations of EL students' social conversations with peers, and conversations with ESL teachers.

Objective: By the end of the school year, EL students will improve and increase their ability to use nonverbal communication appropriate to audience, purpose and setting. This will be evidenced by observations of EL students by ESL teachers.

The success of the ESL program will be measured by: EL students increasing scores within their level of the program; EL students testing to the next level of the program; and EL students testing out of the program as evidenced by yearly WIDA English Language Proficiency Standards testing. Success will also be measured by an increase in academic scores on a content area standardized test. 22 Pa. Code § 403; 20 U.S.C.A. § 6841. The ESL Director will also look at student portfolios and ESL teacher narratives to demonstrate progress of each EL student.

Attendance policies will be the same for EL students as for English-speaking students.

The Student Handbook will clearly state the Charter School's policy and expectations regarding the ESL Program.

Enrollment of EL Students:

EL students and families shall be provided translation and interpretation services to the extent needed to assist with the enrollment process. All students seeking first time enrollment in the Charter School shall be given a Home Language Survey in accordance with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of a student may not be delayed in order to administer the Home Language Survey. The completed survey shall be filed in each student's permanent record folder through graduation. 22 Pa. Code § 11.11(e).

Based on the Home Language Survey responses, each student shall be assessed for potential placement in an ESL Program within 30 days of school or within 14 days of enrollment if a student enrolls after the first day of school.

Identification & Placement of EL Students:

Entry Criteria

The Charter School will use the WIDA-ACCESS Placement Test (W-APT) to assess newly enrolled students for placement in the ESL program. The W-APT results will be one indicator for placement in the ESL program. Additional criteria for placement in the ESL program include: educational and cultural backgrounds, interviews with families, and native language literacy. Other indicators shall include current or previous grades, performance on state assessments, and Charter School-based formative or summative assessments. This ESL-Program eligibility criterion is aligned with requirements established by the Pennsylvania Department of Education.

Student placement in the ESL Program and designated instruction time (WIDA levels of English language proficiency: 1. Entering, 2. Beginning, 3. Developing, 4. Expanding, 5. Bridging and 6. Reaching) will comply with program guidelines and will be based upon the instructional need of each ESL student. Instructional placement will be age and grade appropriate.

Parents may request an EL student to be excused from the ESL Program if the instruction conflicts with the family's religious beliefs, or for any reason and must be made clear to the EL's Parents. 22 Pa. Code § 4.4(d)(3).

All EL students shall have access to and should be encouraged to participate in all Charter School educational programs, opportunities, and extracurricular activities available. Equal Education Opportunity Act, 20 U.S.C.A. § 1703; Title VI, Civil Rights Act of 1964, 42 U.S.C.A. § 2000d, et seq.

Required Exit Criteria (see Reclassification Guidance):

- 1) 4.5 or higher on ACCESS for ELs Composite (overall) Score.
- 2) At least one (1) ESL teacher recommendation for reclassification (exit) and one (1) content teacher. In the absence of an ESL teacher, two (2) recommendations for reclassification (exit) from two (2) different content teachers will be accepted.

Once an EL student exits the ESL Program, he/she will be monitored for four years. The law requires the Charter School to maintain a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the four years after such children are no longer receiving services. Such monitoring of students shall begin as soon as the student exits

an ESL/Bilingual program. For students who exit a program at the end of the school year, monitoring will begin the following school year. The progress of the exited EL student will be monitored at quarterly intervals throughout the academic year, utilizing collaborative conversations regarding progress monitoring of the exited EL students between content and ESL teacher. A review of the following items can provide evidence of a student's academic progress:

- Report card grades
- Predictive test progress
- Standardized test scores
- Classroom work samples
- Writing samples

During the four-year monitoring period, any student encountering academic difficulty that is determined to be because of English language proficiency skills may be re-designated and returned to an ESL/Bilingual education program. However, such re-designation should only occur after collaboration between the ESL teacher and content teachers has ensured that effective and appropriate core curriculum instruction, including differentiation and interventions has been implemented. Content and ESL teacher input is critical in determining whether re-designation is the appropriate support to enable the former EL to succeed.

Notifications to Parent(s)/Guardian(s) of ELs:

Title I requires that every LEA that uses funds under either Title I or Title III for services to ELs must provide a parent with notification that outlines their child's identification as an EL and placement in an LIEP. (ESEA Section 1112(e)(3)).

Initial notification should include:

- 1) Detailed description of the LIEP as outlined in the BEC, including a description of its intended benefits for children and an explanation of its effectiveness (this description should include information on screening, identification, and placement of ELs)
- 2) Description of the EL identification process and the reason that their child was identified as an EL
- 3) Their child's current English proficiency level and a description of what that means
- 4) Information explaining their right to refuse enrollment of their child in the LIEP

Annual notification should include:

- 1) Notification of their child's continued participation in the LIEP
- 2) Description of the LIEP including its intended benefits for their children and an explanation of its effectiveness
- 3) Notification of their right to refuse services as outlined in the BEC
- 4) Description of any Title III supplemental services being offered (if applicable)
- 5) Notification of their right to refuse Title III supplemental services (if applicable)

The initial notification must be provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in an LIEP for students who enroll after the start of the school year. (ESEA Section 1112(e)(3)(A), 1112(e)(3)(B)). The notice and information provided must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA Section 1112(e)(4)).

Assessment of ESL Students:

In accordance with Pennsylvania academic standards and Charter School academic standards, the Charter School will monitor the progress of EL students and will provide appropriate accommodations within the content areas to ensure achievement of the academic standards and curricular goals. 22 Pa. Code § 403; 20 U.S.C.A. § 6842. The ESL Director will oversee the review, both annual and periodic, of EL students.

Pennsylvania's assessments shall be administered to all EL students annually to measure progress and determine each EL student's English language proficiency for each language domain (Reading, Writing, Speaking and Listening/Understanding). Each designated ESL teacher will complete the annual grading and evaluation process for EL students (English, Reading and Language Arts). Other considerations will include EL student portfolios and teacher narratives regarding observations of each EL student. Students with immigrant status who have lived in the United States for less than one year are exempt from participating in the PSSA and local assessments.

Throughout the course of the year, individual student progress will be evaluated on a continuous basis with each ESL teacher and the classroom teacher. Each teacher will modify EL students' learning plans to ensure academic success for each EL student.

A standardized form will be kept in each EL student's permanent record folder through graduation. The form shall identify the date, level, and English proficiency score upon entering the ESL Program; report(s) of progress toward ESL Program goals; and academic standardized test scores. A narrative from the designated ESL teacher, regarding each EL student's progress toward satisfying the ESL Program objectives, will also be part of the data collection and review process.

An EL student may not be retained in a grade level based solely on his/her lack of English language proficiency. Before an EL student is retained in a grade, the ESL Director must demonstrate that all appropriate modifications were made to instruction and assessment in order to allow the EL student's meaningful access to the grade level content curriculum as well as to promote ESL instruction.

EL Students with Disabilities

All EL students shall be eligible for special education services. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction for EL students must be in compliance with governing state and federal laws and regulations. However, the Charter School, as LEA, must ensure that their program is effective before referring the child for evaluation. The questions should be asked to determine if a Student should be evaluated for IDEA disability or a Section 504 Plan:

- Is ESL instruction sufficient in quantity and quality?
- Is the core ESL instructional program effective and aligned to the proficiency level of the student, and the English Language Proficiency Standards?
- Is planned instruction in the content areas delivered according to the English language proficiency level of the student and the English Language Proficiency Standards, and are appropriate ESL-related adaptations/modifications are provided by content teachers?
- Collaboration exists between the ESL and content teachers?
- Instruction and home-school communication is culturally responsive?

A current practice with many LEAs is to hire a bilingual psychologist to implement an IQ test of a student. The problem arises when the results are used as the only criteria to make identification and placement decisions without having a complete profile of the child, e.g.:

- Has the student received any instruction in the native language?
- What is the student's dominant language?
- How many years of instruction has the student had in English?
- How is the student progressing in ESL instruction? How is the student progressing in comparison to other ELs (like peers)...not compared to native speakers of English.
- Was a translator/interpreter used during assessment? If yes, was the test developed for the use of a translator/interpreter?
- Was the student born in the US?

- Was the student transient? What amount of time were they in school (in and outside the US)?
- What is the level of acculturation?
- Has the assessor acknowledged the impact of cultural and linguistic diversity on assessment performance? e.g., increased processing time, cultural bias, gaps in vocabulary and prior knowledge, false cognates, etc.

The IEP team for an EL student shall include either the ESL Director or an appropriately certified ESL teacher, or at a minimum, the IEP team shall receive input from either the ESL Director or the appropriate ESL teacher when appropriate. In Pennsylvania, the ESL Program Specialist (PK-12) is the add-on certificate for teachers who provide English as a Second Language instruction. The ESL teacher has the training, expertise, and experience to:

- Analyze and interpret English language proficiency assessment results of Focusing on English language proficiency levels and calculating language proficiency growth using the scaled scores;
- Identify the student's language strengths and needs;
- Provide essential guidance related to the process of second language acquisition, communication with families, cultural responsiveness, and reduction of language barriers;
- Provide information concerning the ecology of the student (e.g., first language literacy, cultural and educational background, length of time in the U.S., interrupted education, mobility, acculturation stages, socio-economic status).

The IEP team for an EL student shall consider the need for ESL instruction as it addresses the EL student's needs related to the provision of a Free and Appropriate Public Education. In determining an EL student's needs, the IEP team shall consider both special education services and ESL instruction simultaneously. Special education services do not replace ESL instruction. LEAs must not identify or determine that ELs are students with disabilities because of their limited English language proficiency.

For special education students, the term ESL Program refers to:

- Planned instruction by a qualified ESL Education teacher;
- Adaptations/modifications in the delivery of content instruction by all teachers, based on the student's English language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) for ELs, as well as the Pennsylvania Core Standards.

LEAs must ensure that their program is sufficient in quantity and quality before referring the student for an evaluation, demonstrating evidence that:

- ESL instruction is daily, rigorous, and research-based;
- The core ESL instructional program is aligned to the English language proficiency levels of the student, and the PA English Language Development Standards;
- Grade-level planned instruction in the content areas is delivered according to the English language proficiency levels of the student and the PA English Language Development Standards, and appropriate adaptations/modifications are provided by content teachers to allow meaningful access to core curriculum;
- Collaboration is ongoing between the ESL and content teachers;
- Instruction and home-school communication are culturally and linguistically responsive.

ELs with IEPs may receive both ESL instruction and special education services simultaneously. The IEP must be developed by the IEP Team, which should include the ESL teacher as a member, or at a minimum, information provided by the ESL teacher to the IEP team.

EL students receiving special education services must submit to Pennsylvania's annual assessments. Each EL student may participate in assessments through the use of one or more state-approved accommodations appropriate to his/her disability. The IEP team may make decisions regarding assessment accommodations for EL students with disabilities, considering the following:

1. Accommodations must not invalidate the results of the assessment;
2. Accommodations may be used for the entire assessment or only for part/parts of the assessment;
3. Determinations of any accommodation must be:
 - Based on a student's disability;
 - Made by the student's entire IEP team;
 - Properly documented in the student's IEP; and
 - Properly coded on the assessment.

Exit of ELs with IEPs:

Monitoring of the EL status is required for four years after a student exits a language instruction educational program and appropriate records of student progress must be maintained. ESSA Section 3121(a)(5). Monitoring may include any or all of the following:

- Periodic review of grades
- Local assessments
- Required state assessments
- Teacher observation
- Teachers may implement appropriate interventions to assist students who are not meeting benchmarks in core content areas.
- Monitoring is not an extension of the language instruction educational program. Students who are monitored cannot be counted as ELs in any state or federal data collection systems for the purpose of acquiring state or federal funding.
- For accountability purposes, an LEA must report on the academic achievement of an EL for each year of the four years after such student has achieved English language proficiency and no longer receives ESL services. These data must include results on content assessments for reading/language arts, mathematics, and science.

Communications with EL Parents/Guardians

Communications with EL parents and/or guardians must be in the parents'/guardians' preferred language and mode of communication. The Charter School will provide interpretation services (written and/or oral, depending on the preferred mode of communication). 20 U.S.C.A. § 7012.

The Elementary and Secondary Education Act ("ESEA") does not define the term "families." Families may include relatives involved in the social, emotional, and academic support of the student and expand beyond parents and guardians to include siblings, grandparents, aunts, uncles, cousins and others. As such, States, LEAs, and schools looking to involve and support families should be responsive to their students' diverse family structures. For an EL or immigrant student, extended family members may have a powerful impact on the student's academic success. In many cultures, grandparents in particular play a pivotal role in guiding and shaping household values. Providing outreach to those relatives, including through information about school programs and student progress, as well as opportunities for meaningful involvement, such as participation in school functions like family literacy nights and other such events, can have a positive impact on student learning. It is also important to consider

the family situation of foster youth, unaccompanied children, and others whose “family” network may extend beyond biological relatives.

Requirements for pre-service and in-service professional development for teachers

The ESSA made several important changes pertaining to preparation and professional development for teachers of ELs. First, instead of describing these programs and activities as “high-quality,” as under NCLB, the statute has strengthened these provisions by clarifying that such programs and activities supported by Title III funds must be “effective.”

LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is:

- Designed to improve the instruction and assessment of ELs;
- Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs;
- Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom. This does not include one-day or short term events, unless as part of a teacher’s comprehensive professional development plan that is based on a needs assessment. (ESEA Section 3115(c)(2)).


Second, the use of Title III State-level funds for professional development was previously limited to assisting personnel in meeting certification and licensing requirements for teaching ELs. States may now also provide professional development to improve teaching skills to meet the diverse needs of ELs, including how to implement effective programs and curricula to teach ELs. (ESEA Section 3111(b)(2)(B)). The professional development provided by either the State or an LEA need not be limited to teachers who teach exclusively ELs, but may be provided to all teachers who have ELs in their classrooms, to enable them to teach those ELs more effectively.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

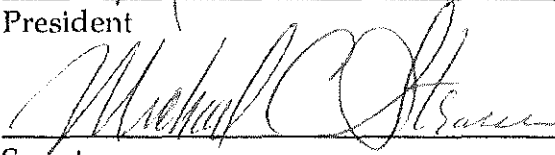
ADOPTED this day 10th of May, 2018

Approved 8/10/2017
Revised 5/10/2018
English as a Second Language Policy
2018

Page 15
Latsha Davis & McKenna, P.C.
Attorney Client Privilege



President



Secretary

Attachment 67

PA Department of Education
Translation Guidelines

Translation/Interpretation

Starting in the Fall of 2005, the Pennsylvania Department of Education assisted all school districts with the translation of typical school documents through TransAct. The following includes PDE's information on how to proceed and what to avoid, up to and including ESSA requirements and Federal requirements. The following information provides us with a blueprint for how to proceed .

Please be advised on some important points concerning translation (written) and interpretation (oral).

Never use a student or any child as a translator or interpreter. Minors cannot be legally bound to confidentiality, and they do not possess the ability or vocabulary to translate/interpret well, as well as the ability to understand adult situations. Additionally, it is also unethical and illegal to use a minor in a public school setting as a translator or interpreter.

Adult interpreters pose other problems as well. Do they have the same clearances as other educators to be around children? Can you imagine using as an interpreter someone who has been recommended from the community, and the person turns out to have a record of child abuse? Adults are notorious for breaking confidentiality, too.

Anyone a district chooses to use for interpretation/translation should be required to sign a Confidentiality Agreement that is approved by the School Board and the school solicitor. Additionally, can the adult guarantee that the translation/interpretation is correct? Virtually any educator can see the issues that might arise from, for example, a misinterpretation of facts to a parent/guardian during an IEP meeting!

Quite often professional translators or interpreters may seem expensive, but as a rule they guarantee their work, have all security clearances, and are bound to confidentiality. Additionally, they are familiar with educational jargon and settings. The money spent on them may well prove a good investment in time!

There are many web sites that will translate languages either free or for a fee, but some are better than others. However, many districts use them and are happy with the results. The following may prove useful. Additionally, we have contact with numerous professional translators and interpreters.

-www.transact.com

-<http://babelfish.altavista.com>

-<http://dictionary.reference.com/translate/text.htm>

-1-800-432-8007 InterpreTalk

-Language line, 1-800-821-0301

The following is taken from the current **Educating English Learners (ELs)**,
22 Pa. Code §4.26, Date of Issue: July 1, 2001, Date of Review: July 1, 2017

Communication with Parents

LEAs are required to provide all important information to parents who are not proficient in English in a language or mode of communication that they understand. If it is not practicable for the LEA to provide a written translation because the parents' language is not a common language, then the LEA may use a cover page explaining in the parents' language how they may have the document translated orally.

To provide parents with effective communication, interpreters or translators must understand and be able to express in both languages any specialized terms or concepts used in the communication. It is also important that translators or interpreters understand the ethics of interpreting and translating and the need for confidentiality.

Relying on students, siblings, or friends is not appropriate for translations that require confidentiality (e.g. parent-teacher conferences, discipline, participation in special services, etc.). Moreover, translators and interpreters should also be competent in interpreting or translating information or documents that require the knowledge of specialized terms or concepts in both languages.

The following list identifies essential information that must be provided to parents:

school registration and enrollment instructions

- a description of the EL identification process and the reason that their child was identified as an EL
- their child's current English proficiency level and a description of what that means
- a description of the LIEP as outlined in this document
- information explaining their right to refuse enrollment of their child in the LIEP (see Parental Right to Refuse Specialized Programming section)
- a description of the criteria for reclassification and an expected timeline for achieving proficiency
- notices required by Special Education Laws and Regulations
- grievance procedures and notices of non-discrimination
- student discipline policies and procedures
- report cards and progress reports
- notices of parent-teacher conferences
- information regarding gifted and talented programs
- results of the annual English proficiency assessment, ACCESS for ELLs®
- requests for parent permission for student participation in school activities
- other information provided to native English-speaking parents such as invitations to join school-related councils or groups or parent handbooks

Attachment 68

U.S. Department of Education LEP Guidelines



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights



Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them

This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.

Must my child's school provide information to me in a language I can understand?

Yes. Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- registration and enrollment in school and school programs
- language assistance programs
- report cards
- student discipline policies and procedures
- special education and related services, and meetings to discuss special education
- parent-teacher conferences
- grievance procedures and notices of nondiscrimination
- parent handbooks
- gifted and talented programs
- magnet and charter schools
- requests for parent permission for student participation in school activities

Must a school provide language assistance if I request it even if my child is proficient in English and I am somewhat proficient in English?

Yes. Schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English.

May my child's school ask my child, other students, or untrained school staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

What information should I expect from the school if my child is an English learner?

When your child enrolls, you should receive a home language survey or similar form to fill out that helps the school identify potential English learners, who are eligible for language assistance services. If your child is identified as an English learner, the school must notify you in writing within 30 days of the school year starting with information about your child's English language proficiency level, programs and services available to meet your child's educational needs, and your right to opt your child out of a program or particular services for English learners. For more information about the rights of English learners, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.



What type of processes can school districts use to identify limited English proficient parents?

- School districts must develop and implement a process for determining whether parents are limited English proficient and identifying their language needs.
- The process should be designed to identify all limited English proficient parents, including parents and guardians whose primary language is not common in the district or whose children are proficient in English.
- A school district may, for example, use a home language survey, to inquire whether a parent requires oral and/or written communication in a language other than English.
- The school's initial inquiry should, of course, be translated into languages that are common in the school and surrounding community so that that the inquiry is designed to reach parents in a language they are likely to understand.

What steps must school districts take to provide effective language assistance to LEP parents?

- School districts must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter. Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language, but may not be competent to interpret in and out of that language, or to translate documents.

What can I do if I have questions, want additional information, or believe a school is not complying with these requirements?

- You may visit the website of the U.S. Department of Education's Office for Civil Rights (OCR) at www.ed.gov/ocr or contact OCR at (800) 421-3481 (TDD: 800-877-8339) or at ocr@ed.gov. For more information about filing a complaint, visit www.ed.gov/ocr/complaintintro.html.
- You may visit the website of the U.S. Department of Justice's Civil Rights Division at www.justice.gov/crt/about/edu/ or contact DOJ at (877) 292-3804 or at education@usdoj.gov. For more information about filing a complaint, visit www.justice.gov/crt/complaint/#three.
- For more information about school districts' obligations to English learner students and limited English proficient parents, additional OCR guidance is available at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

Attachment 69

Consolidated Program Review

2016-17

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

**Division of Federal Program
Consolidated Program Review**

2016-2017 School Year

Central Pennsylvania Digital Learning Foundation C

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Malynda Maurer	814-682-5258 Ext. 116	<input checked="" type="checkbox"/>
Business Manager:	Valerie Wyper	814-940-0223 Ext. 1310	<input checked="" type="checkbox"/>
Title I Coordinator:	Cassie Grassmyer	814-682-5258 Ext. 104	<input type="checkbox"/>
Title II Part A Coordinator:			<input type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Fiscal Requirements Coordinator:			<input type="checkbox"/>
Ed-Flex Waiver Review Coordinator:			<input type="checkbox"/>
Title VI-B REAP Coordinator:			<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer(s): Cindy Patton

Program Review Date: 05/02/2017

Title I

I. Appropriately State Certified

The Local Education Agency (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals.

Section 1111(h)(6)(A)

Section 1119(a)(1-2)(c)(1)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. Utilizing the most recent PIMS data, teachers working in a Title I program are appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PIMS Appropriately Certified Teacher Report	<input type="checkbox"/> Other:	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> 5/2/2017 6:48:05 PM Monitor Cindy Patton The School has 14 teachers. There have been many staff changes in the past year. The latest PIMS report has nine of the remaining teachers as appropriately certified. The District's PIMS report has the remaining five teachers as appropriately certified. </td> </tr> </tbody> </table>	Monitor Comments	5/2/2017 6:48:05 PM Monitor Cindy Patton The School has 14 teachers. There have been many staff changes in the past year. The latest PIMS report has nine of the remaining teachers as appropriately certified. The District's PIMS report has the remaining five teachers as appropriately certified.
Monitor Comments								
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
If you have additional comments to make about this section, enter them here:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

II. Parent Involvement

The LEA and Title I schools meet parental involvement requirements.

Section 1118(a)-(h)

Section 1111(c)(14)

Section 1111(d)

Section 1116(a)(1)(D)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has a written parental involvement policy and evidence that it is reviewed and updated annually.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA parent involvement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.		District Comments
						4/25/2017 11:46:01 PM CEO Malynda Maurer We are in the process of putting this policy in place.
						Monitor Comments
						5/2/2017 6:52:09 PM Monitor Cindy Patton The policy is ready for Board approval at the May 11 Board Meeting. The policy was reviewed by the monitor.
If you have additional comments to make about this section, enter them here:						

III. Schoolwide Programs

The LEA and schools develop schoolwide programs that use the flexibility provided to them by law to improve the academic achievement of all students in the school.

Section 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA provides guidance, technical assistance and support to schools developing Schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of the schoolwide program and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of the planning process and technical assistance <input type="checkbox"/> Planning meeting agendas <input type="checkbox"/> Planning Team roster and calendar of meetings. <input type="checkbox"/> Program evaluation results		
2. LEA has indicated which program funds have been consolidated in the Schoolwide program, if applicable, and how the intent and purposes of the individual consolidated programs are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Financial reports <input type="checkbox"/> Documentation of uses of any consolidated funds		
If you have additional comments to make about this section, enter them here:						

IV. Nonpublic Schools

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

Section 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has public school ranking charts with per-pupil allocations identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools section showing ranking chart and per pupil expenditures		
2. LEA has procedures for provision of services to eligible children attending nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Nonpublic Involvement section showing services provided to nonpublic students		
3. Consultation occurred between LEA and nonpublic officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials <input type="checkbox"/> Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools		
4. LEA regularly monitors the provision of Title I services to nonpublic students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nonpublic school visitation documentation by district or IU		
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment survey form and collated results <input type="checkbox"/> Assessment data		
6. Nonpublic school students are receiving equitable services for instruction professional development, parent involvement, and summer school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools section showing set-asides for nonpublic schools <input type="checkbox"/> Announcements/sign-in sheets for professional development activities and parent involvement opportunities for nonpublic teachers and parents		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
7. LEA has budgets that document appropriate set-asides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I budget		
8. LEA has third-party contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts that show set-asides for nonpublic schools		
9. LEA has Title I complaint procedures for nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of complaint procedure and verification of distribution to nonpublic schools		
If you have additional comments to make about this section, enter them here:						

V. Comparability

The LEA complies with the comparability provisions of Title I.

Section 1120A (c)

If the LEA is exempt from Comparability requirements, this section can be skipped.
For example, if there is no overlap of grade spans, the LEA is exempt from this requirement.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Detailed Data Sheet <input type="checkbox"/> Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded)		
If you have additional comments to make about this section, enter them here:						

Comments

Thank you for your honesty. I agree with you that you have a lot of things that need to be in place. But, I also saw that you were trying to get your Title programs in compliance. Good Luck!

Title II Part A

Requirements

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has a plan in place to ensure all teachers working in a Title I program will be appropriately certified. <i>Sec. 1111(2)(J) and Sec. 2101 (c)(4)(B)(III)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PIMS Appropriately Certified Teacher Report from two most recent years		<p style="text-align: center;">Monitor Comments</p> 5/2/2017 7:01:03 PM Monitor Cindy Patton According to the 2014-15 and 2015-16 PIMS reports all teachers are appropriately certified.
2. LEA ensures equitable distribution of experienced and appropriately certified teachers between and within the district's schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Equity Plan <input type="checkbox"/> Documentation of annual review of Equity Plan <input checked="" type="checkbox"/> Teachers are reassigned, if applicable <input type="checkbox"/> Changes to union contract are made, if applicable		<p style="text-align: center;">Monitor Comments</p> 5/2/2017 7:04:07 PM Monitor Cindy Patton The Equity Plan dated 10.20.16 has been updated as of 4.29.17.
3. The LEA conducts an assessment of local needs for professional development and class size reduction, student academic needs and the academic achievement gap as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district professional development needs assessment and collated results		<p style="text-align: center;">Monitor Comments</p> 5/2/2017 7:14:59 PM Monitor Cindy Patton The School is starting from scratch. A PD plan was developed by the administration team. The plan did not need the needs of the staff. With staff input, a new PD plan was developed and is on file at the School.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting notices, agenda, sign-in sheets		<p style="text-align: center;">District Comments</p> <p>4/18/2017 7:57:33 PM CEO Malynda Maurer We are working on a parent engagement plan.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/2/2017 7:42:44 PM Monitor Cindy Patton Parents have not been part of developing a PD plan.</p>
5. The LEA professional development activities are based on the needs assessment and designed to improve student academic achievement and eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122(b)(1)(B) and (2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to needs assessment and district Comprehensive Plan		<p style="text-align: center;">Monitor Comments</p> <p>5/2/2017 7:44:14 PM Monitor Cindy Patton Professional development is planned around a monthly theme. These themes are reflected in the Comprehensive Plan.</p>
6. The LEA provides supplemental professional development activities, to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123(A)(3)(A&B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Attendance rosters for each professional development activity <input checked="" type="checkbox"/> Surveys		<p style="text-align: center;">Monitor Comments</p> <p>5/2/2017 7:45:23 PM Monitor Cindy Patton Agendas and sign in sheets are on file for all professional development activities.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
7. The LEA targets funds to schools that have the lowest portion of appropriately state certified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122(b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters with Appropriately State Certified Teacher status <input type="checkbox"/> Class size data before and after class-size reduction teacher added <input type="checkbox"/> Focus/Priority school status <input type="checkbox"/> Consolidated application Selection of Schools ranking page. <input type="checkbox"/> Title II budget		<p align="center">District Comments</p> <p>4/18/2017 7:57:25 PM CEO Malynda Maurer We have only one school and one class per grade or subject.</p> <p align="center">Monitor Comments</p> <p>5/2/2017 7:47:49 PM Monitor Cindy Patton The school has only one class of each grade level.</p>
8. The LEA utilizes appropriately state certified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class-size reduction teacher rosters <input type="checkbox"/> PIMS Appropriately Certified Teacher report		<p align="center">District Comments</p> <p>4/18/2017 7:57:15 PM CEO Malynda Maurer We are a small school with small class sizes.</p> <p align="center">Monitor Comments</p> <p>5/2/2017 7:48:57 PM Monitor Cindy Patton The school does not have a teacher to reduce class size.</p>
9. The LEA assures that Title II funds are used only to supplement or increase non-federal sources and not to supplant funds from non-federal sources. <i>1114, 1115, 1116, 1120A</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures.		<p align="center">Monitor Comments</p> <p>5/2/2017 8:02:35 PM Monitor Cindy Patton Expenditures have been for intervention materials and professional development.</p>

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

Fiscal Requirements

Audits

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>A. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented.</p> <p>Uniform Grants Guidance Section 200.501</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Two most recent audit reports (federal programs only)</p> <p><input type="checkbox"/> LEA response to findings.</p> <p><input type="checkbox"/> PDE follow-up review of findings.</p> <p><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions</p>		<p>District Comments</p> <p>4/25/2017 11:54:20 PM CEO Malynda Maurer We do not qualify for a single audit report.</p> <p>Monitor Comments</p> <p>5/3/2017 4:22:38 PM Monitor Cindy Patton Corrective Action was not required for the two most recent audit reports.</p>
<p>If you have additional comments to make about this section, enter them here:</p>							

Carryover

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>B. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127 ESEA</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>		<table border="1"> <tr> <td data-bbox="1654 196 2024 256" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1654 256 2024 430"> <p>4/25/2017 11:55:15 PM CEO Malynda Maurer We do not receive funds over \$50,000 per year.</p> </td> </tr> <tr> <td data-bbox="1654 430 2024 483" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1654 483 2024 695"> <p>5/3/2017 4:24:33 PM Monitor Cindy Patton The School does not receive more than \$50,000 in federal funds.</p> </td> </tr> </table>	District Comments	<p>4/25/2017 11:55:15 PM CEO Malynda Maurer We do not receive funds over \$50,000 per year.</p>	Monitor Comments	<p>5/3/2017 4:24:33 PM Monitor Cindy Patton The School does not receive more than \$50,000 in federal funds.</p>
District Comments											
<p>4/25/2017 11:55:15 PM CEO Malynda Maurer We do not receive funds over \$50,000 per year.</p>											
Monitor Comments											
<p>5/3/2017 4:24:33 PM Monitor Cindy Patton The School does not receive more than \$50,000 in federal funds.</p>											
<p>If you have additional comments to make about this section, enter them here:</p>											

Rank Order

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>C. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113 ESEA</p>	<p>1. The LEA is only serving eligible schools that have been ranked from highest to lowest without regard to grade spans and all schools above 75% poverty are served</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application Selection of Schools ranking grid</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2017 11:56:22 PM CEO Malynda Maurer We are a small school with one class per grade in one building.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 4:25:42 PM Monitor Cindy Patton The School has only one section per grade level, K-12.</p>
	<p>2. Allocations to each eligible school in the Consolidated Application ranking grid and the per pupil allocations match</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Title I budget for each school</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2017 11:56:25 PM CEO Malynda Maurer We are a small school with one class per grade in one building.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 4:29:51 PM Monitor Cindy Patton The LEA has only one school K-12 with one section of each grade.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	3. Pre-kindergarten children are excluded from the poverty count of any school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> PIMS Report on Economically Disadvantaged		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">District Comments</td> </tr> <tr> <td>4/25/2017 11:56:30 PM CEO Malynda Maurer We are a small school with one class per grade in one building.</td> </tr> <tr> <td style="text-align: center;">Monitor Comments</td> </tr> <tr> <td>5/3/2017 4:28:44 PM Monitor Cindy Patton A Charter School is not permitted to have a pre-k classroom.</td> </tr> </table>	District Comments	4/25/2017 11:56:30 PM CEO Malynda Maurer We are a small school with one class per grade in one building.	Monitor Comments	5/3/2017 4:28:44 PM Monitor Cindy Patton A Charter School is not permitted to have a pre-k classroom.
District Comments											
4/25/2017 11:56:30 PM CEO Malynda Maurer We are a small school with one class per grade in one building.											
Monitor Comments											
5/3/2017 4:28:44 PM Monitor Cindy Patton A Charter School is not permitted to have a pre-k classroom.											
If you have additional comments to make about this section, enter them here:											

Supplement/Supplant

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>D. Supplement/Supplant</p> <p>The LEA ensures that Title funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.</p> <p>Sec. 1118 ESEA Sec. 2301 ESEA</p>	<p>1. LEA approved budget and records of expenditures of Title funds at the district level match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Title I A and D, Title II and Title III budgets</p> <p><input checked="" type="checkbox"/> LEA budget</p> <p><input checked="" type="checkbox"/> Statement of Expenditures for Title I A and D, Title II and Title III</p>		<p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 4:32:46 PM Monitor Cindy Patton There is a match between the approved budget and Title I expenditures.</p>
	<p>2. For Schoolwide Programs - Expenditures verify that funds have not supplanted non-federal resources</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Statement of federal, state and local allocations for past two years</p> <p><input type="checkbox"/> Federal expenditures match SWP activities</p> <p><input type="checkbox"/> MOE letter</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2017 11:57:20 PM CEO Malynda Maurer We do not operate as a schoolwide school.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 4:34:44 PM Monitor Cindy Patton The School does not operate a schoolwide program.</p>
	<p>3. For Targeted Assistance Programs Expenditures meet the statutory requirements and are supplemental in nature and do not supplant non-federal resources</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Building level Title I budgets and statement of allocations and expenditures for current year</p>		<p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 4:37:52 PM Monitor Cindy Patton Expenditures have been supplemental in nature. (interventions)</p>

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

Equipment and Related Property

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
E. Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$1500) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$1499)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II and Title III		<table border="1"> <tr> <td data-bbox="1591 204 1957 253" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1591 253 1957 431"> 4/25/2017 11:58:15 PM CEO Malynda Maurer Title funds are not used to purchase equipment. </td> </tr> <tr> <td data-bbox="1591 431 1957 480" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1591 480 1957 686"> 5/3/2017 4:40:24 PM Monitor Cindy Patton No equipment has been purchased using federal money. </td> </tr> </table>	District Comments	4/25/2017 11:58:15 PM CEO Malynda Maurer Title funds are not used to purchase equipment.	Monitor Comments	5/3/2017 4:40:24 PM Monitor Cindy Patton No equipment has been purchased using federal money.
District Comments											
4/25/2017 11:58:15 PM CEO Malynda Maurer Title funds are not used to purchase equipment.											
Monitor Comments											
5/3/2017 4:40:24 PM Monitor Cindy Patton No equipment has been purchased using federal money.											
	2. LEA conducts a physical inventory of all items every two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation that physical inventory was conducted within the last two years		<table border="1"> <tr> <td data-bbox="1591 703 1957 751" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1591 751 1957 930"> 4/25/2017 11:58:18 PM CEO Malynda Maurer Title funds are not used to purchase equipment. </td> </tr> <tr> <td data-bbox="1591 930 1957 979" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1591 979 1957 1157"> 5/3/2017 4:42:13 PM Monitor Cindy Patton Federal funds was not used to purchase any equipment. </td> </tr> </table>	District Comments	4/25/2017 11:58:18 PM CEO Malynda Maurer Title funds are not used to purchase equipment.	Monitor Comments	5/3/2017 4:42:13 PM Monitor Cindy Patton Federal funds was not used to purchase any equipment.
District Comments											
4/25/2017 11:58:18 PM CEO Malynda Maurer Title funds are not used to purchase equipment.											
Monitor Comments											
5/3/2017 4:42:13 PM Monitor Cindy Patton Federal funds was not used to purchase any equipment.											
If you have additional comments to make about this section, enter them here:											

Compliance to Reservations

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>F. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113 ESEA</p>	<p>1. LEA has reserved funds necessary to provide services comparable to those provided to students in Title I funded schools to homeless students in non-Title I schools. If appropriate funds were set aside, for: Neglected Homeless students</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Consolidated Application Title I budget <input type="checkbox"/> Statement of expenditures for homeless and/or neglected students 		<p style="text-align: center;">District Comments</p> <p>4/26/2017 12:08:01 AM CEO Malynda Maurer We are one school and funds are used as needed for homeless and neglected.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 7:04:39 PM Monitor Cindy Patton There was no money set aside for the homeless. School funds would be used if necessary.</p>
	<p>2. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived and shows how the set-aside amount was allocated back to the appropriate Title I school? (If not used, select NA)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Consolidated Application Reservation of Funds <input checked="" type="checkbox"/> Spreadsheet demonstrating calculations 		<p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 7:06:53 PM Monitor Cindy Patton There was no funds set aside for salary and fringe benefits.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	3. LEA has reserved an amount equal to (or a minimum of) 20% of its Title I allocation for Priority and/or Focus schools interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Statement of expenditures for interventions		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #e0e0e0;">District Comments</th> </tr> <tr> <td>4/26/2017 12:08:25 AM CEO Malynda Maurer We are not a priority or focus school thus no funds were reserved.</td> </tr> <tr> <th style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td>5/3/2017 7:10:29 PM Monitor Cindy Patton The School is not in Priority or Focus status.</td> </tr> </table>	District Comments	4/26/2017 12:08:25 AM CEO Malynda Maurer We are not a priority or focus school thus no funds were reserved.	Monitor Comments	5/3/2017 7:10:29 PM Monitor Cindy Patton The School is not in Priority or Focus status.
District Comments											
4/26/2017 12:08:25 AM CEO Malynda Maurer We are not a priority or focus school thus no funds were reserved.											
Monitor Comments											
5/3/2017 7:10:29 PM Monitor Cindy Patton The School is not in Priority or Focus status.											
	4. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent involvement and have distributed a minimum of 95% of those funds to the schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure for allocation of at least 95% to schools		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #e0e0e0;">District Comments</th> </tr> <tr> <td>4/26/2017 12:08:45 AM CEO Malynda Maurer We do not receive more than \$500,000 in Title funds.</td> </tr> <tr> <th style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td>5/3/2017 7:11:48 PM Monitor Cindy Patton The School receives less than \$500,000 in federal funding.</td> </tr> </table>	District Comments	4/26/2017 12:08:45 AM CEO Malynda Maurer We do not receive more than \$500,000 in Title funds.	Monitor Comments	5/3/2017 7:11:48 PM Monitor Cindy Patton The School receives less than \$500,000 in federal funding.
District Comments											
4/26/2017 12:08:45 AM CEO Malynda Maurer We do not receive more than \$500,000 in Title funds.											
Monitor Comments											
5/3/2017 7:11:48 PM Monitor Cindy Patton The School receives less than \$500,000 in federal funding.											
If you have additional comments to make about this section, enter them here:											

Obligating Funds

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
G. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs' approved date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date		<table border="1"> <thead> <tr> <th data-bbox="1604 201 2034 250">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 254 2034 467"> 5/3/2017 7:18:24 PM Monitor Cindy Patton Program approval date was 7.1.16. The first funds spent was on 2.9.17. </td> </tr> </tbody> </table>	Monitor Comments	5/3/2017 7:18:24 PM Monitor Cindy Patton Program approval date was 7.1.16. The first funds spent was on 2.9.17.
Monitor Comments									
5/3/2017 7:18:24 PM Monitor Cindy Patton Program approval date was 7.1.16. The first funds spent was on 2.9.17.									
If you have additional comments to make about this section, enter them here:									

Title I, Part D

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
H. Title I, Part D Sec 1114 (3)(a)(iii)	1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for delinquent		<table border="1"> <tr> <td data-bbox="1570 199 1957 248" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1570 248 1957 427"> 4/26/2017 12:09:48 AM CEO Malynda Maurer We do not receive funds for Title I Part D. </td> </tr> <tr> <td data-bbox="1570 427 1957 475" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1570 475 1957 651"> 5/3/2017 7:26:43 PM Monitor Cindy Patton The School does not receive Title I Part D funding. </td> </tr> </table>	District Comments	4/26/2017 12:09:48 AM CEO Malynda Maurer We do not receive funds for Title I Part D.	Monitor Comments	5/3/2017 7:26:43 PM Monitor Cindy Patton The School does not receive Title I Part D funding.
District Comments											
4/26/2017 12:09:48 AM CEO Malynda Maurer We do not receive funds for Title I Part D.											
Monitor Comments											
5/3/2017 7:26:43 PM Monitor Cindy Patton The School does not receive Title I Part D funding.											
If you have additional comments to make about this section, enter them here:											

Record Retention

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
I. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<table border="1"> <tr> <td data-bbox="1650 196 2045 253" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1650 253 2045 440">5/3/2017 7:28:16 PM Monitor Cindy Patton Records are stored at IU 8 Altoona branch.</td> </tr> </table>	Monitor Comments	5/3/2017 7:28:16 PM Monitor Cindy Patton Records are stored at IU 8 Altoona branch.
Monitor Comments									
5/3/2017 7:28:16 PM Monitor Cindy Patton Records are stored at IU 8 Altoona branch.									
If you have additional comments to make about this section, enter them here:									

Community Eligibility Provision (CEP)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>J. Community Eligibility Provision (CEP)</p> <p>7 CFR 245.9(f)(7)(iii)</p>	<p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 15-16 SY? This is asked for 16-17 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 16-17 SY this answer is "no".</p> <p>Note: If a "no" answer the remaining questions can be marked N/A.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools		<p style="text-align: center;">District Comments</p> <p>4/26/2017 12:11:21 AM CEO Malynda Maurer We are a cyber school so we do not participate in CEP.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 7:30:49 PM Monitor Cindy Patton The School does not participate in CEP.(cyber school)</p>
	<p>2. Were all buildings in 14-15 CEP or were some CEP and others non-CEP? If all schools CEP, select MET. If not, select N/A, then discuss per bullet 3 how data was made uniform.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools		<p style="text-align: center;">District Comments</p> <p>4/26/2017 12:11:25 AM CEO Malynda Maurer We are a cyber school so we do not participate in CEP.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 7:32:49 PM Monitor Cindy Patton The School is a cyber school and does not participate in CEP.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools <input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools. <input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not. <input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey - but which made clear that it was not a requirement of the food subsidy program - was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms.		<p style="text-align: center;">District Comments</p> <p>4/26/2017 12:11:28 AM CEO Malynda Maurer We are a cyber school so we do not participate in CEP.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 7:34:46 PM Monitor Cindy Patton The School is a cyber school and does not participate in CEP.</p>

Performance Goal Reporting Verification

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. LEA has documentation/data to support the status of goals reported in the Performance Goal Report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Performance Goal Report and data used to verify the goals were met in all corresponding programs, Title I, Title II, Title ID, and/or Title III Immigrant and LEP.		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1421 198 1959 250">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1421 250 1959 529"> 5/3/2017 7:39:38 PM Monitor Cindy Patton This School first received federal monies in April of 2016. This is the first full year of Title 1 services. At the present time, data is being collected to verify if goals have been met. </td> </tr> </tbody> </table>	Monitor Comments	5/3/2017 7:39:38 PM Monitor Cindy Patton This School first received federal monies in April of 2016. This is the first full year of Title 1 services. At the present time, data is being collected to verify if goals have been met.
Monitor Comments								
5/3/2017 7:39:38 PM Monitor Cindy Patton This School first received federal monies in April of 2016. This is the first full year of Title 1 services. At the present time, data is being collected to verify if goals have been met.								

Uniform Grants Guidance

Conflict of Interest

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
A. Conflict of Interest UGG Sec 200.112	<p>1. Conflict of Interest Requirement - the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <p>Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)</p> <p>Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)</p> <p>Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)</p> <p>Mandatory Disclosure- (potential conflict disclosed in writing)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> policy <input type="checkbox"/> self-disclosure form <input type="checkbox"/> resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)		<p style="text-align: center;">District Comments</p> <p>4/26/2017 12:19:41 AM CEO Malynda Maurer Policy to be approved by the board in May.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 7:43:46 PM Monitor Cindy Patton Policy is ready to be approved at the May 11th Board Meeting. The monitor read the policy.</p>
If you have additional comments to make about this section, enter them here:							

Allowability of Costs

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
B. Allowability of Costs UGG Sec 200.43	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedure must include the following cost principles: Necessary, reasonable and allocable Conform with federal law and grant terms Consistent with state and local policies Adequately documented	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> review procedure to determine if the above requirements are included and explained		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/3/2017 7:44:59 PM Monitor Cindy Patton Procedure is ready to be adopted at the May 11th Board Meeting. The monitor did read the procedure.</td> </tr> </tbody> </table>	Monitor Comments	5/3/2017 7:44:59 PM Monitor Cindy Patton Procedure is ready to be adopted at the May 11th Board Meeting. The monitor did read the procedure.
Monitor Comments									
5/3/2017 7:44:59 PM Monitor Cindy Patton Procedure is ready to be adopted at the May 11th Board Meeting. The monitor did read the procedure.									
<p>If you have additional comments to make about this section, enter them here:</p>									

Procurement

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
C. Procurement UGG Sec 200.300	1. Procurement the District maintains purchasing procedures Micro-purchases (purchase up to \$3,000) Small Purchase (between \$3,000-\$150,000) Sealed Bids (purchases over \$150,000 with formal advertising) Competitive Proposals (more than one source submitting a proposal) Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> procurement procedure and does the procedure define the 5 requirements <input type="checkbox"/> documentation of two-year optional grace period		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/3/2017 7:49:26 PM Monitor Cindy Patton Procurement was Board adopted April 14, 2016. It is filed under Internal Controls Policy.</td> </tr> </tbody> </table>	Monitor Comments	5/3/2017 7:49:26 PM Monitor Cindy Patton Procurement was Board adopted April 14, 2016. It is filed under Internal Controls Policy.
Monitor Comments									
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
If you have additional comments to make about this section, enter them here:							

Cash Management

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
D. Cash Management UGG Sec 200.305	1. Cash Management the District must maintain written procedures to implement the following cash management requirements: Reimbursements explain what happens if the District is initially charging federal grant expenditures to nonfederal funds Advances explain what happens if the District receives advance payments of federal grant funds Interest explain how the District will manage interest earned on federal grant awards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> procedure explaining the above		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/3/2017 7:52:09 PM Monitor Cindy Patton Procedure has been in place as of 4.14.16. It will be updated at the May 11th Board Meeting.</td> </tr> </tbody> </table>	Monitor Comments	5/3/2017 7:52:09 PM Monitor Cindy Patton Procedure has been in place as of 4.14.16. It will be updated at the May 11th Board Meeting.
Monitor Comments									
5/3/2017 7:52:09 PM Monitor Cindy Patton Procedure has been in place as of 4.14.16. It will be updated at the May 11th Board Meeting.									
If you have additional comments to make about this section, enter them here:									

Travel Reimbursement

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
E. Travel Reimbursement UGG Sec 200.474	1. Travel the District must have written travel policies in order 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)	☑	☐	☐	☑ policy		<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Monitor Comments</td> </tr> <tr> <td> 5/3/2017 7:56:21 PM Monitor Cindy Patton Policy was approved at the August 2016 Board Meeting and revised September 8, 2016. </td> </tr> </table>	Monitor Comments	5/3/2017 7:56:21 PM Monitor Cindy Patton Policy was approved at the August 2016 Board Meeting and revised September 8, 2016.
Monitor Comments									
5/3/2017 7:56:21 PM Monitor Cindy Patton Policy was approved at the August 2016 Board Meeting and revised September 8, 2016.									
If you have additional comments to make about this section, enter them here:									

Ed-Flex Waiver Review

Review

Ed-Flex is a program that delegates to PA the authority to grant waivers of certain federal requirements to improve education.

Section 4 of the Education Flexibility Partnership Act of 1999

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 1 Waiver Application		<p>District Comments</p> <p>4/25/2017 11:49:37 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.</p> <p>Monitor Comments</p> <p>5/3/2017 7:58:16 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.</p>
2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 2 Waiver Application		<p>District Comments</p> <p>4/25/2017 11:49:42 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.</p> <p>Monitor Comments</p> <p>5/3/2017 7:58:51 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		<table border="1"> <tr> <th data-bbox="1545 133 1965 175">District Comments</th> </tr> <tr> <td data-bbox="1545 180 1965 391">4/25/2017 11:49:46 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.</td> </tr> <tr> <th data-bbox="1545 396 1965 438">Monitor Comments</th> </tr> <tr> <td data-bbox="1545 443 1965 610">5/3/2017 7:59:59 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.</td> </tr> </table>	District Comments	4/25/2017 11:49:46 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.	Monitor Comments	5/3/2017 7:59:59 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.
District Comments										
4/25/2017 11:49:46 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.										
Monitor Comments										
5/3/2017 7:59:59 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.										
4. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 4 Waiver Application		<table border="1"> <tr> <th data-bbox="1545 631 1965 673">District Comments</th> </tr> <tr> <td data-bbox="1545 678 1965 889">4/25/2017 11:49:50 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.</td> </tr> <tr> <th data-bbox="1545 894 1965 937">Monitor Comments</th> </tr> <tr> <td data-bbox="1545 941 1965 1109">5/3/2017 8:00:28 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.</td> </tr> </table>	District Comments	4/25/2017 11:49:50 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.	Monitor Comments	5/3/2017 8:00:28 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.
District Comments										
4/25/2017 11:49:50 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.										
Monitor Comments										
5/3/2017 8:00:28 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.										

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>5. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Section 5 Waiver Application</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2017 11:49:54 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 8:01:27 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.</p>
<p>6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Section 6 Waiver Application</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2017 11:49:58 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 8:02:51 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval Letter from PDE		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="1539 126 1965 175" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1539 175 1965 391"> <p>4/25/2017 11:50:01 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.</p> </td> </tr> <tr> <td data-bbox="1539 391 1965 440" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1539 440 1965 613"> <p>5/3/2017 8:03:18 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.</p> </td> </tr> </table>	District Comments	<p>4/25/2017 11:50:01 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.</p>	Monitor Comments	<p>5/3/2017 8:03:18 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.</p>
District Comments										
<p>4/25/2017 11:50:01 PM CEO Malynda Maurer We do not have a schoolwide program and our poverty rate is above 50%.</p>										
Monitor Comments										
<p>5/3/2017 8:03:18 PM Monitor Cindy Patton The School does not have an Ed-Flex waiver.</p>										
If you have additional comments to make about this section, enter them here:										

Title VI-B REAP

Title VI-B REAP

Allocating Funds for SRSA

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for REAP-Flex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Applicable Funding for REAP-Flex: • Title II-A Uses of Applicable Funding <input type="checkbox"/> Title I-A <input type="checkbox"/> Title II-A <input type="checkbox"/> Title III	District Comments
						4/18/2017 8:00:06 PM CEO Malynda Maurer LEA does not allocate funds for REAP-Flex.
2. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for Rural and Low Income Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Uses of Funds: <input type="checkbox"/> Teacher Recruitment and Retention <input type="checkbox"/> Teacher Professional Development <input type="checkbox"/> Educational Technology <input type="checkbox"/> Parent Involvement Activities <input type="checkbox"/> Title I-A <input type="checkbox"/> Title III	District Comments
						4/18/2017 8:00:24 PM CEO Malynda Maurer LEA does not allocate funds for Rural and Low Income Schools.
						Monitor Comments
						5/3/2017 8:05:24 PM Monitor Cindy Patton The School does not receive funding for REAP-Flex.
						District Comments
						4/18/2017 8:00:24 PM CEO Malynda Maurer LEA does not allocate funds for Rural and Low Income Schools.
						Monitor Comments
						5/3/2017 8:06:40 PM Monitor Cindy Patton The School does not receive funding for REAP-Flex.
If you have additional comments to make about this section, enter them here:						

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Central Office	5/2/2017	Malynda Maurer	CEO
Central Office	5/2/2017	Valerie Wyper	Business Manager

Title I: School Level

I. Appropriately State Certified

The Local Education Agency (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required.

Sec. 1111(2)(J)
 Sec. 1112(e)(1)(B)(ii)
 Sec. 1112(a)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
1. All instructional paraprofessionals working in a Title I program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	<input type="checkbox"/> Other:	<table border="1"> <tr> <th>District Comments</th> </tr> <tr> <td>4/18/2017 8:01:20 PM CEO Malynda Maurer School does not employ paraprofessionals.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/3/2017 8:21:56 PM Monitor Cindy Patton School does not employ paraprofessionals.</td> </tr> </table>	District Comments	4/18/2017 8:01:20 PM CEO Malynda Maurer School does not employ paraprofessionals.	Monitor Comments	5/3/2017 8:21:56 PM Monitor Cindy Patton School does not employ paraprofessionals.
District Comments										
4/18/2017 8:01:20 PM CEO Malynda Maurer School does not employ paraprofessionals.										
Monitor Comments										
5/3/2017 8:21:56 PM Monitor Cindy Patton School does not employ paraprofessionals.										
2. Parents (in Title I schools only) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know Teacher Qualifications letter and evidence of distribution date	<input type="checkbox"/> Other:	<table border="1"> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/3/2017 8:25:19 PM Monitor Cindy Patton Right to Know Letter was sent out with the Oct/Nov Meet and Greet Flyer.</td> </tr> </table>	Monitor Comments	5/3/2017 8:25:19 PM Monitor Cindy Patton Right to Know Letter was sent out with the Oct/Nov Meet and Greet Flyer.		
Monitor Comments										
5/3/2017 8:25:19 PM Monitor Cindy Patton Right to Know Letter was sent out with the Oct/Nov Meet and Greet Flyer.										

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified in a core academic subject. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know - Four Consecutive Week letter <input checked="" type="checkbox"/> Evidence of distribution date, if applicable	<input type="checkbox"/> Other:	<table border="1"> <thead> <tr> <th data-bbox="1619 131 2032 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2032 391"> 5/3/2017 8:27:41 PM Monitor Cindy Patton Four Week Letter is on file at the School. The letter was not needed so far this school year. </td> </tr> </tbody> </table>	Monitor Comments	5/3/2017 8:27:41 PM Monitor Cindy Patton Four Week Letter is on file at the School. The letter was not needed so far this school year.
Monitor Comments								
5/3/2017 8:27:41 PM Monitor Cindy Patton Four Week Letter is on file at the School. The letter was not needed so far this school year.								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
If you have additional comments to make about this section, enter them here:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

II. Parent Involvement

The LEA and Title I schools meet parental involvement requirements.

Section 1118(a)-(h)
 Section 1111(c)(14)
 Section 1111(d)
 Section 1116(a)(1)(D)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Schools receiving Title I funds have a written Parent Involvement Policy/Plan aligned with the District policy and evidence that it is updated annually and has been distributed to parents. Required components:</p> <ul style="list-style-type: none"> describes how parents will be involved in the planning, review and improvement of the school's Parent Involvement Policy. states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. states that parent meetings, including parent conferences, will be held at different times during the day. states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions. describes how parents will be involved in the planning, review, and improvement of the school's Title I program. describes how the school involves parents in the joint development of the Schoolwide Program Plan under Section 1114. Applies only to Title I schools operating a Schoolwide Program. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> School parent involvement policy, Parent meeting agenda & sign-in sheets, and method of distribution</p>		<p style="text-align: center;">District Comments</p> <p>4/26/2017 12:23:38 AM CEO Malynda Maurer School policies are being implemented. Meeting agendas and sign in sheets are available.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/3/2017 8:30:16 PM Monitor Cindy Patton School Parent Involvement Policy has been created and reviewed by the staff. However, it has not been mailed to the parents.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> • describes how the school will provide parents of participating children with timely information about the Title I program. • describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. • describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. • states that the school will provide, 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 such suggestions as soon as practicably possible. • 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. 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
2. Schools receiving Title I funds have a written school-parent compact and evidence that it has been updated annually and has been distributed to parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution		<div style="border: 1px solid black; padding: 2px;">District Comments</div> <p>4/26/2017 12:25:47 AM CEO Malynda Maurer Organizational change due to departing personnel prevented from all parts being completed.</p> <div style="border: 1px solid black; padding: 2px;">Monitor Comments</div> <p>5/3/2017 8:31:58 PM Monitor Cindy Patton School-Parent Compact is prepared but has not been distributed to parents.</p>
3. Title I schools hold an annual meeting to inform parents of participating students about Title I program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda and sign-in sheets		<div style="border: 1px solid black; padding: 2px;">Monitor Comments</div> <p>5/3/2017 8:33:10 PM Monitor Cindy Patton Annual Title I Meeting was held November 7, 2016. Agenda and sign in sheets are available at the School.</p>
4. Title I schools have provided assistance to parents in understanding the States academic content standards and student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets		<div style="border: 1px solid black; padding: 2px;">Monitor Comments</div> <p>5/3/2017 8:34:55 PM Monitor Cindy Patton At one of the Meet and Greets this was an agenda item. Agenda and sign in sheets are available at the School.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. Title I schools have provided materials and training to help parents work with their children to improve achievement, such as literacy and technology training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events <input type="checkbox"/> Workshops		Monitor Comments 5/3/2017 8:37:40 PM Monitor Cindy Patton Parents receive training materials on Enrollment Day and at the Meet and Greet Evenings.
6. Title I schools educate instructional staff, with parental assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff meeting agendas & sign-in sheets <input checked="" type="checkbox"/> Professional development agendas <input checked="" type="checkbox"/> Induction Plan <input type="checkbox"/> Surveys <input type="checkbox"/> Comprehensive Plan		Monitor Comments 5/3/2017 8:39:55 PM Monitor Cindy Patton Virtual Meeting was held with an agenda item being working with parents.
7. Title I schools have coordinated and integrated parent involvement programs and activities with other programs (Head Start, public preschools, parent resource centers, early childhood programs), to encourage and support parents in more fully participating in the education of their children, and parents have participated in the development of the Transition Plan.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Transition Plan <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets		District Comments 4/26/2017 12:26:59 AM CEO Malynda Maurer We are still working on implementing all parts of this requirement. Monitor Comments 5/3/2017 8:41:27 PM Monitor Cindy Patton Transition Plan has not been developed by the School staff.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
8. Title I schools have sent information related to school and parent programs to parents in a format and language the parents could understand.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings		<p align="center">District Comments</p> <p>4/26/2017 12:27:46 AM CEO Malynda Maurer We just discovered that we have ESL students so arrangements are now being made to provide this information.</p> <p align="center">Monitor Comments</p> <p>5/3/2017 8:43:43 PM Monitor Cindy Patton The School has access to TransACT to translate documents.</p>
9. Title I schools have provided full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meeting agendas & sign-in sheets <input type="checkbox"/> Documentation shared or distributed		<p align="center">Monitor Comments</p> <p>5/4/2017 5:06:46 PM Monitor Cindy Patton All parents and students are invited to all school activities and events.</p>
10. Title I schools have informed parents about the existence of a parent resource center, if one exists. (Federal regulations do not require a parent resource center.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools and/or website postings		<p align="center">District Comments</p> <p>4/26/2017 12:28:46 AM CEO Malynda Maurer We do not currently have a parent resource center.</p> <p align="center">Monitor Comments</p> <p>5/4/2017 5:08:55 PM Monitor Cindy Patton The School does not have a parent resource center.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
11. Title I schools conducted an annual evaluation of the effectiveness of school parental involvement activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of annual parent survey and/or parent/teacher conference evaluation and collated results <input type="checkbox"/> Parent meeting agenda & sign-in sheet		<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">District Comments</p> <p>4/26/2017 12:29:25 AM CEO Malynda Maurer We are in the process of collecting this information for this school year.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Monitor Comments</p> <p>5/4/2017 5:18:10 PM Monitor Cindy Patton This is the first full year the School has received Title 1 funding. They are in the process of collecting data from the parent survey.</p> </div>
If you have additional comments to make about this section, enter them here:						

III. Schoolwide Programs

The LEA and schools develop schoolwide programs that use the flexibility provided to them by laws to improve the academic achievement of all students in the school.

Section 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. All Schoolwide schools:</p> <ul style="list-style-type: none"> • Have completed a needs assessment, • Have developed school-wide reform strategies, • Are using highly qualified staff to deliver instruction, • Are sending high-quality teachers to high-need schools • Have high-quality and ongoing professional development, • Have parent involvement • Have a Pre-K to Kindergarten Transition Plan for preschool children, if applicable • Consider teacher input when making assessment decisions • Provide effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic standards • Budget coordinated with regular program 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of Schoolwide Plan and sign-in sheets and agendas demonstrating plan was updated annually with parent input <input type="checkbox"/> Copy of annually updated Schoolwide Template/School Improvement/Level Plan AND Addendum 		
<p>2. School operates a Schoolwide program with a waiver.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Priority/Focus School <input type="checkbox"/> 30-40% free and reduced count <input type="checkbox"/> Waiver approval letter 		

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

IV. Targeted Assistance

The LEA targeted assistance programs meet all requirements.

Section 1115

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. The LEA and Title I school have established targeted assistance programs that address statutory purposes and meet requirements, including the following:</p> <ul style="list-style-type: none"> Scientifically-based, high-quality supplemental resources Using effective instructional methods and strategies that strengthen the core academic program and are aligned to the resources Minimizing the removal of students from the regular classroom during regular school times Primary consideration to providing supplemental learning time 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> List of supplemental materials <input checked="" type="checkbox"/> Identification of scientifically-based instructional models based on current best practices <input type="checkbox"/> Title I staff and eligible student schedules <input checked="" type="checkbox"/> Benchmark data and formative assessment data of Title I students 		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> <p>5/4/2017 5:22:27 PM Monitor Cindy Patton The School has a 'canned' curriculum. The teachers have developed supplemental lessons/materials aligned to the curriculum. Learning labs with tutoring are available to the students.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/4/2017 5:22:27 PM Monitor Cindy Patton The School has a 'canned' curriculum. The teachers have developed supplemental lessons/materials aligned to the curriculum. Learning labs with tutoring are available to the students.</p>
Monitor Comments								
<p>5/4/2017 5:22:27 PM Monitor Cindy Patton The School has a 'canned' curriculum. The teachers have developed supplemental lessons/materials aligned to the curriculum. Learning labs with tutoring are available to the students.</p>								
<p>2. LEA and Title I school promote the integration of staff supported by Title 1 into the regular school program and assures that targeted assistance program planning coordinates with and supports the regular education program.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Documentation of regular team meetings, agendas sign-in sheets, minutes, etc. <input checked="" type="checkbox"/> Professional development schedules <input checked="" type="checkbox"/> Meeting agendas, sign-in sheets 		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> <p>5/4/2017 5:24:04 PM Monitor Cindy Patton Every student has a 'Learning Guide' that monitors their progress.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/4/2017 5:24:04 PM Monitor Cindy Patton Every student has a 'Learning Guide' that monitors their progress.</p>
Monitor Comments								
<p>5/4/2017 5:24:04 PM Monitor Cindy Patton Every student has a 'Learning Guide' that monitors their progress.</p>								

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
3. The Title I school has established criteria for the selection of eligible students (including Head Start, Homeless, Migrant, Neglected/Delinquent.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Selection criteria <input checked="" type="checkbox"/> Student roster with test scores that includes rank order listing <input type="checkbox"/> Teacher/parent recommendations <input type="checkbox"/> List of eligible students not serviced due to parents declining services		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1541 126 2039 175" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1541 175 2039 391"> 5/4/2017 5:27:35 PM Monitor Cindy Patton Selection criteria includes PSSA/Keystone scores, benchmark data, coursework, and parent input. </td> </tr> </tbody> </table>	Monitor Comments	5/4/2017 5:27:35 PM Monitor Cindy Patton Selection criteria includes PSSA/Keystone scores, benchmark data, coursework, and parent input.
Monitor Comments								
5/4/2017 5:27:35 PM Monitor Cindy Patton Selection criteria includes PSSA/Keystone scores, benchmark data, coursework, and parent input.								
If you have additional comments to make about this section, enter them here:								

V. Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Semi-annual time certifications</p>		<p style="text-align: center;">District Comments</p> <p>4/26/2017 12:31:19 AM CEO Malynda Maurer We do not have any employees that are funded 100% by Title funds.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/4/2017 5:00:24 PM Monitor Cindy Patton No employees are paid with Title funding.</p>
	<p>2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP, or for Schoolwide Schools, semi-annual certification and personnel activity reports for split funded staff.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Time logs</p> <p><input type="checkbox"/> Staff schedules</p> <p><input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval</p> <p><input type="checkbox"/> semi-annual certification and personnel activity reports for split funded staff</p>		<p style="text-align: center;">District Comments</p> <p>4/26/2017 12:32:04 AM CEO Malynda Maurer We do not have any employees that are funded by Title funds</p> <p style="text-align: center;">Monitor Comments</p> <p>5/4/2017 5:01:53 PM Monitor Cindy Patton No employees are paid from federal funding.</p>
<p>If you have additional comments to make about this section, enter them here:</p>							

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget demonstrating appropriate Title I expenditures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's Title I building level budget		<p align="center">Monitor Comments</p> <p>5/4/2017 5:29:46 PM Monitor Cindy Patton School budget reflects appropriate Title I expenditures.</p>

Comments

Your parents were very supportive of the efforts of the principal and staff. They saw your school as a good fit to meet their child's needs. (socially and academically)

This is the 2016 CAV for Central Pennsylvania Digital Learning Foundation C

Topic: Title I - II. Parent Involvement

Issue: 1. LEA has a written parental involvement policy and evidence that it is reviewed and updated annually.

Corrective Action: Provide copy of LEA/District parent involvement policy, provide agendas and sign in sheets from the parent meeting where it was reviewed, and method of distribution.

- LEA parent involvement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.

CA Due: 9/18/2017

Ext Date: _____

Closed: _____

CA Not Required:

District Comments

4/25/2017 11:46:01 PM

CEO Malynda Maurer

We are in the process of putting this policy in place.

Monitor Comments

5/2/2017 6:52:09 PM

Monitor Cindy Patton

The policy is ready for Board approval at the May 11 Board Meeting. The policy was reviewed by the monitor.

Topic: Title II Part A - Requirements

Issue: 4. The LEA involves parents in the planning of professional development activities. Section 2122 (b)(7)

Corrective Action: The district will submit evidence that parents will have the opportunity for input regarding the planning of professional development activities, such as agendas and sign in sheets from parent meetings.

- Meeting notices, agenda, sign-in sheets

CA Due: 9/18/2017

Ext Date: _____

Closed: _____

CA Not Required:

District Comments

4/18/2017 7:57:33 PM

CEO Malynda Maurer

We are working on a parent engagement plan.

District Comments
Monitor Comments
<p>5/2/2017 7:42:44 PM Monitor Cindy Patton Parents have not been part of developing a PD plan.</p>

Topic: Uniform Grants Guidance - Conflict of Interest

Issue: 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)

Corrective Action: Uniform Grants Guidance (UGG) requires LEAs to have a written Conflict of Interest policy. LEAs must submit a copy of their written Conflict of Interest policy.

- policy
- self-disclosure form
- resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)

CA Due:

Ext Date:

Closed:

CA Not Required:

District Comments
<p>4/26/2017 12:19:41 AM CEO Malynda Maurer Policy to be approved by the board in May.</p>
Monitor Comments
<p>5/3/2017 7:43:46 PM Monitor Cindy Patton Policy is ready to be approved at the May 11th Board Meeting. The monitor read the policy.</p>

Topic: Uniform Grants Guidance - Allowability of Costs

Issue: 1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedure must include the following cost principles:

CA Due:

Ext Date:

Necessary, reasonable and allocable
Conform with federal law and grant terms
Consistent with state and local policies
Adequately documented

Corrective Action: Uniform Grants Guidance (UGG) requires LEAs to have written Allowability of Costs procedures. LEAs must submit a copy of their written Allowability of Costs procedures.

review procedure to determine if the above requirements are included and explained

CA Not Required:

Monitor Comments

5/3/2017 7:44:59 PM

Monitor Cindy Patton

Procedure is ready to be adopted at the May 11th Board Meeting. The monitor did read the procedure.

Topic: Title I: School Level - Central PA Digital Learning Foundation - II. Parent Involvement School parent involvement policy, Parent meeting agenda & sign-in sheets, and method of distribution

Issue: 1. Schools receiving Title I funds have a written Parent Involvement Policy/Plan aligned with the District policy and evidence that it is updated annually and has been distributed to parents. Required components:

- describes how parents will be involved in the planning, review and improvement of the school's Parent Involvement Policy.
- states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved.
- states that parent meetings, including parent conferences, will be held at different times during the day.
- states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.
- describes how parents will be involved in the planning, review, and improvement of the school's Title I program.
- describes how the school involves parents in the joint development of the Schoolwide Program Plan under Section 1114. Applies only to Title I schools operating a Schoolwide Program.
- describes how the school will provide parents of participating children with timely information about the Title I program.
- describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

CA Due: 9/18/2017

Ext Date:

Closed:

CA Not Required:

- describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.
- states that the school will provide, 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 such suggestions as soon as practicably possible.
- 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.

Corrective Action: LEA must provide to the DFP a copy of their school building parent involvement policy for each Title I building not in compliance; provide agendas and sign in sheets as evidence of Title I parent involvement and input into the development of the school building policy. The LEA must also provide the method of distribution.

District Comments
<p>4/26/2017 12:23:38 AM CEO Malynda Maurer School policies are being implemented. Meeting agendas and sign in sheets are available.</p>
Monitor Comments
<p>5/3/2017 8:30:16 PM Monitor Cindy Patton School Parent Involvement Policy has been created and reviewed by the staff. However, it has not been mailed to the parents.</p>

Topic: Title I: School Level - Central PA Digital Learning Foundation - II. Parent Involvement

CA Due:

Ext Date:

Closed:

Issue: 2. Schools receiving Title I funds have a written school-parent compact and evidence that it has been updated annually and has been distributed to parents

Corrective Action: The LEA must provide evidence (agendas & sign in sheets from meeting(s)) that the school-parent compacts have been updated (annually) and was distributed to parents. Evidence of distribution can include website posting, mailings, newsletters, or other forms of communication between the school/home.

School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution

District Comments
4/26/2017 12:25:47 AM CEO Malynda Maurer Organizational change due to departing personnel prevented from all parts being completed.
Monitor Comments
5/3/2017 8:31:58 PM Monitor Cindy Patton School-Parent Compact is prepared but has not been distributed to parents.

Topic: Title I: School Level - Central PA Digital Learning Foundation - II. Parent Involvement Transition Plan

Issue: 7. Title I schools have coordinated and integrated parent involvement programs and activities with other programs (Head Start, public preschools, parent resource centers, early childhood programs), to encourage and support parents in more fully participating in the education of their children, and parents have participated in the development of the Transition Plan.

Corrective Action: The LEA must provide evidence that the school coordinated and integrated parent involvement programs and activities with other programs. Evidence can include a Transition Plan, parent training materials, agendas, and sign in sheets from staff/parent meetings.

- Parent training materials, evaluations, agendas, calendar of events
- Staff/Parent meeting agendas and sign-in sheets

CA Due: 9/18/2017

Ext Date:

Closed:

CA Not Required:

District Comments
4/26/2017 12:26:59 AM CEO Malynda Maurer We are still working on implementing all parts of this requirement.
Monitor Comments

District Comments

5/3/2017 8:41:27 PM
 Monitor Cindy Patton
 Transition Plan has not been developed by the School staff.

Topic: Title I: School Level - Central PA Digital Learning Foundation - II. Parent Involvement

Issue: 8. Title I schools have sent information related to school and parent programs to parents in a format and language the parents could understand.

Corrective Action: The LEA must provide copies of translated documents, including, at a minimum, the LEA and school Parent Involvement policies, compacts and invitations to meetings/workshops.

- Translated documents such as fliers, letters, web site postings

CA Due: 9/18/2017

Ext Date:

Closed:

CA Not Required:

District Comments

4/26/2017 12:27:46 AM
 CEO Malynda Maurer
 We just discovered that we have ESL students so arrangements are now being made to provide this information.

Monitor Comments

5/3/2017 8:43:43 PM
 Monitor Cindy Patton
 The School has access to TransACT to translate documents.

Topic: Title I: School Level - Central PA Digital Learning Foundation - II. Parent Involvement

Issue: 11. Title I schools conducted an annual evaluation of the effectiveness of school parental involvement activities.

Corrective Action: The LEA must provide documentation that LEA evaluated the Parent Involvement Program by gathering parent input. (Evidence would be sign-in sheets, surveys, meetings, Parent/Teacher Conferences and any other method that involved parents).

- Copy of annual parent survey and/or parent/teacher conference evaluation and collated results
- Parent meeting agenda & sign-in sheet

CA Due: 9/18/2017

Ext Date:

Closed:

CA Not Required:

District Comments

District Comments

4/26/2017 12:29:25 AM

CEO Malynda Maurer

We are in the process of collecting this information for this school year.

Monitor Comments

5/4/2017 5:18:10 PM

Monitor Cindy Patton

This is the first full year the School has received Title 1 funding. They are in the process of collecting data from the parent survey.



September 18, 2017

RE: Corrective Action Responses

Dear Mrs. McCrone,

Below are the responses to the nine corrective action items the compliance monitoring for Central PA Digital Learning Foundation Charter School. I believe evidence has been provided for each of the topics except for Topic 7: Coordination with an outside agency. I am requesting an extension on providing that documentation.

I have provided the topics, corrective action, and my responses as well as the necessary documentation. Please let me know if you have any further questions or need any further documentation.

Sincerely,

Dr. Aiko Malynda Maurer
CEO, Federal Programs Coordinator
ceo@cpdlf.org
814-682-5258 ext. 116

CONNECT ∞ ENGAGE ∞ EMPOWER

580 FOOT OF TEN ROAD, DUNCANVILLE, PA 16635
855-GO2-CYBER * LOCAL - (814) 682-5258 * FAX (814) 702-0433
WWWCPDLF.ORG



Corrective Action Responses

1- Topic: Title I-II Parent Involvement

Corrective Action: Provide copy of LEA/District parent involvement policy, provide agendas and sign in sheets from the parent meeting where it was reviewed, and method of distribution.

Response: Parent Involvement Policy attached, Reboot Parent Session Agenda and sign in sheets attached

NOTE: Same session was provided virtually as a recording and emailed for anyone who could not attend. Session is also held at weekly Enrollment Days for ALL new enrollees.

2 - Topic: Title II Part A - Requirements

Corrective Action: The district will submit evidence that parents will have the opportunity for input regarding the planning of professional development activities, such as agendas and sign in sheets from parent meetings.

Response: Reboot Parent Session Agenda and sign in sheets

NOTE: Same session was provided virtually as a recording and emailed for anyone who could not attend. Session is also held at weekly Enrollment Days for ALL new enrollees.

3 - Topic: Uniform Grants Guidance - Conflict of Interest

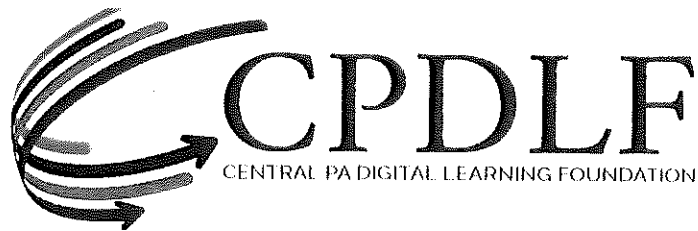
Corrective Action: Uniform Grants Guidance (UGG) requires LEAs to have a written Conflict of Interest policy. LEAs must submit a copy of their written Conflict of Interest policy.

Response: Conflict of Interest Policy attached

4- Topic: Uniform Grants Guidance - Allowability of Costs

Corrective Action: Uniform Grants Guidance (UGG) requires LEAs to have written Allowability of Costs procedures. LEAs must submit a copy of their written Allowability of Costs procedures

Response: Federal Fiscal Compliance Policy with all attachments - specifically Allowability of Costs procedures - attached



5 - Topic: Title I: School Level - Central PA Digital Learning Foundation - II. Parent Involvement

Corrective Action: LEA must provide to the DFP a copy of their school building parent involvement policy for each Title I building not in compliance; provide agendas and sign in sheets as evidence of Title I parent involvement and input into the development of the school building policy. The LEA must also provide the method of distribution.

Response: Parent Involvement Policy attached, Reboot Parent Session Agenda and sign in sheets attached - We are one building in the LEA so the LEA and Building Parent Involvement policy are the same.

NOTE: Same session was provided virtually as a recording and emailed for anyone who could not attend. Session is also held at weekly Enrollment Days for ALL new enrollees.

6 - Topic: Title I: School Level - Central PA Digital Learning Foundation - II. Parent Involvement

Corrective Action: The LEA must provide evidence (agendas & sign in sheets from meeting(s)) that the school-parent compacts have been updated (annually) and was distributed to parents. Evidence of distribution can include website posting, mailings, newsletters, or other forms of communication between the school/home.

Response: Reboot Parent Session Agenda and sign in sheets attached

NOTE: Same session was provided virtually as a recording and emailed for anyone who could not attend. Session is also held at weekly Enrollment Days for ALL new enrollees.

7 - Topic: Title I: School Level - Central PA Digital Learning Foundation - II. Parent Involvement

Corrective Action: The LEA must provide evidence that the school coordinated and integrated parent involvement programs and activities with other programs. Evidence can include a Transition Plan, parent training materials, agendas, and sign in sheets from staff/parent meetings.

Response: Request an extension of time to provide documentation. Working with Appalachia Intermediate Unit 8 to create transition plans.



8 - Topic: Title I: School Level - Central PA Digital Learning Foundation - II. Parent Involvement

Corrective Action: The LEA must provide copies of translated documents, including, at a minimum, the LEA and school Parent Involvement policies, compacts and invitations to meetings/workshops.

Response: Copies of documents translated to date. More documents are in process. All documents given on Enrollment Day are being translated.

9 - Topic: Title I: School Level - Central PA Digital Learning Foundation - II. Parent Involvement

Corrective Action: The LEA must provide documentation that LEA evaluated the Parent Involvement Program by gathering parent input. (Evidence would be sign-in sheets, surveys, meetings, Parent/Teacher Conferences and any other method that involved parents).

Response: Parent Feedback Virtual Sessions were held on May 31 and June 5. Feedback sheets attached.

Central Pennsylvania Digital Learning Foundation Charter School
580 Foot of Ten Road
Duncansville, PA 16635

Board of Trustees Policy - S37

Title I Parent Involvement Policy

PART I. General Expectations

Central PA Digital Learning Foundation agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities, including ensuring -

- a) that parents play an integral role in assisting their child's learning;
- b) that parents are encouraged to be actively involved in their child's education;
- c) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- d) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. Description of how school will implement required parental involvement policy components

1. Central PA Digital Learning Foundation will take the following actions to involve parents in development of its school wide parental involvement plan under section 1112 of the ESEA:
 - Solicit feedback from parents during meetings of the parent advisory committee and report back to the parents the outcome of the feedback on school decisions.
 - Post draft of policy in the Main office and/or on the school's website and Parent Hub on Canvas with procedures for submitting feedback and/or revisions. Draft policy will be posted for at least one week before it is brought in front of the Board of Trustees for approval.
2. Central PA Digital Learning Foundation will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Solicit feedback from parents during regular meetings of the parent advisory committee.
 - Solicit feedback from parents on an ongoing basis via the school's Learning Management System, The Parent HUB on Canvas.
 - Provide parent training on a quarterly basis on topics related to school improvement.
 - Inform parents of their right to be involved in our Title I, Part A programs and request regular meetings via a posting in the Parent HUB on Canvas.
 - Provide parents with the contact number for the school's Federal Programs Coordinator via a posting in the Parent HUB on Canvas.
3. Central PA Digital Learning Foundation will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [EETT, IDEA, etc], by:
 - Including the Federal Programs Coordinator on the advisory boards of the programs above.
 - Including parents of the advisory boards of the programs above,
 - Coordinating all parent involvement activities with the parent advisory committee.
4. Central PA Digital Learning Foundation will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent involvement policy in improving the quality of it's Title I, Part A school. The evaluation will include barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency/language barriers, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its

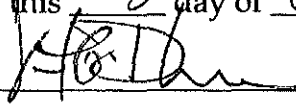
parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will likely include an annual survey and/or roundtable discussion (i.e. focus group) to be held at a meeting of the parent advisory committee.

PART III. Discretionary Parental Involvement Policy Components

- In addition to the parent involvement activities listed above, Central PA Digital Learning Foundation will promote parent involvement by:
- Employing a Parent Ombudsman to facilitate parent involvement activities
- Paying reasonable and necessary expense associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents, including participating in the annual parent Title I conference and reporting back to other parents;
- Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting virtual meetings between teachers (or other educators who work directly with participating students) with parents who are unable to attend those meetings at school;
- Adopting and implementing model approaches to improving parental involvement;
- Using the parental advisory committee to provide advice on matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER AND/OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this 8 day of June, 2017



President



Secretary

Distribution:

- Board Policy Binder
- Board Policy Shared Drive Folder
- CPDLF Website



Connect • Engage • Empower

2017-18 Reboot!

Tuesday, August 15 - 12:00 pm to 4:00 pm

Topic 1, 2, 5, 6

2017-18 REBOOT! AGENDA

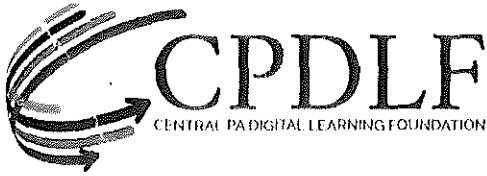
- 12:00 p.m. - 12:15 p.m. Welcome
- 12:15 p.m. - 12:30 p.m. Staff Introductions
- 12:30 p.m. - 12:35 p.m. What's New
- 12:35 p.m. - 12:55 p.m. Learner Expectations
- 12:55 p.m. - 1:15 p.m. CPDLF Connects UI
- 1:15 p.m. - 1:25 p.m. Attendance
- 1:25 p.m. - 2:10 p.m. Technology
- 2:10 p.m. - 2:15 p.m. *Move for K12, OW, and SLP Breakout Sessions*
- 2:15 p.m. - 2:30 p.m. K12 Learner Coach & Learners in EDC Conference Room
- 2:15 p.m. - 2:30 p.m. OW Learner Coach & Learners in CPDLF Conference Room
- 2:30 p.m. - 2:35 p.m. *K12 and OW Schedule - Move to Rooms :*
- Learner Coaches: Coaches Meeting in EDC Conference Room*
- Learners: Academic Wing for Testing*

- 2:35 p.m. - 3:35 p.m. K12 & OW Learners Testing in Academic Wing
**Upon completion of testing, Learners return to EDC Conference Room to rejoin Learner Coaches and meet with the Learning Guide*
- 2:35 p.m. - 3:05 p.m. K12 & OW Coaches Meeting in EDC Conference Room
- 3:05 p.m. - 4:00 p.m. K12 & OW Learner Coach & Learner meet with Learning Guide

- 2:30 p.m. - 2:35 p.m. *SLP Schedule - Stay in Room*
- 2:35 p.m. - 2:50 p.m. SLP Learner Coach & Learners in CPDLF Conference Room
(2:50 p.m. - 3:05 p.m. SLP Learner Coach 15-minute break)
- 3:05 p.m. - 3:35 p.m. SLP Learner Coaches in Coaches Meeting in EDC Conference Room
- 2:50 p.m. - 3:50 p.m. SLP Learners Testing in Academic Wing
**Upon completion of testing, Learners return to EDC Conference Room to rejoin Learner Coaches and meet with the Learning Guide*
- 3:35 p.m. - 4:00 p.m. SLP Learner Coach & Learner meet with Learning Guide

Thank you for coming! You have successfully completed 2017-18 Reboot!

Opportunities • Relationships • Partnerships



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2017-18 Reboot!

Tuesday, August 15 - 12:00 pm to 4:00 pm

Our signatures indicate that we have met with our Learning Guide and understand the expectations for the 2017-18 school year.

Learner Name (Print)

Learner Signature

Learner Coach Name (Print)

Learner Coach Signature

Learner Guide Name (Print)

Learning Guide Signature

Learner Coach Survey

1) Please list at least one thing you specifically liked about 2017-18 Reboot!

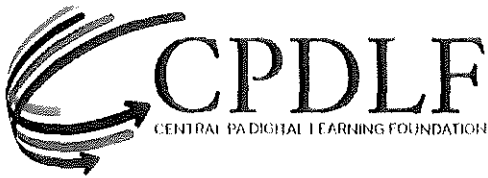
2) Please share one thing we could have done better/differently for 2017-18 Reboot!

3) What are you looking forward to achieving this year?

4) What is one important piece of information that you learned during this event?

Don't forget to turn in JUST this page when you are finished at the Technology Station to earn your prize!

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2017-18 Reboot!
Tuesday, August 15 - 12:00 pm to 4:00 pm

Checklist - Turn in at the end of the event for a PRIZE!

11:30 a.m.

Doors Open

11:30 a.m. - 12:00 p.m.

Stations - Visit each station and check off items as completed. Please have a CPDLF staff member from that station initial to confirm completion.

- Registration _____(staff initials)
 - Learner/Learner Coach Sign-in
 - Receive Folders with Important Documents to Keep and Forms to Complete/Update and return

- Photos _____(staff initials)
 - Update individual photo of both Learner and Learner Coach

- Nurse _____(staff initials)
 - Screenings
 - Update Forms

- Technology _____(staff initials)
 - Equipment check-in
 - Chromebook exchanged for Laptop
 - Complete/Update Technology Agreement

After visiting each station, please move forward in the room to the seating area. Please use this time to complete/update required paperwork in your folder and prepare for the start of 2017-18 Reboot!

Updated forms will be collected at the end of the Coaches Meetings: _____(staff initials)

Opportunities • Relationships • Partnerships



2017-18 REBOOT!
LEARNER COACH SESSION

(Thanks so much for coming!)

Topics to cover:

- Note: some folder contents will be collected at the end of this session
- Your role as the Learner's Coach
 - "Success in School Begins at Home--(*in folder)
 - Watch your learner's online activity
 - Keep in contact with your learner's Learning Guide (check-ins every 2 weeks)
- Expectations
 - Learner check-ins with LG at least every week (Tuesdays)
 - New Attendance Policy (*in folder)
 - Technology care and use (*Acceptable Use policy in folder)
 - Honor code (*in folder)
 - What do we mean by academic integrity, plagiarism, etc?
 - Grading (*in folder)
 - Completing school work is tied to both grades and attendance!
 - IC Parent Portal??
- Title I Information (*in folder)
 - Learner Coach Right to Know
 - School-Learner Coach - Learner Compact
 - Title I District and School Policy
 - NOTE: Suggestions for improvement on any of these documents can be listed on the survey to be turned in at the end of the event.
- Folder Walk-through--any unsigned forms left?

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10pic 1 2/3 3/4

2017-18 REBOOT!
LEARNER COACH SESSION

(Thanks so much for coming!)

Topics to cover:

- Note: some folder contents will be collected at the end of this session
- Your role as the Learner's Coach
 - "Success in School Begins at Home--(*in folder)
 - Watch your learner's online activity
 - Keep in contact with your learner's Learning Guide (check-ins every 2 weeks)
- Expectations
 - Learner check-ins with LG at least every week (Tuesdays)
 - New Attendance Policy (*in folder)
 - Technology care and use (*Acceptable Use policy in folder)
 - Honor code (*in folder)
 - What do we mean by academic integrity, plagiarism, etc?
 - Grading (*in folder)
 - Completing school work is tied to both grades and attendance!
 - IC Parent Portal??
- Title I Information (*in folder)
 - Learner Coach Right to Know
 - School-Learner Coach - Learner Compact
 - Title I District and School Policy
 - NOTE: Suggestions for improvement on any of these documents can be listed on the survey to be turned in at the end of the event.
- Folder Walk-through--any unsigned forms left?

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10/16 1, 2, 5, 11
21 families
21 learners

Central Pennsylvania Digital Learning Foundation

Reboot Session Sign-in Sheet







August 15, 2017 12:00 to 4:00

Name of Attendees:	Signature
Louise Anarello	
Destine Bailey	Destine Bailey
Betty Stevenson	Betty Stevenson
[Redacted]	
[Redacted] Galen Zeiders	Galen Zeiders
Kristi Arce & [Redacted]	Kristi L. Arce
Mike Wagner	[Redacted]
[Redacted]	Barb Steiner
[Redacted]	Melissa Vogel
[Redacted]	Scott & Maggie Kephart
[Redacted]	Scott & Maggie Kephart
[Redacted]	Scott & Maggie Kephart
[Redacted]	Delores R. Perkins
[Redacted]	Jannan Hamilton
[Redacted]	[Redacted]

Central Pennsylvania Digital Learning Foundation Reboot Session Sign-in Sheet

August 15, 2017

12:00 to 4:00

Name of Attendees:	Signature
	Mauri L. Stordard
	Suzanne
	Shannon Burnett
	Tanya Babryk
	Christina Carlina
	Lillian [unclear]

5
16
17
18
19
20
21

14 families
18 members

Central Pennsylvania Digital Learning Foundation

Reboot Session Sign-in Sheet

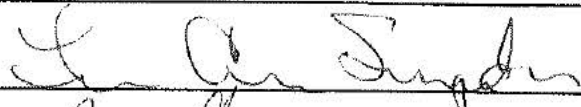
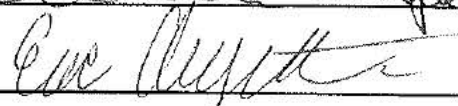
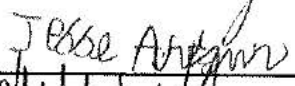
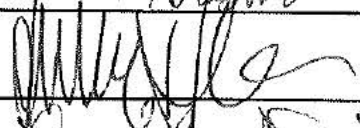
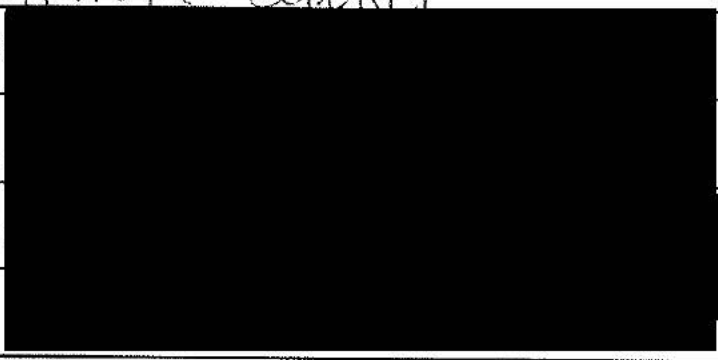
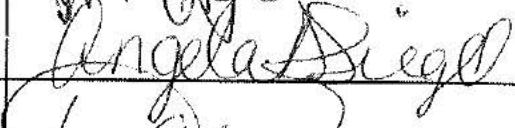
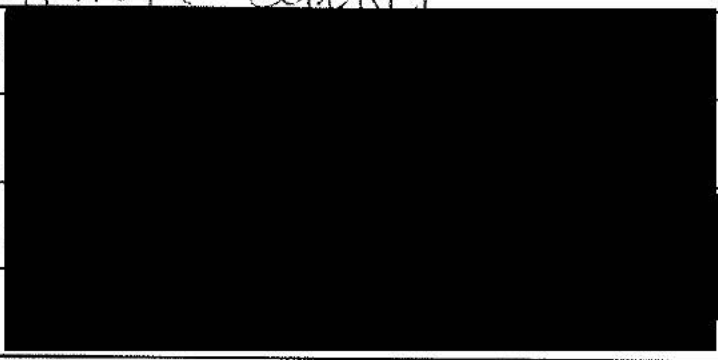

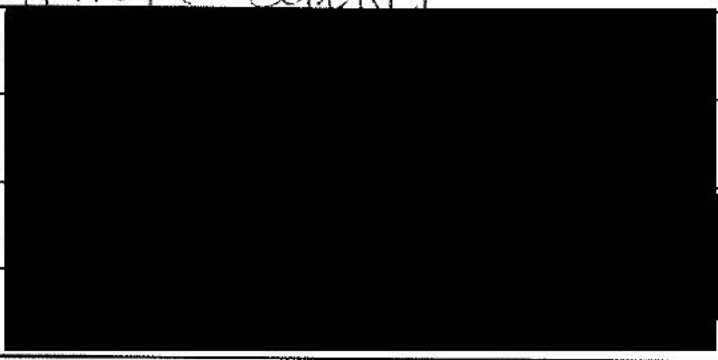

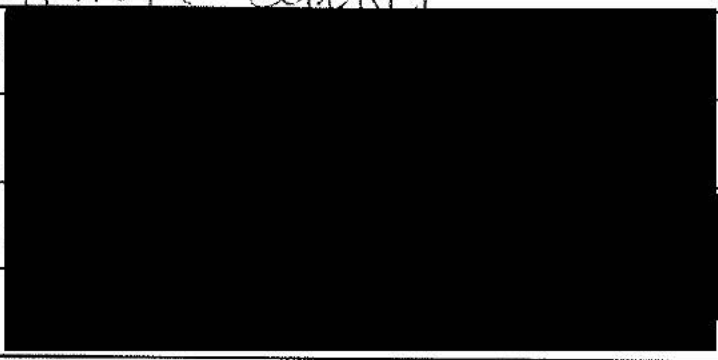

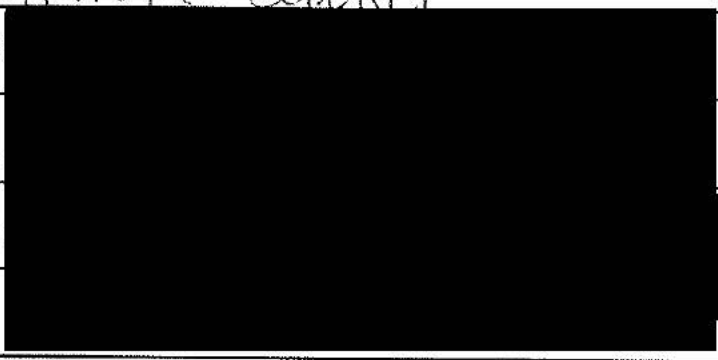

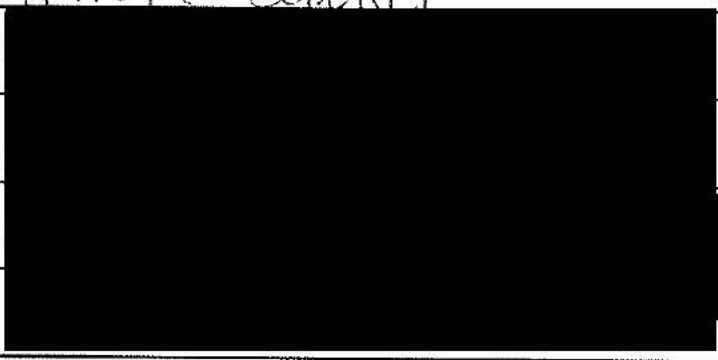

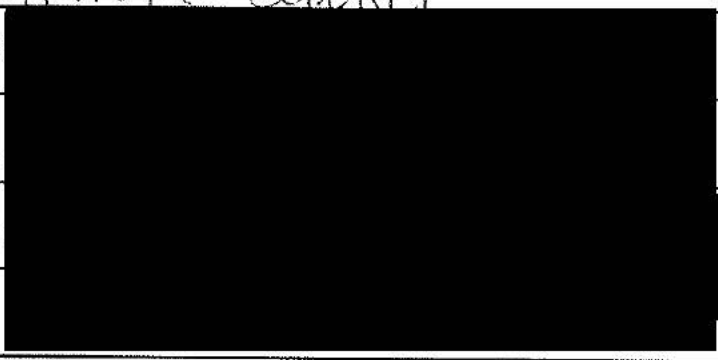

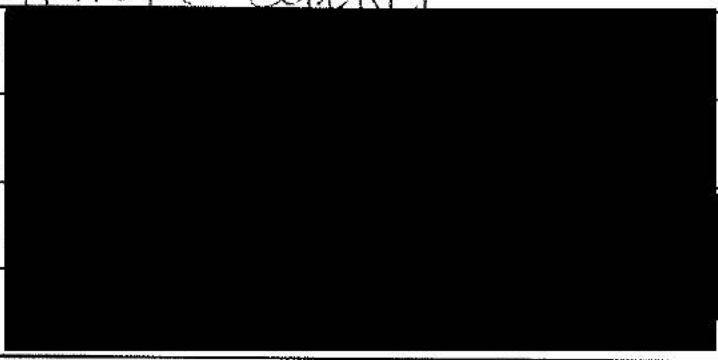

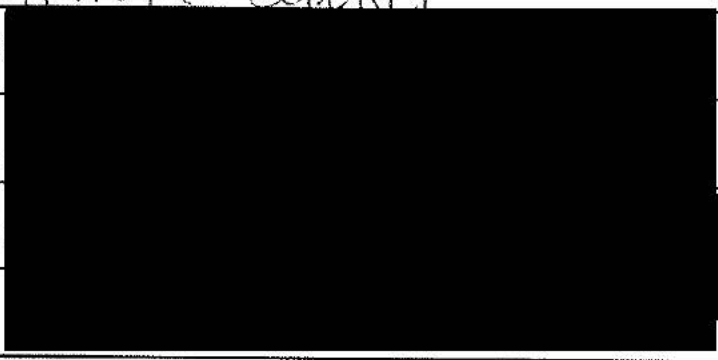

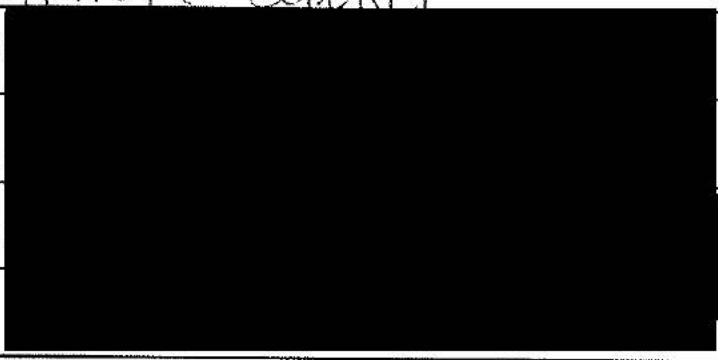

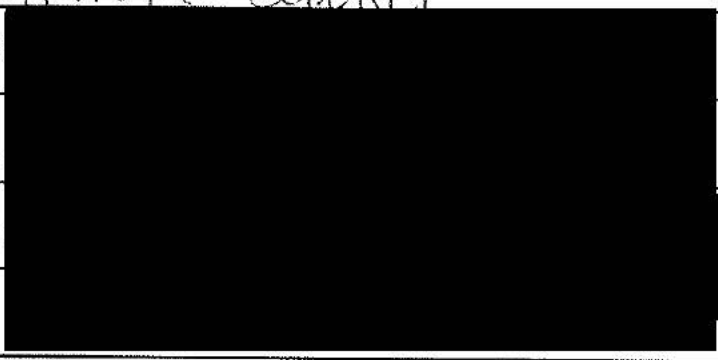

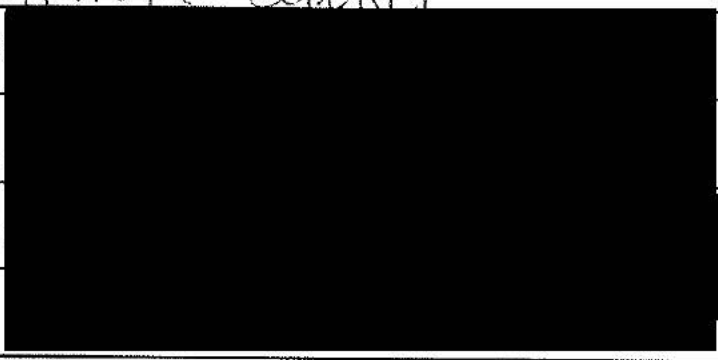

August 15, 2017

5:00 to 9:00

Name of Attendees:	Signature
[Redacted]	Mandy Farber
Hailee Hauck	Hailee Hauck
[Redacted]	Malinda Jonathan Dillsheiser
[Redacted]	Tuneys Cox
[Redacted] Robert Fagan	Robert Fagan
[Redacted] Katy Feather [Redacted]	Katy Feather
[Redacted]	[Redacted]
Elise Longo	Elise Longo
[Redacted]	Therese [Redacted]
Susan Gray	Susan Gray
[Redacted]	[Redacted]
[Redacted]	Konda Hawthorn
Sheri Serenaty	Sheri Serenaty
[Redacted]	[Redacted]
[Redacted]	[Redacted]

6 families
7 teachers

Central Pennsylvania Digital Learning Foundation
Reboot Session Sign-in Sheet
August 16, 2017 9:00 to 1:00

Name of Attendees:	Signature
1 Jade Snyder	
2 Eva Augustyn	
3 Jesse Arzenu	
4 Hateva Sanker	
5 	
6 	
7 	
8 	
9 	
10 	
11 	
12 	
13 	
14 	
15 	
16 	

4 families
4 members

Central Pennsylvania Digital Learning Foundation

Reboot Session Sign-in Sheet

August 16, 2017 2:00 to 6:00

Name of Attendees:	Signature
XXXXXXXXXX	
1 [REDACTED]	Steven D. Nay
2 [REDACTED] did not attend just parents	XXXXXXXXXX took paperwork Jessica Marhart
XXXXXXXXXX	XXXXXXXXXX
4 [REDACTED]	B.H.
8/17 [REDACTED]	
8/21 [REDACTED]	

**Central Pennsylvania Digital Learning Foundation Charter School
580 Foot of Ten Road
Duncansville, PA 16635**

Board of Trustees Policy – E03

CONFLICT OF INTEREST POLICY

Board members, Officers and employees of the Central Pennsylvania Digital Learning Foundation Charter School (“Charter School”) have a duty of loyalty to the Charter School and to the public whose interest they are sworn to serve. The purpose of this Conflict of Interest Policy, which provides guidance and a general standard of conduct with respect to actual or apparent conflicts, is in keeping with the Pennsylvania Public Official and Employee Ethics Law and the State Legislature's declaration that the people have the right to be assured that the financial interests of public officials and employees conflict with the public trust, and the principle which prohibits public officials and employees from entering into situations where private interests may conflict with official duties.

The appearance of conflict of interest undermines the public confidence in the integrity of the Charter School, its Board Members and/or employees, and should be scrupulously avoided.

Standards of Conduct

No Board Member or employee shall:

- A) Engage in conduct that constitutes a conflict of interest, which shall be defined as use by a Board Member or employee of authority of his office or employment of any confidential information received through his position for the private pecuniary benefit of himself, a member of his immediate family, or a business with which the Board Member or employee or a member of his immediate family is associated. “Immediate family,” for purposes of this policy, is defined to mean a parent, spouse, child, brother or sister.

- B) Engage, or have any interest, financial or otherwise, directly or indirectly, in any business, transaction or professional activity, which conflicts with or impairs the proper discharge of official duties or which could bring disfavor or disrespect upon the Charter School.

- C) Accept an honorarium, which represents a payment in recognition of published works, appearances, speeches, and presentations and which is not intended as consideration of the value of such services that are non-public, occupational or professional in nature.
- D) Recommend or otherwise participate in the decision to make any contract of any value between the Charter School, any school or Student Activity Fund, and any business or entity in which the Board Member or employee or a member of his immediate family, has a personal or financial interest or act to implement or administer any such contract.
- E) No Board Member or employee may participate in the selection, award, or administration of the contract, regardless of the value of the contract, if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee or Board Member any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
- F) A Board Member or employee shall report the nature of his or her interest in a potential Charter School contract to his or her superior. Where a Board Member or employee or a member of his or her immediate family has a personal or financial interest in a contract, he or she shall disclose it publicly and abstain from voting on the contract. Formal approval of the contract by a majority of all members of the Board of Trustees, other than the abstaining member, shall be required. The foregoing would apply to any business in which the Board Member's or employee's spouse or child is associated.
- G) Advertise business or professional activities on the Charter School property or use work hours, property or services to perform or promote personal or commercial enterprises or to campaign or raise money for any candidates for political office.
- H) Use confidential information, as defined by the Sunshine Act or the Board of Trustees, concerning property, personnel matters, or affairs of the Charter School or its employees to advance the financial or other private interests of the Board Member, employee or others; nor shall Board Members and employees disclose confidential information except as directed by the Board of Trustees or a court of law. Nothing in this provision shall be interpreted as prohibiting the practice of "whistle-blowing."

- I) Accept anything of value including, but not limited to, a gift, loan, political contribution, reward, promise of future employment, favor, gratuity, entertainment, transportation or lodging based on any implied or actual understanding that the judgment of the Board Member or public employee would be influenced thereby. The officers, employees, and agents of the Charter School may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value. Example gifts of nominal value are t-shirts, calendars, pencils, branded inexpensive pens and other inexpensive promotional items. Examples of gifts of more than nominal value may include, but are not limited to, money, service, loan, travel, lodging, meals, refreshments, entertainment, discount, or promise to do or not do something having a monetary value.
- J) Solicit directly from other Board Members or employees, students or their parents, anything of value for the Board Member's or employee's personal benefit.
- K) Purchase property of any kind from the Charter School, either directly or indirectly, except in a manner approved by the Board for the particular sale involved, unless (1) there is an open and public bid process, including public notice and subsequent public disclosures of all bids considered and contracts awarded, and (2) the Board Member or employee did not act in an official capacity in connection with the sale, and (3) the Board Member or employee was not privy to non-public information received in the course of his office or employment.
- L) Participate in the review and approval of publications or materials for Charter School purchase if the Board Member or employee is the author/editor of or has any financial interest in the sale of such publications or materials.
- M) Tutor or counsel as a private enterprise, for compensation, pupils assigned to any class or course of the Charter School to which the employee is assigned. Employees may tutor or counsel pupils enrolled in other schools unless such private enterprise conflicts with or impairs the proper discharge of official duties for the Charter School.
- N) Refer a Charter School parent or student to a service, service provider or product in return for anything of value. Employees making referrals as part of their official duties shall make referrals to more than one provider of any non-unique service or product. For example, Charter School counselors shall refer parents or students to more than one counselor or provider of medical services where comparably qualified persons are available.

- O) Upon separation from Charter School service or employment, represent any individual or business entity on any matter before the Charter School for a period of one year after such separation.

Administration

Statement of Financial Interest

In accordance with Pennsylvania's Public Official and Employee Ethics Law, the Charter School requires each Board Member and applicable employee to file a Statement of Financial Interest with the Secretary of the Board of Trustees by May 1st of each year for the immediate prior year. All Statements of Financial Interest are reviewed by the Board President.

The Board of Trustees may require any employee whose duties require the exercise of discretion or judgment to file a Statement of Financial Interest.

Conflict of Interest Resolution

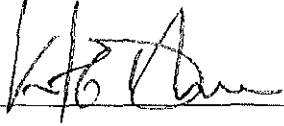
In the event that a question of conflict of interest or the appearance of conflict of interest arises, a Board Member or employee must apprise his/her superior and the Board President who will investigate and report the fact of the inquiry and results of his investigation to the CEO and the Finance Committee of the Board of Trustees for resolution. A Board Member having a conflict question shall take it to the President of the Board of Trustees who, if he/she cannot resolve it, with counsel, will refer the question to the Finance Committee of the Board of Trustees for resolution.

All violations of the foregoing policy are subject to appropriate censure or disciplinary action, including termination of employment and any penalties as prescribed by law.

Any contract or subcontract made in violation of this policy shall be voidable by the Board of Trustees and subject to termination for the Board's convenience.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this 8 day of June, 2017



President



Secretary

Distribution:

- Board Policy Binder
- Board Policy Shared Drive Folder
- CPDLF Website

**Central Pennsylvania Digital Learning Foundation Charter School
580 Foot of Ten Road
Duncansville, PA 16635**

Board of Trustees Policy - F16

FEDERAL FISCAL COMPLIANCE POLICY

The Board of Trustees (the "Board") of Central Pennsylvania Digital Learning Foundation Charter School ("Charter School") shall ensure federal funds received by the Charter School are administered in accordance with federal requirements, including but not limited to the federal Uniform Grant Guidance.

The Board shall review and approve all applications for federal funds submitted by the Charter School.

The Board designates the Business Manager as the Charter School contact for all federal programs and funding.

The CEO or his/her designee, in collaboration with the Federal Programs Coordinator and Business Manager, shall establish and maintain a sound financial management system to include internal controls and federal grant management standards covering the receipt of both direct and state-administered federal grants, and to track costs and expenditures of funds associated with grant awards.

The Charter School's financial management system shall be designed with strong internal controls, a high level of transparency and accountability, and documented procedures to ensure that all financial management system requirements are met. Financial management standards and procedures shall assure that the following responsibilities are fulfilled:

Identification - the Charter School must identify, in its accounts, all federal awards received and expended, and the federal programs under which they were received.

Financial Reporting - Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements of the Education Department General Administrative Regulations ("EDGAR").

Accounting Records – the Charter School must maintain records which adequately identify the source and application of funds provided for federally-assisted activities.

Internal Controls – Effective control and accountability must be maintained for all funds, real and personal property and other assets. The Charter School must adequately safeguard all such property and must assure that it is used solely for authorized purposes.

Budget Control – Actual expenditures or outlays must be compared with budgeted amounts for each federal award. Procedures shall be developed to establish determination for allowability of costs for federal funds.

Cash Management – The Charter School shall maintain written procedures to implement the cash management requirements found in EDGAR. See Attachment 1.

Allowability of Costs – The Charter School shall ensure that allowability of all costs charged to each federal award is accurately determined and documented. See Attachments 2 and 3.

Standards of Conduct

The Charter School shall maintain standards of conduct covering conflicts of interest and the actions of employees and school officials engaged in the selection, award and administration of contracts.

All employees shall be informed of conduct that is required for federal fiscal compliance and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.

Employees - Time and Effort Reporting

All Charter School employees paid with federal funds shall document the time they expend in work performed in support of each federal program, in accordance with law. Time and effort reporting requirements do not apply to contracted individuals.

Charter School employees shall be reimbursed for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

The Charter School shall establish and maintain employee policies on hiring, benefits and leave and outside activities, as approved by the Board.

Record Keeping

The Charter School shall maintain a Records Management Plan and related Board policy and administrative regulations for the retention, retrieval and disposition of manual and electronic records, including emails.

The Charter School shall ensure the proper maintenance of federal fiscal records documenting:

- a. Amount of federal funds.
- b. How funds are used.
- c. Total cost of each project.
- d. Share of total cost of each project provided from other sources.
- e. Other records to facilitate an effective audit.
- f. Other records to show compliance with federal program requirements.
- g. Significant project experiences and results.
- h. All records must be retrievable and available for programmatic or financial audit.

The Charter School shall provide the federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other Charter School records which are pertinent to the federal award. The Charter School shall also permit timely and reasonable access to the Charter School's personnel for the purpose of interview and discussion related to such documents.

Records shall be retained for a minimum of five (5) years from the date on which the final Financial Status Report is submitted, or as otherwise specified in the requirements of the federal award, unless a written extension is provided by the awarding agency, cognizant agency for audit, oversight agency for audit or cognizant agency for indirect costs.

If any litigation, claim or audit is started before the expiration of the standard record retention period, the records shall be retained until all litigation, claims or audits have been resolved and final action taken.

As part of the Records Management Plan, the Charter School shall maintain a records retention schedule, which shall delineate the record retention format, retention period and method of disposal.

The Records Management Plan shall include identification of staff authorized to access records, appropriate training, and preservation measures to protect the integrity of records and data.

The Charter School shall ensure that all personally identifiable data protected by law or regulations is handled in accordance with the requirements of applicable law, regulations, Board policy and administrative regulations.

Subrecipient Monitoring

In the event that the Charter School awards subgrants, the Charter School shall establish procedures to:

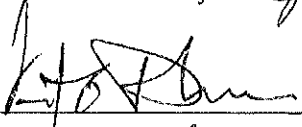
- a. Assess the risk of noncompliance.
- b. Monitor grant subrecipients to ensure compliance with federal, state, and local laws and Board policy and procedures.
- c. Ensure the Charter School's record retention schedule addresses document retention on assessment and monitoring.

Compliance Violations

Employees and contractors involved in federally funded programs and subrecipients shall be made aware that failure to comply with federal law, regulations or terms and conditions of a federal award may result in the federal awarding agency or pass-through entity imposing additional conditions or terminating the award in whole or in part.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER AND/OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this 8 day of June, 2017



President



Secretary

- Distribution:
- Board Policy Binder
 - Board Policy Shared Drive Folder
 - CPDLF Website

Cash Management – Federal Programs

The Central Pennsylvania Digital Learning Foundation Charter School (“Charter School”) receives payment from the Pennsylvania Department of Education (PDE) on a reimbursement basis. The Charter School may receive an advance of federal grant funds. The Charter School shall maintain accounting methods and internal controls and procedures that assure those responsibilities are met.

Payment Methods

Reimbursements -

The Charter School will initially charge federal grant expenditures to nonfederal funds. The Business Manager will request reimbursement for actual expenditures incurred under the federal grants quarterly.

Such requests shall be submitted with appropriate documentation and signed by the requestor. Requests for reimbursements will be approved by the Business Manager. Reimbursement will be submitted on the appropriate form to the PDE portal. All reimbursements are based on actual disbursements, not on obligations. PDE will process reimbursement requests within the timeframes required for disbursement. Consistent with state and federal requirements, the Charter School will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for PDE to review upon request. Reimbursements of actual expenditures do not involve interest calculations.

Advances -

When the Charter School receives advance payments of federal grant funds, it must minimize the time elapsing between the transfer of funds to the Charter School and the expenditure of those funds on allowable costs of the applicable federal program. (2 CFR Sec. 200.305(b)) The Charter School shall attempt to expend all advances of federal funds within seventy-two (72) hours of receipt.

When applicable, the Charter School shall use existing resources available within a program before requesting additional advances. Such resources include program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds. (2 CFR Sec. 305(b)(5)) The Charter School shall hold federal advance payments in insured, interest-bearing accounts.

The Charter School is permitted to retain for administrative expense up to \$500 per year of interest earned on federal grant cash balances. Regardless of the federal awarding agency, interest earnings exceeding \$500 per year shall be remitted annually to the Department of Health and Human Services Payment Management System (PMS)

through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment. (2 CFR Sec. 200.305(b)(9))

Consistent with state guidelines, interest accruing on total federal grant cash balances shall be calculated on cash balances per grant and applying the actual or average interest rate earned. Remittance of interest shall be responsibility of the Business Manager.

Allowability of Costs – Federal Programs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval from the state.

Delegation of Responsibility

When determining how the Central Pennsylvania Digital Learning Foundation Charter School (“Charter School”) will spend its grant funds, the Business Manager will review the proposed cost to determine whether it is an allowable use of federal grant funds *before* obligating and spending those funds on the proposed good or service.

Allowability Determinations

All costs supported by federal education funds must meet the standards outlined in Education Department General Administrative Regulations (“EDGAR”), 2 CFR Part 3474 and 2 CFR Part 200, Subpart E. The Business Manager must consider these factors when making an allowability determination.

Part 200 sets forth general cost guidelines that must be considered, as well as rules for specific types of items, both of which must be considered when determining whether a cost is an allowable expenditure of federal funds. The expenditure must also be allowable under the applicable program statute (e.g., Title I of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Career and Technical Education Act (Perkins)), along with accompanying program regulations, nonregulatory guidance and grant award notifications.

Restrictions in state and local rules or policy also must be considered. Whichever allowability requirements are stricter will govern whether a cost is allowable.

General allowability determination factors include the following:

1. Be Necessary and Reasonable for the performance of the federal award. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices.

When determining reasonableness of a cost, consideration must be given to:

- Whether the cost is a type generally recognized as ordinary and necessary for the operation of the Charter School or the proper and efficient performance of the federal award.
- The restraints or requirements imposed by factors, such as sound business practices; arm's-length bargaining; federal, state and other laws and regulations; and terms and conditions of the federal award.
- Market prices for comparable goods or services for the geographic area.
- Whether the individual incurring the cost acted with prudence in the circumstances considering responsibilities to the Charter School, its employees, its students, the public at large, and the federal government.
- Whether the Charter School significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. (2 CFR Sec. 200.404)

Whether a cost is **necessary** will be determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the Charter School can demonstrate that the cost addresses an existing need, and can prove it.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the federal award program.
 - Whether the cost is identified in the approved budget or application.
 - Whether there is an educational benefit associated with the cost.
 - Whether the cost aligns with identified needs based on results and findings from a needs assessment.
 - Whether the cost addresses program goals and objectives and is based on program data.
2. Allocable to the federal award. A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award

in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. (2 CFR Sec. 200.405)

3. Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the school entity.
4. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the federal award.
5. Consistent treatment. A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
6. Adequately documented. All expenditures must be properly documented.
7. Be calculated in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in Part 200.
8. Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such. Some federal program statutes require the nonfederal entity to contribute a certain amount of nonfederal resources to be eligible for the federal program.
9. Be the net of all applicable credits. The term "applicable credits" refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the state relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. (2 CFR Sec. 200.406)

Selected Items of Cost

Charter School personnel responsible for spending federal grant funds and for determining allowability must be familiar with and refer to the Part 200 selected items of cost section. These rules must be followed when charging these specific expenditures to a federal grant. When applicable, employees must check costs against the selected items of cost requirements to ensure the cost is allowable, and also check state, Charter School and program-specific rules.

Any questions related to specific costs should be forwarded to the Business Manager who shall consult with the school solicitor for clarification as appropriate.

Administration of Federal Funds - Type of Costs, Obligations and Property Management

The Central Pennsylvania Digital Learning Foundation Charter School ("Charter School") establishes and maintains Board policies, administrative regulations and procedures on administration of federal funds in federal programs as required by the Uniform Grant Guidance and other federal, state and local laws, regulations and requirements. The Charter School's financial management system includes internal controls and grant management standards in the following areas.

Direct and Indirect Costs

Direct costs – costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

Indirect costs – costs incurred for a common or joint purpose benefiting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved.

Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect costs. (2 CFR Sec. 200.405, 200.413)

Identification with the federal award rather than the nature of the goods and services involved is the determining factor in distinguishing direct from indirect costs.

Direct and indirect costs shall be determined in accordance with law, regulations, the terms and conditions of the federal award, and the Charter School's negotiated indirect cost rate.

The Charter School shall develop an indirect cost rate proposal and cost allocation plan in accordance with law, regulations and the terms and conditions of the federal award.

Timely Obligation of Funds

Obligations – orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the Charter School during the same or a future period.

All obligations must occur between the beginning and ending dates of the federal

award project, which is known as the period of performance. The period of performance is dictated by law and regulations and will be indicated in the federal award. Specific requirements for carryover funds may be specified in the federal award and must be adhered to by the Charter School. (2 CFR Sec. 200.77, 200.309)

The Charter School will handle obligations and carryover of state-administered and direct grants in accordance with state and federal law and regulations, and the terms and conditions of the federal award. Carryover will be calculated and documented by the Business Manager.

The Charter School may exercise an extension of the period of performance under a direct grant in accordance with law, regulations and the terms and conditions of the federal award when written notice is provided to the federal awarding agency at least ten (10) calendar days prior to the end of the period of performance. (2 CFR Sec. 200.308(d)(2))

The Chief Executive Officer ("CEO") along with the Business Manager will decide when an extension of the period of performance is necessary and will recommend that the Board approve this process.

The CEO along with the Business Manager will develop the required written notice, including the reasons for the extension and revised period of performance; the notice will be issued no later than ten (10) calendar days prior to the end of the currently documented period of performance in the federal award.

The Charter School must seek approval from the federal awarding agency for an extension of the period of performance when the extension is not contrary to federal law or regulations, and the following conditions apply:

- a. The terms and conditions of the federal award prohibit the extension;
- b. The extension requires additional federal funds; or
- c. The extension involves any change in the approved objectives or scope of the project. (2 CFR Sec. §200.308)

The CEO along with the Business Manager will determine when an extension must be requested for approval by the federal awarding agency, draft the written request and notify the Board of the requested extension.

Management of Property Acquired With Federal Funds

Contract and Purchasing Administration -

The Charter School maintains internal controls, administrative regulations and procedures to ensure that contractors deliver goods and services in accordance with the terms, conditions and specifications of the designated contract, purchase order or requisition.

Property Classifications -

Property shall be classified as equipment, supplies, computing devices and capital assets as defined and specified in accordance with law, regulations and Board policy.

Inventory Control/Management -

All property purchased with federal funds, regardless of cost, will be inventoried as a safeguard.

Inventory will be received by the department or program requesting the item; designated staff will inspect the property, compare it to the applicable purchase order or requisition, and ensure it is appropriately logged and tagged in the Charter School's property management system.

Items acquired will be physically labeled by source of funding and acquisition date.

Inventory records of equipment and computing devices must be current and available for review and audit, and include the following information:

- a. Description of the item, including any manufacturer's model number.
- b. Manufacturer's serial number or other identification number.
- c. Identification of funding source.
- d. Acquisition date and unit cost.
- e. Source of items, such as company name.
- f. Percentage of federal funds used in the purchase.
- g. Present location, use, condition of item, and date information was reported.

- h. Pertinent information on the ultimate transfer, replacement or disposition of the item and sale price of the property.

Inventory will be updated as items are sold, lost or stolen, or cannot be repaired, and new items are purchased.

Physical Inventory -

Physical inventory of property will be completed by designated Charter School staff in accordance with applicable federal and state law and regulation and Board policy.

The physical inventory of items will be conducted annually, and the results will be reconciled with the inventory records and reported to the federal awarding agency.

Maintenance -

The Charter School establishes adequate maintenance procedures to ensure that property is maintained in good condition in accordance with law, regulation and Board policy.

Safeguards -

The Charter School ensures that adequate safeguards are in place to prevent loss, damage or theft of property:

- a. Any loss, damage or theft will be reported to the CEO and investigated and fully documented, and may be reported to local law enforcement.
- b. If stolen items are not recovered, the Charter School will submit copies of the investigative report and insurance claim to the federal awarding agency.
- c. The Charter School may be responsible for replacing or repairing lost, damaged, destroyed or stolen items.
- d. Replaced equipment is property of the originally funded program and should be inventoried accordingly.
- e. Charter School property may only be loaned in accordance with Board policy and administrative regulations.

Disposition of Property Acquired with Federal Funds –

When the Charter School determines that equipment or supplies acquired under a federal award are no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the CEO will contact the federal awarding agency or pass-through entity administering the program to obtain disposition instructions, based on the fair market value of the equipment or supplies.

Generally, items with a fair market value of \$5,000 or less that are no longer effective may be retained, sold, purged, or transferred to the Charter School. For items with a fair market value greater than \$5,000, the federal awarding agency is entitled to the federal share of the current market value or sales proceeds.

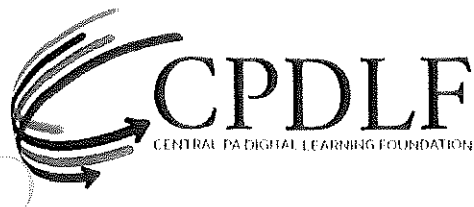
If the Charter School will be replacing the equipment or supplies, the Charter School may use the existing equipment or supplies as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

The Business Manager will be responsible for contacting the federal awarding agency and determining the process for disposition of equipment or supplies.

The Charter School may use the following methods in disposing of unnecessary equipment or supplies acquired with federal funds:

- a. Public auction and/or online sale – generally conducted by a licensed auctioneer.
- b. Salvage – scrap sold to local dealers.
- c. Negotiated sale – normally used when disposing of items of substantial value.
- d. Sealed bid – normally used for items of substantial value or unique qualities.
- e. Pre-priced sale – large quantities of obsolete or surplus equipment or supplies may be sold by this method.
- f. Donation to charitable organizations, for equipment or supplies with little to no value.
- g. Disposition to trash for equipment or supplies with no value.

The Business Manager will be responsible for maintaining records of obsolete and surplus property disposed of, and will report to the federal awarding agency when required.

**Connect • Engage • Empower**

2017-18 Title I

School - Learner Coach - Learner Compact

The CPDLF team which includes CPDLF Staff, Learner Coaches and Learners will join together to provide a cooperative learning environment that will enable every Learner to achieve his/her potential. Each member of this team has a responsibility to fulfill his/her part of the compact.

SCHOOL

The school understands the importance of the school experience to every Learner and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

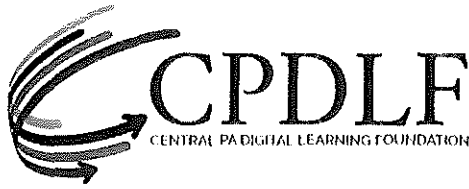
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards
- Address the importance of communication between CPDLF Staff and Learner Coaches on an ongoing basis through, at a minimum
 - Family Engagement Nights during the school year during which the progress of the learner is discussed along with strategies that the school and Learner Coach can cooperate to support the learner
 - Frequent reports to parents on their child's progress
 - Reasonable access to staff and cooperation between CPDLF Staff and Learner Coaches to act as a support team for the Learner
 - Ensuring regular two-way, meaningful communication between family members and CPDLF Staff, and, to the extent practicable, in a language that family members can understand
- Treat each Learner with dignity and respect
- Strive to address the individual needs of the Learner
- Acknowledge that Learner Coaches are vital to the success of Learner and school
- Provide a safe, positive and healthy learning environment
- Assure every learner access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both Learners and Learner Coaches.

Learner Coach

The Learner Coach understands that participation in his/her child's education will help his/her child's achievement and attitude. Therefore, the Learner Coach will continue to carry out the following responsibilities to the best of his/her ability:

- Create a home atmosphere that supports learning
- Ensure the learner is well rested, logging on, and completing school work daily
- Provide assistance and support for his/her child's learning
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Monitor school assignments and provide encouragement

Opportunities • Relationships • Partnerships



Connect • Engage • Empower
2017-18 Title I
School - Learner Coach - Learner Compact

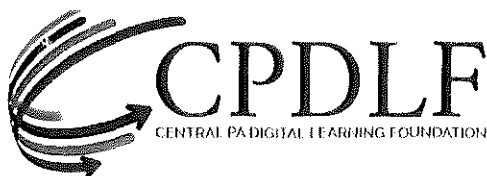
- Attend school functions and conferences, face to face or virtually
- Encourage their child to show respect for all members of the school community
- Review all school communications and respond promptly

LEARNER

The Learner realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Log on daily and complete assigned work to the best of his/her ability
- Demonstrate a positive attitude toward school
- Be responsible for completing work on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Demonstrate academic integrity and honesty by submitting
- Be respectful to all school members and to the school community

Opportunities • Relationships • Partnerships



Consentimiento para Publicar Fotos o Vídeos

Estimados Padres de familia o encargado:

Durante el año habrá ocasiones en que Central Pennsylvania Digital Learning Foundation (CPDLF) tomará fotos de su hijo/hija o de usted mismo participando en actividades o dando referencias y usaremos dichas fotografías/videos en publicaciones de CPDLF, periódicos, páginas web de la escuela y/o la página principal (incluyendo pero no limitado a las cuentas de Facebook y Twitter), publicidades, o para exhibirlas en las oficinas de Central Pennsylvania Digital Learning Foundation. La presente autorización es para dar consentimiento para publicar dichas fotos o videos de su hijo(a) y suyas.

Le agradecemos de antemano por su apoyo y comprensión.

Doy mi consentimiento a Central Pennsylvania Digital Learning Foundation (CPDLF) para utilizar fotografías/videos de mi hijo(a) y mías.

No doy mi consentimiento a Central Pennsylvania Digital Learning Foundation (CPDLF) para utilizar fotografías/videos de mi hijo(a) y mías.

Apellido del Estudiante

Primer Nombre del Estudiante

Apellido del Padre/Encargado del Estudiante

Primer Nombre del Padre/Encargado del Estudiante

Firma del Padre/ Encargado del Estudiante

Fecha



Connect • Engage • Empower
2017-18

Acta 26 Declaración Jurada

Yo, _____, el abajo firmante padre/encargado de _____, estudiante que solicita admisión en Central PA Digital Learning Foundation, juro bajo penalidad de la ley, que la información a continuación otorgada es verdadera y correcta.

1. Mi hijo/hija ha sido suspendido(a) de una escuela pública o privada en el estado de Pensilvania o cualquier otro estado por un acto delictivo que involucre un arma tal como armas de fuego, objetos punzantes, nunchaku, o instrumentos capaces de infligir lesiones serias al cuerpo humano.

Si No

2. Mi hijo/hija ha sido expulsado de de una escuela pública o privada en el estado de Pensilvania o cualquier otro estado por un acto delictivo que involucre un arma tal como armas de fuego, objetos punzantes, nunchaku, o instrumentos capaces de infligir lesiones serias al cuerpo humano.

Si No

3. Mi hijo/hija ha sido suspendido de de una escuela pública o privada en el estado de Pensilvania o cualquier otro estado por un acto u ofensa que involucren alcohol o drogas.

Si No

4. Mi hijo/hija ha sido expulsado de de una escuela pública o privada en el estado de Pensilvania o cualquier otro estado por un acto u ofensa que involucren alcohol o drogas.

Si No

5. Mi hijo/hija ha sido suspendido de de una escuela pública o privada en el estado de Pensilvania o cualquier otro estado por haber hecho daño intencional a otra persona y/o por cualquier acto de violencia cometida a la propiedad escolar.

Si No

6. Mi hijo/hija ha sido expulsado de de una escuela pública o privada en el estado de Pensilvania o cualquier otro estado por haber hecho daño intencional a otra persona y/o por cualquier acto de violencia cometida a la propiedad escolar.

Si No

Si ha contestado "Si" a cualquiera de estas preguntas, indique el número de la pregunta, la fecha aproximada de la suspensión/expulsión y una explicación breve del incidente que llevó a la suspensión/expulsión.

Marque "X" aquí si ha adjuntado hojas adicionales : _____

Entiendo que cualquier declaración intencionalmente falsa otorgada en este formulario será castigada como un delito menor en tercer grado conforme al código 24 Pa. Stat. 13-1304.

Firma

Fecha

Parent Feedback Meeting (via Zoom)
Wednesday, May 31, 2017
12:30 p.m. - 1:30 p.m.

CPDLF Participants:	Malynda Maurer, Joan Dodge
Parent/Guardian Participants:	Stonebreaker, Angela Musselman, Sharon Partsch, Rachel McAdams
Today's Topic:	What do you like? What can we do to improve?

Parent Name (Student Name & Current Grade)	What do you like?	What can we do to improve?	Additional Comments	Staff Notes
Stonebreaker (Alyssa Gr 8, William Gr 5; Hannah Gr 3)	Flexibility, can keep appts, travel, not be tied down; STEM program; Hannan receives 1:1 attention and her reading has improved	Daily Reflections not on grade level for elementary; K-12 boundaries - frustrated by intensity; Would like to see field trips, arts, etc.	Leslie Rupp has done a very good job getting everything organized for the STEM competition	
McShane (Matthew Gr 8, Madison, Gr 7)	PLP (confusing at beginning, but LOVE it now!)	Did not like K-12 last year; communication lacking, would like to have more advanced notice of things	Overall great experience! They impose "school hours" in their home of 8:00 a.m.-2:00 p.m.	
Partsch (Julie Gr 10 - Open Campus)		Alg I is more like Alg II, created a lot of stress	May go back to brick and mortar	AMM following up with a phone call
Musselman (Isabelle Gr 9 - Open Campus)		Better resources; more information on what materials are needed for science labs and where to buy them; would like to see extra curricular activities where they can socialize; art (drawing, painting, crafts)	Best decision she made (due to learner's anxiety); when do OC students receive report cards?	Joan to follow up with Patrick about OC report cards [update 6/5/17: Patrick will send SD's final grade report for each learner; SD will send out report cards]
McAdams (Sam Gr 4)	Flexibility and accommodations is what keeps them here; like the K-12 platform	Daily Reflections (not always appropriate for age level; ES vs HS)		

Parent Feedback Meeting (via Zoom)
Monday, June 5, 2017
6:30 p.m. - 7:30 p.m.

CPDLF Participants:	Malynda Maurer, Joan Dodge
Parent/Guardian Participants:	Amy Croft, Bill and Hilde McClearen, Rose Stone
Today's Topic:	What do you like? What can we do to improve?

Name (Student Name & Current Grade)	What do you like?	What can we do to improve?	Additional Comments	Staff Notes
Croft (Cougar Gr 11)	Ability to work ahead and at your own pace; Communication with LG (Amy) was wonderful - email, phone calls, hangouts, follow-up calls; Algebra teacher (Pincherri) fantastic, phenomenal, very caring	Attendance questions - Writing an "essay" is too much compared to brick & mortar attendance, where you just say "here"; Too many locked links in platforms (NASA site was locked); Tech support was difficult to get a hold of and to deal with (took 2-3 weeks to get an answer from Tech, tried calling, emailing, even had Michele relay a msg); Teachers (except for Pincherri) seem disconnected when it comes to the curriculum		AMM spoke of plans to implement a 12-hour direct support hotline; noted that other platforms are being considered and that OW does not allow for instructor to personalize the curriculum
McClearen (Addison Gr 3)	Flexibility of work load; can chunk assignments as needed; Weekly contact with Melissa; K-12 works well	Some assignments that should have taken 50 minutes take 5 hours; Tech issues in the beginning	Release next years books/courses early so learner can get started early as he needs extended time; Math & English assessments very stressful	Contact K-12 to see how soon books/courses can be released; update the McClearen's on details of request
Stone (Tiernan Gr 3)	Weekly contact; interaction with teachers and peers has increased; growing and ready to do ore interactive learning			

Attachment 70

Consolidated Program Review

2017-18

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

**Division of Federal Program
Consolidated Program Review**

2017-2018 School Year

Central Pennsylvania Digital Learning Foundation C

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Dr. Malynda Maurer	(814) 682-5258, ext. 116	<input checked="" type="checkbox"/>
Business Manager:	Ms. Karlie Travis	(814) 940-0223, ext. 1381	<input checked="" type="checkbox"/>
Title I Coordinator:	Dr. Malynda Maurer	(814) 682-5258, ext. 116	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Dr. Malynda Maurer	(814) 682-5258, ext. 116	<input checked="" type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Title IV Part A Coordinator:	Dr. Malynda Maurer	(814) 682-5258, ext. 116	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:			<input type="checkbox"/>
Title VI-B REAP Coordinator:			<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer(s): Scott Mato

Program Review Date: 03/29/2018

Title I

Component I: Appropriately State Certified

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

Section 1112(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of staff working in the Title I and Title II program and their certifications <input type="checkbox"/> Samples of valid level 1 or 2 certificates with appropriate content areas aligned with class schedules. <input checked="" type="checkbox"/> Emergency permits unacceptable except for charter schools 25% rule <input checked="" type="checkbox"/> Report generated by the LEA data system on staff qualifications		Monitor Comments
						3/29/2018 3:06:04 PM Monitor Scot Mato The LEA has one emergency certified teacher. Emergency certificate provided. List of staff and certifications provided.
If you have additional comments to make about this section, enter them here:						

Component II: Equity Plan

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

Section 1111(g)(1)(B)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity Plan <input type="checkbox"/> Documentation of annual review of Equity Plan <input type="checkbox"/> Teachers are reassigned, if applicable <input type="checkbox"/> Changes to union contract are made, if applicable <input type="checkbox"/> Sample class schedules with applicable staff and student percentages 		
<p>If you have additional comments to make about this section, enter them here:</p>						

Component III: Foster Care

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

Section 1111(g)(1)(E)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA developed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures		<div style="text-align: center;">District Comments</div> 3/6/2018 1:30:00 PM CEO Malynda Maurer Transportation procedures do not apply as CPDLF is a cyber school. <div style="text-align: center;">Monitor Comments</div> 3/29/2018 3:07:10 PM Monitor Scot Mato The LEA is a cyber charter school. Transportation procedures do not apply.
If you have additional comments to make about this section, enter them here:						

Component IV: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> states how the LEA involves parents in the joint development of the Title I Plan (Title I Application) states how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1118(e) parent and family involvement activities to improve student academic achievement and school performance states how the LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs states how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under this part, including identifying <ul style="list-style-type: none"> - barriers to greater participation in activities, - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers - Strategies to support successful school and family interactions use the findings of the evaluation to design evidence based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies involve parents in the activities of the Title I schools 	☑	☐	☐	<p>☑ LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1465 175 1892 224" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1465 224 1892 521"> <p>3/29/2018 3:11:43 PM Monitor Scot Mato The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>3/29/2018 3:11:43 PM Monitor Scot Mato The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p>
Monitor Comments								
<p>3/29/2018 3:11:43 PM Monitor Scot Mato The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p>								

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Reservation of Funds</p>		<p style="text-align: center;">District Comments</p> <p>3/6/2018 1:31:04 PM CEO Malynda Maurer Does not apply. CPDLF receives less than \$500,000</p> <p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 3:20:19 PM Monitor Scot Mato The LEA receives less than \$500,000 Title I funds.</p>
<p>3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside</p>		<p style="text-align: center;">District Comments</p> <p>3/6/2018 1:32:55 PM CEO Malynda Maurer Does not apply. CPDLF does not reserve funds for Parent and Family Engagement.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 3:20:46 PM Monitor Scot Mato The Parent and Family engagement set aside does not apply to the LEA.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>4. If the LEA receives \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with LEA parent and Family Engagement Policy, including at least one of the following;</p> <ul style="list-style-type: none"> - Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies - Supporting programs that reach parents and family members at home, in the community, and at school - Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members - 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 are appropriate and consistent with the Parent and Family Engagement (This can be marked N/A if the LEA received less than \$500,000 in Title I funds.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet		District Comments
						3/6/2018 1:33:22 PM CEO Malynda Maurer Does not apply. CPDLF receives less than \$500,000.
						Monitor Comments
						3/29/2018 3:21:02 PM Monitor Scot Mato The LEA receives less than \$500,000 Title I funds.
<p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Agendas and sign in sheets from meeting with parents to discuss the evaluation <input type="checkbox"/> Surveys and collated results to demonstrate evaluation process		Monitor Comments
						3/29/2018 3:23:56 PM Monitor Scot Mato The LEA is a cyber charter school. They discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017.

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

Component V: Schoolwide Programs

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

Section 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Financial reports		<table border="1"> <tr> <th data-bbox="1566 529 1990 570">District Comments</th> </tr> <tr> <td data-bbox="1566 574 1990 737">3/6/2018 1:34:39 PM CEO Malynda Maurer Does not apply. CPDLF does not consolidate funds.</td> </tr> <tr> <th data-bbox="1566 742 1990 782">Monitor Comments</th> </tr> <tr> <td data-bbox="1566 787 1990 941">3/29/2018 3:24:46 PM Monitor Scot Mato The LEA does not consolidate local, state and federal funds.</td> </tr> </table>	District Comments	3/6/2018 1:34:39 PM CEO Malynda Maurer Does not apply. CPDLF does not consolidate funds.	Monitor Comments	3/29/2018 3:24:46 PM Monitor Scot Mato The LEA does not consolidate local, state and federal funds.
District Comments										
3/6/2018 1:34:39 PM CEO Malynda Maurer Does not apply. CPDLF does not consolidate funds.										
Monitor Comments										
3/29/2018 3:24:46 PM Monitor Scot Mato The LEA does not consolidate local, state and federal funds.										
If you have additional comments to make about this section, enter them here:										

Component VI: Nonpublic Schools

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

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

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

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

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

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

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented</p> <p>Uniform Grants Guidance Section 200.501</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Two most recent audit reports (federal programs only)</p> <p><input type="checkbox"/> LEA response to findings</p> <p><input type="checkbox"/> PDE follow-up review of findings</p> <p><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions</p>		<p style="text-align: center;">District Comments</p> <p>3/15/2018 6:34:18 AM CEO Malynda Maurer Does not apply. We are under the threshold of funds received to qualify for a single audit.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 3:28:36 PM Monitor Scot Mato The LEA receives less than a total of \$750,000 in federal funds and is exempt from single audits.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$1500) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$1499)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">District Comments</td> </tr> <tr> <td> <p>3/12/2018 11:01:23 AM CEO Malynnda Maurer Does not apply. CPDLF does not use Title funds to purchase equipment.</p> </td> </tr> <tr> <td style="text-align: center;">Monitor Comments</td> </tr> <tr> <td> <p>3/29/2018 3:31:48 PM Monitor Scot Mato This item was discussed in a phone call with RC Fry, the LEA and the monitor during the monitoring visit. The LEA does not have a policy specific to Equipment and Related property. Agreement was to mark it N/A for further review by the RC. The LEA does not spend federal money on equipment and related property. The LEA's UGG policies were written by the LEA's attorney. There was not a section in the policies specific to equipment and related property. RC Fry explained the UGG policies are available on the PAFPC website.</p> </td> </tr> </table>	District Comments	<p>3/12/2018 11:01:23 AM CEO Malynnda Maurer Does not apply. CPDLF does not use Title funds to purchase equipment.</p>	Monitor Comments	<p>3/29/2018 3:31:48 PM Monitor Scot Mato This item was discussed in a phone call with RC Fry, the LEA and the monitor during the monitoring visit. The LEA does not have a policy specific to Equipment and Related property. Agreement was to mark it N/A for further review by the RC. The LEA does not spend federal money on equipment and related property. The LEA's UGG policies were written by the LEA's attorney. There was not a section in the policies specific to equipment and related property. RC Fry explained the UGG policies are available on the PAFPC website.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA conducts a physical inventory of all items every two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation that physical inventory was conducted within the last two years		<p style="text-align: center;">District Comments</p> <p>3/12/2018 12:31:32 PM CEO Malynda Maurer Does not apply. CPDLF does not use Title funds to purchase equipment.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 3:32:12 PM Monitor Scot Mato LEA and the monitor during the monitoring visit. The LEA does not have a policy specific to Equipment and Related property. Agreement was to mark it N/A for further review by the RC. The LEA does not spend federal money on equipment and related property and there is no need for an inventory.</p>
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date		<p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 3:36:11 PM Monitor Scot Mato The Consolidated Application was approved in September. The LEA started spending funds in October.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that records are maintained for a period of seven years				
5. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title I, Title ID, and/or Title III Immigrant and EL, where applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title I, Title ID, and/or Title III Immigrant and EL.		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:36:51 PM Monitor Scot Mato The Performance Goal Report was dated March 26, 2018.</td> </tr> </tbody> </table>	Monitor Comments	3/29/2018 3:36:51 PM Monitor Scot Mato The Performance Goal Report was dated March 26, 2018.
Monitor Comments									
3/29/2018 3:36:51 PM Monitor Scot Mato The Performance Goal Report was dated March 26, 2018.									
	2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:37:18 PM Monitor Scot Mato Data supporting the performance goal report was provided.</td> </tr> </tbody> </table>	Monitor Comments	3/29/2018 3:37:18 PM Monitor Scot Mato Data supporting the performance goal report was provided.
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6. Conflict of Interest UGG Sec 200.112	<p>1. Conflict of Interest Requirement - the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <p>Standards of Conduct - (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board Approved policy, <input type="checkbox"/> self-disclosure form, <input type="checkbox"/> resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:37:51 PM Monitor Scot Mato The Conflict of Interest Policy as approved on June 8, 2017.</td> </tr> </tbody> </table>	Monitor Comments	3/29/2018 3:37:51 PM Monitor Scot Mato The Conflict of Interest Policy as approved on June 8, 2017.
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	<p>Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)</p> <p>Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)</p> <p>Mandatory Disclosure- (potential conflict disclosed in writing)</p>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
7. Allowability of Costs UGG Sec 200.43	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles: Necessary, reasonable and allocable Conform with federal law and grant terms Consistent with state and local policies Adequately documented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Review program expenditures <input type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.		

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8. Procurement UGG Sec 200.300	1. Procurement the LEA maintains purchasing procedures Micro-purchases (purchase up to \$3,500) Small Purchase (between \$3,500-\$150,000) Sealed Bids (purchases over \$150,000 with formal advertising) Competitive Proposals (more than one source submitting a proposal) Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source) Note: if opting to take procurement extension mark N/A, and answer question 9.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels <input type="checkbox"/> Evidence that procurement procedures were followed for 3-5 tested random expenditures.		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1646 175 1980 224">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1646 224 1980 418"> 3/29/2018 3:39:39 PM Monitor Scot Mato Procurement procedures dated March 8, 2018 were provided. </td> </tr> </tbody> </table>	Monitor Comments	3/29/2018 3:39:39 PM Monitor Scot Mato Procurement procedures dated March 8, 2018 were provided.
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9. Procurement extension EDGAR 80.36	1. Procurement the LEA must still maintain procurement procedures using more restrict thresholds: Any expenditure under \$100,000 price or rate quotes obtained by adequate number of qualified sources Bids obtained for costs over \$100,000 Note: if opting not to take procurement extension mark N/A, and answer question 8.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels and documentation that LEA is taking the Procurement extension		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th data-bbox="1566 175 1917 224" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1566 224 1917 418"> 3/12/2018 11:19:37 AM CEO Malynda Maurer Does not apply. CPDLF did not request an extension. </td> </tr> <tr> <th data-bbox="1566 418 1917 467" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1566 467 1917 695"> 3/29/2018 3:43:17 PM Monitor Scot Mato Procurement extension does not apply. The LEA did not request an extension. </td> </tr> </table>	District Comments	3/12/2018 11:19:37 AM CEO Malynda Maurer Does not apply. CPDLF did not request an extension.	Monitor Comments	3/29/2018 3:43:17 PM Monitor Scot Mato Procurement extension does not apply. The LEA did not request an extension.
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<p>10. Cash Management</p> <p>UGG Sec 200.305</p>	<p>1. Cash Management the District must maintain written procedures to implement the following cash management requirements:</p> <p>Reimbursements explain what happens if the District is initially charging federal grant expenditures to nonfederal funds</p> <p>Advances explain what happens if the District receives advance payments of federal grant funds</p> <p>Interest explain how the District will manage interest earned on federal grant awards</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procedures are available that address the three components</p> <p><input type="checkbox"/> Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable</p>		<table border="1"> <thead> <tr> <th data-bbox="1648 173 1990 219">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1648 219 1990 414"> <p>3/29/2018 3:44:05 PM</p> <p>Monitor Scot Mato</p> <p>Cash Management procedures date June 8, 2017 provided.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>3/29/2018 3:44:05 PM</p> <p>Monitor Scot Mato</p> <p>Cash Management procedures date June 8, 2017 provided.</p>
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<p>11. Travel Reimbursement</p> <p>UGG Sec 200.474</p>	<p>1. Travel the District must have written travel policies for travel costs to be allowable</p> <p>Types of travel (single day, overnight or out-of-state)</p> <p>What expenses may be reimbursed (food, lodging, transportation, airfare)</p> <p>What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board approved policies available for review</p> <p><input type="checkbox"/> Samples of travel requests reviewed followed policy</p> <p><input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel</p>		<table border="1"> <tr> <td data-bbox="1562 173 1898 222" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1562 222 1898 418"> <p>3/29/2018 3:45:23 PM</p> <p>Monitor Scot Mato</p> <p>Travel Reimbursement policy dated September 8, 2016 provided.</p> </td> </tr> </table>	Monitor Comments	<p>3/29/2018 3:45:23 PM</p> <p>Monitor Scot Mato</p> <p>Travel Reimbursement policy dated September 8, 2016 provided.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
12. Prior Written Approval for Various Expenditures	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <p>Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c))</p> <p>Out of State Travel for workshops/conferences (200.474)</p> <p>Entertainment Costs (200.438)</p> <p>Equipment (200.439)</p> <p>Student Activity Costs</p> <p>Memberships, subscriptions, and Professional Activities (200.454)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives</p> <p><input checked="" type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>		<p>Monitor Comments</p> <p>3/29/2018 3:46:11 PM</p> <p>Monitor Scot Mato</p> <p>Email from RC Fry giving prior approval provided. Email dated February 14, 2018.</p>
<p>13. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127 ESEA</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>		<p>District Comments</p> <p>3/12/2018 11:45:11 AM</p> <p>CEO Malynda Maurer</p> <p>Does not apply. CPDLF does not receive \$50,000 in Title I funds.</p> <p>Monitor Comments</p> <p>3/29/2018 3:46:35 PM</p> <p>Monitor Scot Mato</p> <p>The LEA receives less than \$50,000 a year.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>14. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1007 ESEA, amends Sec. 1113 ESEA</p>	<p>1. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span"</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p>		<table border="1"> <tr> <td data-bbox="1558 173 1898 222" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1558 222 1898 384"> <p>3/6/2018 1:44:23 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.</p> </td> </tr> <tr> <td data-bbox="1558 384 1898 433" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1558 433 1898 628"> <p>3/29/2018 3:47:50 PM Monitor Scot Mato The LEA is a k-12 cyber charter school. Rank order does not apply.</p> </td> </tr> </table>	District Comments	<p>3/6/2018 1:44:23 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.</p>	Monitor Comments	<p>3/29/2018 3:47:50 PM Monitor Scot Mato The LEA is a k-12 cyber charter school. Rank order does not apply.</p>
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	<p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. The same analysis should occur for buildings below 75% regardless of grade span when that ranking methodology is chosen, and when the ranking by grade span methodology is chosen then this analysis should occur within any established grade span.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p>		<table border="1"> <tr> <td data-bbox="1558 753 1898 802" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1558 802 1898 964"> <p>3/6/2018 1:44:55 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.</p> </td> </tr> <tr> <td data-bbox="1558 964 1898 1013" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1558 1013 1898 1208"> <p>3/29/2018 3:47:59 PM Monitor Scot Mato The LEA is a k-12 cyber charter school. Rank order does not apply.</p> </td> </tr> </table>	District Comments	<p>3/6/2018 1:44:55 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.</p>	Monitor Comments	<p>3/29/2018 3:47:59 PM Monitor Scot Mato The LEA is a k-12 cyber charter school. Rank order does not apply.</p>
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	3. High schools (grades 9 -12) may be served out of rank order at the discretion of the LEA. In this case, any High School that is over 50% low-income shall be treated and ranked as if it is at the 75% low-income level. In this manner a High School would have to be served in rank order regardless of grade span as it would be considered to be at the 75% level.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools		<table border="1"> <tr> <th data-bbox="1650 177 1986 220">District Comments</th> </tr> <tr> <td data-bbox="1650 220 1986 386">3/6/2018 1:45:13 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.</td> </tr> <tr> <th data-bbox="1650 386 1986 430">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 430 1986 630">3/29/2018 3:48:11 PM Monitor Scot Mato The LEA is a k-12 cyber charter school. Rank order does not apply.</td> </tr> </table>	District Comments	3/6/2018 1:45:13 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.	Monitor Comments	3/29/2018 3:48:11 PM Monitor Scot Mato The LEA is a k-12 cyber charter school. Rank order does not apply.
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	4. Allocations to each eligible school remain in rank order per the method established during the Consolidated Application submission and as analyzed in the bullets above, however variance in per pupil expenditure may vary and may only be in an anticipated format as this analysis is occurring mid-year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The Title I budget, including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis		<table border="1"> <tr> <th data-bbox="1650 662 1986 706">District Comments</th> </tr> <tr> <td data-bbox="1650 706 1986 872">3/6/2018 1:45:35 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.</td> </tr> <tr> <th data-bbox="1650 872 1986 915">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 915 1986 1109">3/29/2018 3:48:25 PM Monitor Scot Mato The LEA is a k-12 cyber charter school. Rank order does not apply.</td> </tr> </table>	District Comments	3/6/2018 1:45:35 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.	Monitor Comments	3/29/2018 3:48:25 PM Monitor Scot Mato The LEA is a k-12 cyber charter school. Rank order does not apply.
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	5. Pre-kindergarten children are excluded from the poverty count of any school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> PIMS Report on Economically Disadvantaged		<table border="1"> <tr> <td data-bbox="1556 167 1896 212">District Comments</td> </tr> <tr> <td data-bbox="1556 212 1896 410">3/6/2018 1:46:00 PM CEO Malynda Maurer Does not apply. CPDLF does not have pre-kindergarten.</td> </tr> <tr> <td data-bbox="1556 410 1896 456">Monitor Comments</td> </tr> <tr> <td data-bbox="1556 456 1896 618">3/29/2018 3:48:53 PM Monitor Scot Mato The LEA does not have a pre-kindergarten program.</td> </tr> </table>	District Comments	3/6/2018 1:46:00 PM CEO Malynda Maurer Does not apply. CPDLF does not have pre-kindergarten.	Monitor Comments	3/29/2018 3:48:53 PM Monitor Scot Mato The LEA does not have a pre-kindergarten program.
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<p>15. Supplement/Supplant</p> <p>The LEA ensures that Title funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.</p> <p>Sec. 1012 of ESSA amending Sec. 1118 of ESEA</p>	1. LEA approved budget and records of expenditures of Title funds at the district level match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I A and D, Title II and Title III, and Title IV budgets <input checked="" type="checkbox"/> LEA budget <input type="checkbox"/> Statement of Expenditures for Title I A and D, Title II, Title III, and Title IV <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	2. For Schoolwide Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Statement of federal, state and local allocations for past two years <input checked="" type="checkbox"/> Federal expenditures match Schoolwide Plan activities <input type="checkbox"/> MOE letter <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.						
	3. For Targeted Assistance Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Federal expenditures match Consolidated Application <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings. <input type="checkbox"/> Evidence of intent of Title I being met through availability of services to students at-risk of failing.		<table border="1"> <tr> <td>District Comments</td> </tr> <tr> <td>3/6/2018 1:46:51 PM CEO Malynda Maurer Does not apply. CPDLF is not a targeted entity.</td> </tr> <tr> <td>Monitor Comments</td> </tr> <tr> <td>3/29/2018 3:49:24 PM Monitor Scot Mato The LEA does not operate a targeted assistance program.</td> </tr> </table>	District Comments	3/6/2018 1:46:51 PM CEO Malynda Maurer Does not apply. CPDLF is not a targeted entity.	Monitor Comments	3/29/2018 3:49:24 PM Monitor Scot Mato The LEA does not operate a targeted assistance program.
District Comments											
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Monitor Comments											
3/29/2018 3:49:24 PM Monitor Scot Mato The LEA does not operate a targeted assistance program.											
16. Comparability The LEA complies with the comparability provisions of Title I. Sec 1120A(c)	1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Detailed Data Sheet and Assurance page <input type="checkbox"/> Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) <input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
17. Maintenance of Effort (MOE)	1. LEAs combined fiscal effort per student on the aggregate expenditures of the LEA from the preceding year must not be less than 90% of the second preceding year	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Maintenance of Effort Letter indicating compliance/non-compliance		Monitor Comments 3/29/2018 3:51:07 PM Monitor Scot Mato Maintenance of Effort letter dated September 9, 2017 provided.
18. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113 ESEA, 42 U.S.C 11432 Sec. 9103	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Consolidated Application Title I budget <input type="checkbox"/> Statement of expenditures for homeless		Monitor Comments 3/29/2018 3:52:41 PM Monitor Scot Mato The LEA is a cyber charter school and does not specifically set aside funds for homeless students.
	2. LEA reserved appropriate funds for Neglected Institution served.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Consolidated Application Title I budget <input type="checkbox"/> Statement of expenditures for Neglected Institution		District Comments 3/6/2018 1:49:50 PM CEO Malynda Maurer Does not apply. CPDLF does not reserve funds for Neglected Institution. Monitor Comments 3/29/2018 3:53:11 PM Monitor Scot Mato The LEA does not serve any neglected institutions.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Consolidated Application Title I budget <input type="checkbox"/> Statement of expenditures for Foster		District Comments 3/6/2018 1:50:22 PM CEO Malynda Maurer Does not apply. CPDLF does not reserve funds for Foster students. Monitor Comments 3/29/2018 3:53:50 PM Monitor Scot Mato The LEA is a cyber charter school and does not specifically set aside funds for foster students.
	4. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived and shows how the set-aside amount was allocated back to the appropriate Title I school? (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Reservation of Funds <input type="checkbox"/> Spreadsheet demonstrating calculations		District Comments 3/6/2018 1:52:03 PM CEO Malynda Maurer Does not apply. CPDLF does not use the Salary and Fringe Benefit set-aside. Monitor Comments 3/29/2018 3:54:43 PM Monitor Scot Mato The LEA does not set aside funds for salary and benefit.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	<p>5. The LEA may reserve funds at the LEA-level for Priority and Focus schools and associated requirements. The LEA does NOT need to reserve 20% for Priority and Focus schools (only applies to those LEAs that set aside 20%, all others mark N/A)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application Reservation of Funds page</p> <p><input type="checkbox"/> Statement of expenditures for interventions</p>		<p style="text-align: center;">District Comments</p> <p>3/6/2018 1:53:21 PM CEO Malynda Maurer Does not apply. CPDLF does not reserve funds for Priority and Focus schools.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 3:57:01 PM Monitor Scot Mato The LEA does not have a focus or priority school.</p>
	<p>6. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Reservation of Funds</p> <p><input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance</p>		<p style="text-align: center;">District Comments</p> <p>3/6/2018 1:54:24 PM CEO Malynda Maurer Does not apply. CPDLF receives less than \$500,000 in Title I funds.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 3:57:24 PM Monitor Scot Mato The LEA receives less than \$500,000 in Title I funds.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
19. Title I, Part D Subpart 2: Sec. 1424	1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for delinquent		<p>District Comments</p> <p>3/6/2018 1:55:08 PM CEO Malynda Maurer Does not apply. CPDLF does not participate.</p> <p>Monitor Comments</p> <p>3/29/2018 3:57:49 PM Monitor Scot Mato The LEA does not serve any delinquent institutions.</p>
20. Community Eligibility Provision (CEP) 7 CFR 245.9(f)(7)(iii)	<p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 16-17 SY? This is asked for 17-18 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 17-18 SY this answer is no.</p> <p>Note: If a no answer the remaining questions can be marked N/A.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools		<p>District Comments</p> <p>3/6/2018 1:56:03 PM CEO Malynda Maurer Does not apply. CPDLF does not participate in CES.</p> <p>Monitor Comments</p> <p>3/29/2018 3:58:19 PM Monitor Scot Mato The LEA does not participate in the Community Eligibility Provision.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	2. Were all buildings in 16-17 CEP or were some CEP and others non-CEP? If all schools CEP, select MET. If not, select N/A, then discuss per bullet 3 how data was made uniform.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">District Comments</td> </tr> <tr> <td> 3/6/2018 1:56:31 PM CEO Malynda Maurer Does not apply. CPDLF does not participate in CES. </td> </tr> <tr> <td style="text-align: center;">Monitor Comments</td> </tr> <tr> <td> 3/29/2018 3:58:24 PM Monitor Scot Mato The LEA does not participate in the Community Eligibility Provision. </td> </tr> </table>	District Comments	3/6/2018 1:56:31 PM CEO Malynda Maurer Does not apply. CPDLF does not participate in CES.	Monitor Comments	3/29/2018 3:58:24 PM Monitor Scot Mato The LEA does not participate in the Community Eligibility Provision.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools <input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools. <input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not. <input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey but which made clear that it was not a requirement of the food subsidy program was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">District Comments</td> </tr> <tr> <td>3/6/2018 1:56:47 PM CEO Malynda Maurer Does not apply. CPDLF does not participate in CES.</td> </tr> <tr> <td style="text-align: center;">Monitor Comments</td> </tr> <tr> <td>3/29/2018 3:58:31 PM Monitor Scot Mato The LEA does not participate in the Community Eligibility Provision.</td> </tr> </table>	District Comments	3/6/2018 1:56:47 PM CEO Malynda Maurer Does not apply. CPDLF does not participate in CES.	Monitor Comments	3/29/2018 3:58:31 PM Monitor Scot Mato The LEA does not participate in the Community Eligibility Provision.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
21. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures aligned to transferred into subprogram <input type="checkbox"/> Consolidated Application, Transferability page		<table border="1"> <tr> <th data-bbox="1560 175 1896 224">District Comments</th> </tr> <tr> <td data-bbox="1560 224 1896 459"> 3/12/2018 1:20:23 PM CEO Malynda Maurer Does not apply. CPDLF has not done any transfers between grants. They are all separated. </td> </tr> <tr> <th data-bbox="1560 459 1896 508">Monitor Comments</th> </tr> <tr> <td data-bbox="1560 508 1896 695"> 3/29/2018 3:59:04 PM Monitor Scot Mato The LEA has not transferred any of the federal grants money. </td> </tr> </table>	District Comments	3/12/2018 1:20:23 PM CEO Malynda Maurer Does not apply. CPDLF has not done any transfers between grants. They are all separated.	Monitor Comments	3/29/2018 3:59:04 PM Monitor Scot Mato The LEA has not transferred any of the federal grants money.
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Monitor Comments											
3/29/2018 3:59:04 PM Monitor Scot Mato The LEA has not transferred any of the federal grants money.											
	2. Evidence of Non-public school consultation to discuss transferred amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect consultation occurred		<table border="1"> <tr> <th data-bbox="1560 709 1896 758">District Comments</th> </tr> <tr> <td data-bbox="1560 758 1896 993"> 3/12/2018 1:20:28 PM CEO Malynda Maurer Does not apply. CPDLF has not done any transfers between grants. They are all separated. </td> </tr> <tr> <th data-bbox="1560 993 1896 1042">Monitor Comments</th> </tr> <tr> <td data-bbox="1560 1042 1896 1294"> 3/29/2018 3:59:41 PM Monitor Scot Mato The LEA does not have a non-public school and the LEA has not transferred any of the federal grants money. </td> </tr> </table>	District Comments	3/12/2018 1:20:28 PM CEO Malynda Maurer Does not apply. CPDLF has not done any transfers between grants. They are all separated.	Monitor Comments	3/29/2018 3:59:41 PM Monitor Scot Mato The LEA does not have a non-public school and the LEA has not transferred any of the federal grants money.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>If you have additional comments to make about this section, enter them here:</p>							

Component VIII: Supplement not Supplant

Sect. 1118(b)(2)

Description	Requirements	Response			Comments
		1	2	3	
Methodology to Allocate State and Local Funds	1. Federal funds must be used to supplement and in no case supplant state and local resources. LEAs must show methodology used to allocate State and local funds is the same as it would be in the absence of Title I funds. This is an LEA decision, and PDE does not prescribe methods. Please explain your methodology used at the LEA level to allocate funds equitable to schools despite Title I status.	CPDLF uses Title funds primarily for Professional Development costs and costs for interventions. These costs are supplemental and would not occur if we did not have Title funds. We are a cyber school classified as School-Wide with only one building so equitable allocation does not apply.			

Title II Part A

Component I: Title IIA Requirements

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

Sec. 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of a needs assessment with data indicating large class sizes or justification for the types of professional development activities offered.		<p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 4:07:59 PM Monitor Scot Mato The needs assessment was done informally by the administration. Dr. Maurer determined some of the teachers lacked the skills necessary to meet expectations and perform their duties as teachers in a cyber charter environment. Dr. Maurer plans to do a more formal needs assessment in preparation for next school year.</p>
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting notices, agenda, sign-in sheets, invitations		<p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 4:14:38 PM Monitor Scot Mato Stakeholder input into the development of Title II activities occurred informally.</p>
3. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title II activities		

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. The LEA utilizes appropriately state certified teachers to reduce class size.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class-size reduction teacher rosters <input type="checkbox"/> List of CSR staff and their certifications <input type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers)		<p style="text-align: center;">District Comments</p> <p>3/15/2018 5:04:24 PM CEO Malynda Maurer CPDLF is small with only one teacher for grades K-6 and one teacher per subject area for grades 6-9 and one teacher per subject area for grades 10-12.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 4:15:44 PM Monitor Scot Mato The LEA does not have a need to reduce class sizes.</p>
3. LEA has submitted the Performance Goal Output Report for Title II.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.		
4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries		
If you have additional comments to make about this section, enter them here:						

Title IV, Part A

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

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

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting notices, agenda, sign-in sheets		<p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 4:27:15 PM Monitor Scot Mato There was no agenda or sign-in sheet documenting stakeholder involvement in the planning of Title IV activities. The LEA plans to involve stakeholders in the planning of Title IV activities in the future.</p>
2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified for priority and focus; or are identified as persistently dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Focus/Priority school status <input type="checkbox"/> Consolidated application Selection of Schools ranking page		<p style="text-align: center;">District Comments</p> <p>3/12/2018 8:31:16 AM CEO Malynda Maurer Does not apply. CPDLF does not distribute funds.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 4:27:57 PM Monitor Scot Mato The LEA is a single, cyber charter school and does not distribute funds to schools.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
3. LEA completed a performance goal for each area where funds are spent under Title IV.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Title IV Performance Goal Section		
4. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets, meeting minutes		<p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 5:31:47 PM Monitor Scot Mato There was no agenda or sign-in sheet documenting stakeholder involvement in reviewing Title IV activities. The LEA plans to include stakeholders in when reviewing Title IV activities in the future.</p>
5. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section		<p style="text-align: center;">District Comments</p> <p>3/12/2018 8:56:53 AM CEO Malynda Maurer Does not apply. CPDLF does not use funds to purchase technology.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 4:28:57 PM Monitor Scot Mato The LEA does not use federal money to purchase technology.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
6. If the LEA has received more than \$30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Needs Assessment with date		<div style="border: 1px solid black; padding: 2px;">District Comments</div> <p>3/12/2018 8:57:51 AM CEO Malynda Maurer Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <div style="border: 1px solid black; padding: 2px;">Monitor Comments</div> <p>3/29/2018 4:29:24 PM Monitor Scot Mato The LEA receives less than \$30,000 in Title IV funds.</p>
7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application well-rounded narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section		<div style="border: 1px solid black; padding: 2px;">District Comments</div> <p>3/12/2018 8:58:17 AM CEO Malynda Maurer Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <div style="border: 1px solid black; padding: 2px;">Monitor Comments</div> <p>3/29/2018 4:29:35 PM Monitor Scot Mato The LEA receives less than \$30,000 in Title IV funds.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
8. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application safe and healthy narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section		<p align="center">District Comments</p> <p>3/12/2018 8:58:23 AM CEO Malynda Maurer Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <p align="center">Monitor Comments</p> <p>3/29/2018 4:29:41 PM Monitor Scot Mato The LEA receives less than \$30,000 in Title IV funds.</p>
9. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section		<p align="center">District Comments</p> <p>3/12/2018 8:58:39 AM CEO Malynda Maurer Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <p align="center">Monitor Comments</p> <p>3/29/2018 4:29:51 PM Monitor Scot Mato The LEA receives less than \$30,000 in Title IV funds.</p>
10. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title IV activities		

Ed-Flex Waiver Review

Ed-Flex Waiver Review

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

SEC. 8401

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

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

Title VI-B REAP

Title VI-B REAP

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

Sec. 5201

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

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

Title I: School Level

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. All instructional paraprofessionals working in a Title I and Title II program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment		<p style="text-align: center;">District Comments</p> <p>3/15/2018 5:17:07 PM CEO Malynda Maurer CPDLF does not employ paraprofessionals; therefore, this does not apply.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 4:31:53 PM Monitor Scot Mato The LEA does not employ paraprofessionals.</p>
2. Parents (in Title I schools only) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know Teacher Qualifications letter and evidence of distribution date		<p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 4:37:13 PM Monitor Scot Mato The letter was distributed as part of a packet on August 15, 2017.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know Four Consecutive Week letter <input checked="" type="checkbox"/> Evidence of distribution date, if applicable		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1560 173 1992 217">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1560 217 1992 449"> 3/29/2018 4:38:31 PM Monitor Scot Mato The LEA has one teacher not appropriately state certified. The letter was sent to the parents of the students who have that teacher. </td> </tr> </tbody> </table>	Monitor Comments	3/29/2018 4:38:31 PM Monitor Scot Mato The LEA has one teacher not appropriately state certified. The letter was sent to the parents of the students who have that teacher.
Monitor Comments								
3/29/2018 4:38:31 PM Monitor Scot Mato The LEA has one teacher not appropriately state certified. The letter was sent to the parents of the students who have that teacher.								
If you have additional comments to make about this section, enter them here:								

Component II: Transition Plan

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

Sec. 1112(b)(8)
 Sec. 1112(b)(10)
 Sec. 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. The School implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1184 467 1900 511" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1184 511 1900 758"> 3/29/2018 4:40:18 PM Monitor Scot Mato The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan. </td> </tr> </tbody> </table>	Monitor Comments	3/29/2018 4:40:18 PM Monitor Scot Mato The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.
Monitor Comments								
3/29/2018 4:40:18 PM Monitor Scot Mato The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.								

Component III: Parent and Family Engagement

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

- Sec. 1116(b)(1-4)
- Sec. 1116(c)(1-5)
- Sec. 1116(d)(1-2)
- Sec. 1116(e)(1-5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. 1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Required components:</p> <ul style="list-style-type: none"> • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved. • 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 	☑	☐	☐	<p>☑ School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution</p>		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1566 537 1997 586">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1566 586 1997 883"> <p>3/29/2018 4:44:09 PM Monitor Scot Mato The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>3/29/2018 4:44:09 PM Monitor Scot Mato The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> • Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents <ul style="list-style-type: none"> ◦ Timely information about Title I programs ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards ◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. • If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> • Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. • Describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. • States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. • 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	Additional Evidence	Comments		
<ul style="list-style-type: none"> 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). 								
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets</p>		<table border="1"> <thead> <tr> <th data-bbox="1467 699 1892 737">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1467 737 1892 906"> <p>3/29/2018 4:54:38 PM Monitor Scot Mato The LEA used Zoom to hold their annual meeting on May 31, 2017.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>3/29/2018 4:54:38 PM Monitor Scot Mato The LEA used Zoom to hold their annual meeting on May 31, 2017.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>3. 3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall</p> <ul style="list-style-type: none"> - describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and - 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 childs achievement; frequent reports to parents on their childrens progress; reasonable access to staff, opportunities to volunteer and participate in their childs class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand. 	☑	☐	☐	<p>☑ School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution</p>		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1570 167 1995 215">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1570 215 1995 516"> <p>3/29/2018 4:59:25 PM Monitor Scot Mato The LEA discussed the School-Parent Compact during a Zoom meeting on May 31, 2017. School-parent compact distributed at (Reboot) meeting. Agenda and sign-in sheet dated 8/15/17.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>3/29/2018 4:59:25 PM Monitor Scot Mato The LEA discussed the School-Parent Compact during a Zoom meeting on May 31, 2017. School-parent compact distributed at (Reboot) meeting. Agenda and sign-in sheet dated 8/15/17.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. Title I Schools shall provide assistance to parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets		Monitor Comments 3/29/2018 4:59:54 PM Monitor Scot Mato Title I information shared at Reboot meeting on August 15, 2017. The LEA/school holds three parent engagement meetings throughout the year. Title I information is included in these meetings.
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events <input type="checkbox"/> Workshops		Monitor Comments 3/29/2018 5:02:51 PM Monitor Scot Mato Title I information shared at Reboot meeting on August 15, 2017. The LEA/school holds three parent engagement meetings throughout the year. Title I information is included in these meetings and materials are provided to parents.
6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets <input type="checkbox"/> SPAC skits and staff agendas and sign-in sheets		Monitor Comments 3/29/2018 5:10:51 PM Monitor Scot Mato All staff are required to attend the Parent Engagement evenings. The administration meets with the teachers immediately after the meetings to discuss parental feedback. Agendas and sign-in sheets provided.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> 3/29/2018 5:12:01 PM Monitor Scot Mato The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan. </td> </tr> </tbody> </table>	Monitor Comments	3/29/2018 5:12:01 PM Monitor Scot Mato The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.
Monitor Comments								
3/29/2018 5:12:01 PM Monitor Scot Mato The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.								
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings <input type="checkbox"/> Translated Schoolwide Plan				
<p>If you have additional comments to make about this section, enter them here:</p>								

Component IV: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.</p>		<p style="text-align: center;">Monitor Comments</p> <p>3/29/2018 5:18:22 PM Monitor Scot Mato The LEA decided to completely revamp the organizational structure and operational procedures of the LEA/school. The decision was made to hire a consultant to interview stakeholders to use their input to create the School Improvement Plan. The LEA is a Google school. The Improvement Plan was created in Google docs and shared with stakeholders for revisions. Changes can be seen in the revision history of the document. Now that the initial plan is in place, Dr. Maurer's plan moving forward is to do a needs assessment and convene the stakeholders to do the annual update.</p>

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

Component V: Targeted Assistance

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

Sec. 1009 of ESSA 1115

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

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

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

Component VI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Semi-annual time certifications</p>		<p>District Comments</p> <p>3/15/2018 5:22:19 PM CEO Malynda Maurer CPDLF does not use Title funds for salaries and benefits.</p> <p>Monitor Comments</p> <p>3/29/2018 5:20:27 PM Monitor Scot Mato The LEA/school does not use Title I money for salaries and benefits.</p>
	<p>2. 2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Time logs</p> <p><input type="checkbox"/> Staff schedules</p> <p><input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval</p>		<p>District Comments</p> <p>3/15/2018 5:22:40 PM CEO Malynda Maurer CPDLF does not use Title funds for salaries and benefits.</p> <p>Monitor Comments</p> <p>3/29/2018 5:20:59 PM Monitor Scot Mato The LEA/school does not use Title I money for salaries and benefits.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting Title I expenditures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis		
If you have additional comments to make about this section, enter them here:							



pennsylvania
DEPARTMENT OF EDUCATION

June 15, 2018

Dr. Malynda Maurer
CEO
Central PA Digital Learning Foundation CS
721 N. Juniata St., Ste 3
Hollidaysburg, PA 16648

Dear Dr. Maurer:

I thank you and your staff for participating in the Federal Programs Consolidated Review for the school year 2017-18. This review indicates that your Title I, Title II Part A, Title III (if applicable) and Title IV, Part A programs are in partial compliance with current statute, regulations, and guidance released by the United States Department of Education. Please review the enclosed information and take the necessary steps for your LEA to be in complete compliance. The corrective action due date is listed in the last column and highlighted on the attached spreadsheet. Please submit documentation to:

***Pennsylvania Department of Education
Division of Federal Programs, 5th Floor
333 Market Street
Harrisburg, PA 17126***

You can print off a copy of your completed Monitoring Instrument at <http://www.federalmonitor.com/pa> using the same username and password that you received in your monitoring notification letter sent to you in December/January. If you have any questions, please feel free to contact your regional coordinator at 717.783.2193.

Thank you for your cooperation.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs

cc: 2017-18 Project File
/ljw

CAV Home

This is the 2017-2018 CAV for Central Pennsylvania Digital Learning Foundation C

Topic: Title II Part A - Component I: Title IIA Requirements

Issue: 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)

Corrective Action: The LEA will submit data indicating large class sizes or justification for the types of professional development activities offered.

Topic: Title II Part A - Component I: Title IIA Requirements

Issue: 2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff

Corrective Action: The LEA will submit meeting notices, agenda and sign-in sheets, or invitations indicating stakeholder engagement.

Topic: Title IV, Part A - Component I: Title IV, Part A Student Support and Academic Enrichment Grants

Issue: 1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.

Corrective Action: The LEA will submit meeting notices or agenda and sign-in sheets to demonstrate stakeholder engagement.

Documents

No documents are currently available.

Evidence of a needs assessment with data indicating large class sizes or justification for the types of professional development activities offered.

CA Due: 7/27/2018

Ext Date:

Closed:

CA Not Required:

Monitor Comments

3/29/2018 4:07:59 PM

Monitor Scot Mato

The needs assessment was done informally by the administration. Dr. Maurer determined some of the teachers lacked the skills necessary to meet expectations and perform their duties as teachers in a cyber charter environment. Dr. Maurer plans to do a more formal needs assessment in preparation for next school year.

Meeting notices, agenda, sign-in sheets, invitations

CA Due: 7/27/2018

Ext Date:

Closed:

CA Not Required:

Monitor Comments

3/29/2018 4:14:38 PM

Monitor Scot Mato

Stakeholder input into the development of Title II activities occurred informally.

Meeting notices, agenda, sign-in sheets

CA Due: 7/27/2018

Ext Date:

Closed:

CA Not Required:

Monitor Comments

3/29/2018 4:27:15 PM

Monitor Scot Mato

There was no agenda or sign-in sheet documenting stakeholder involvement in the planning of Title IV activities. The LEA plans to involve stakeholders in the planning of Title IV activities in the future.



July 27, 2018

Pennsylvania Department of Education
Division of Federal Programs, 5th Floor
333 Market Street
Harrisburg, PA 17126

Dear Mrs. McCrone,

Please accept the following corrective actions to the 2017 Federal Programs Monitoring for the Central PA Digital Learning Foundation Charter School.

Topic: Title II Part A - Component I: Title IIA Requirements

Issue 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).

Corrective Action: The LEA will submit data indicating large class sizes or justification for the types of professional development activities offered.

Corrective Action Response: Justification for the professional development activities is the previous two years of SPP scores that indicates a need for professional development for curriculum alignment, quality instructional strategies, and student engagement.

- 2015-16 SPP 47.6 with 15 of 20 indicators below 70
- 2016-17 SPP 46.4 with 12 of 16 indicators below 70

*See attached snapshots of SPP

Issue 2: The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, school staff

Corrective Action: The LEA will submit meeting notices, agenda and sign-in sheets, or invitations indicating stakeholder engagement.



Corrective Action Response: Please see the attached meeting notes, including attendance, for the last two years (June 2017, June 2018) of parent feedback meetings as well as a parent survey conducted in May 2018.

Topic: Title IV, Part A - Component I, Title IV, Part A Student Support and Academic Enrichment Grants

Issue 1: The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.

Corrective Action: The LEA will submit meeting notices or agenda and sign-in sheets to demonstrate stakeholder engagement.

Corrective Action Response: Please see the attached meeting notes, including attendance, for the last two years (June 2017, June 2018) of parent feedback meetings as well as a parent survey conducted in May 2018.

Please let me know if you have any additional questions or need any additional information for CPDLF to be considered in compliance for Federal Programs.

Sincerely,

Dr. Aiko Malynda Maurer


Dr. Aiko Malynda Maurer, CEO
Federal Programs Coordinator
mmaurer@cpdlf.org

Central Pennsylvania Digital Learning Foundation CS

[View Historical Information](#)

[View Fiscal Information](#)

Building Level Academic Score


46.4

Select View Calculation below to see the detailed calculation used to determine the building level academic score.

[View Calculation](#)

Federal Accountability Designation

www.eseafedreport.com







Academic Performance Fast Facts



(Select any data element for its definition.)

<u>Test Participation Rate: Mathematics/Algebra I - All Students</u>	66.00
<u>Test Participation Rate: ELA/Literature - All Students</u>	60.20
<u>Test Participation Rate: Science/Biology - All Students</u>	66.00
<u>Students Eligible for Opportunity Scholarship Tax Credit Program</u>	No

Academic Performance Data (2016 - 2017)

(This data is used to determine the building level academic score.)


 > 100
 90-100
 80-89.9
 70-79.9
 60-69.9
 < 60

 Not Applicable (NA)
 Insufficient Sample (IS)

(Select any data element for further detail.)

Data Element	Performance Measure
Indicators of Academic Achievement	
<u>Mathematics/Algebra I - Percent Proficient or Advanced on PSSA/Keystone</u>	▼ 8.70
<u>ELA/Literature - Percent Proficient or Advanced on PSSA/Keystone</u>	▼ 43.18
<u>Science/Biology - Percent Proficient or Advanced on PSSA/Keystone</u>	▼ 31.82
<u>Industry Standards-Based Competency Assessments - Percent Competent or Advanced</u>	■ IS
<u>Grade 3 ELA - Percent Proficient or Advanced</u>	■ IS
<u>SAT/ACT College and Career Readiness Benchmark</u>	▼ 0.00
Indicators of Closing the Achievement Gap - All Students	
<u>Mathematics/Algebra I - Percent of Required Gap Closure Met</u>	▼ 0.79
<u>ELA/Literature - Percent of Required Gap Closure Met</u>	▲ 100.00
<u>Science/Biology - Percent of Required Gap Closure Met</u>	66.67
Indicators of Closing the Achievement Gap - Historically Underperforming Students	
<u>Mathematics/Algebra I - Percent of Required Gap Closure Met</u>	▼ 0.00
<u>ELA/Literature - Percent of Required Gap Closure Met</u>	■ 71.77
<u>Science/Biology - Percent of Required Gap Closure Met</u>	■ IS
Indicators of Academic Growth/PVAAS	
<u>Mathematics/Algebra I - Meeting Annual Academic Growth Expectations</u>	▼ 50.00
<u>ELA/Literature - Meeting Annual Academic Growth Expectations</u>	■ 74.00
<u>Science/Biology - Meeting Annual Academic Growth Expectations</u>	▼ 50.00
Other Academic Indicators	
<u>Cohort Graduation Rate</u>	▼ 29.03
<u>Promotion Rate</u>	■ NA
<u>Attendance Rate</u>	▲ 97.51
<u>Advanced Placement, International Baccalaureate, or College Credit</u>	▼ 25.00
<u>PSAT/Plan Participation</u>	▼ 7.94
Extra Credit for Advanced Achievement	
<u>Percent PSSA/Keystone Advanced - Mathematics/Algebra I</u>	2.17
<u>Percent PSSA/Keystone Advanced - ELA/Literature</u>	4.55

[View Calculation](#)

> 100	90-100	80-89.9	70-79.9	60-69.9	< 60
	Not Applicable (NA)		Insufficient Sample (IS)		
(Select any data element for further detail.)					
Data Element					Performance Measure
<u>Percent PSSA/Keystone Advanced - Science/Biology</u>					0.00
<u>Percent Advanced - Industry Standards-Based Competency Assessments</u>					IS
<u>Percent 3 or Higher on any AP Exam or 4 or Higher on any IB Exam</u>					0.00
 View Calculation					

Central Pennsylvania Digital Learning Foundation CS

[View Historical Information](#)

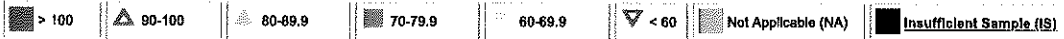
[View Fiscal Information](#)

Academic Fiscal

Academic Performance for Central Pennsylvania Digital Learning Foundation CS

Academic Year	2013-14	2014-15	2015-16
Grades Offered	K5H, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	K5H, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	K6F, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
School Enrollment	147	181	187
Academic Score	48.8	39.3	47.6
Academic Performance Data			
Indicators of Academic Achievement			
Mathematics/Algebra I - Percent Proficient or Advanced on PSSA/Keystone	41.38	IS	11.76
ELA/Literature - Percent Proficient or Advanced on PSSA/Keystone	NA	9.09	35.29
Science/Biology - Percent Proficient or Advanced on PSSA/Keystone	32.26	9.09	28.13
Industry Standards-Based Competency Assessments - Percent Competent or Advanced	NA	NA	NA
Grade 3 Reading - Percent Proficient or Advanced on PSSA	NA	NA	IS
SAT/ACT College Ready Benchmark	45.45	20.83	11.36
Indicators of Closing the Achievement Gap - All Students			
Mathematics/Algebra I - Percent of Required Gap Closure Met	NA	NA	17.65
ELA/Literature - Percent of Required Gap Closure Met	NA	0.00	75.29
Science/Biology - Percent of Required Gap Closure Met	100.00	100.00	90.63
Indicators of Closing the Achievement Gap - Historically Underperforming Students			
Mathematics/Algebra I - Percent of Required Gap Closure Met	NA	NA	0.00
ELA/Literature - Percent of Required Gap Closure Met	NA	NA	100.00
Science/Biology - Percent of Required Gap Closure Met	NA	NA	100.00
Indicators of Academic Growth/PVAAS			
Mathematics/Algebra I - Meeting Annual Academic Growth Expectations	50.00	50.00	50.00
ELA/Literature - Meeting Annual Academic Growth Expectations	NA	71.00	67.00
Science/Biology - Meeting Annual Academic Growth Expectations	75.00	53.00	64.50
Other Academic Indicators			
Cohort Graduation Rate	42.42	32.26	26.92
Promotion Rate	NA	NA	NA
Attendance Rate	91.07	94.31	94.64
Advanced Placement, International Baccalaureate Diploma, or College Credit Offered	0.00	0.00	50.00

PSAT/Plan Participation	▼	15.15	▼	0.00	▼	7.58
Extra Credit for Advanced Achievement						
Percent PSSA/Keystone Advanced - Mathematics/Algebra I	▼	27.59	■	IS	▼	0.00
Percent PSSA/Keystone Advanced - ELA/Literature	■	NA	▼	0.00	▼	0.00
Percent PSSA/Keystone Advanced - Science/Biology I	▼	22.58	▼	0.00	▼	9.38
Percent Advanced - Industry Standards-Based Competency Assessments		NA		NA		NA
Percent 3 or Higher on an Advanced Placement Exam		0.00		0.00		0.00
Academic Performance Fast Facts						
Students Eligible for Opportunity Scholarship Tax Credit Program		No		No		No
SAT Subject Scores (Averages)						
Math		IS		IS		IS
Reading		IS		IS		IS
Writing		IS		IS		IS
ACT Subject Scores (Averages)						
Math		Not Available		NA		IS
Reading		Not Available		NA		IS
English		Not Available		NA		IS
Science		Not Available		NA		IS



New Comparison

Parent Feedback Meeting (via Zoom)
Wednesday, May 31, 2017
12:30 p.m. - 1:30 p.m.

CPDLF Participants:	Malynda Maurer, Joan Dodge
Parent/Guardian Participants:	Danae & Matthew McShane, Marie Stonebreaker, Angela Musselman, Sharon Partsch, Rachel McAdams
Today's Topic:	What do you like? What can we do to improve?

Last Name (Student Name & Current Grade)	What do you like?	What can we do to improve?	Additional Comments	Staff Notes
Stonebreaker (Alyssa Gr 8, William Gr 5; Hannah Gr 3)	Flexibility, can keep appts, travel, not be tied down; STEM program; Hannan receives 1:1 attention and her reading has improved	Daily Reflections not on grade level for elementary; K-12 boundaries - frustrated by intensity; Would like to see field trips, arts, etc.	Leslie Rupp has done a very good job getting everything organized for the STEM competition	
McShane (Matthew Gr 8, Madison, Gr 7)	PLP (confusing at beginning, but LOVE it now!)	Did not like K-12 last year; communication lacking, would like to have more advanced notice of things	Overall great experience! They impose "school hours" in their home of 8:00 a.m.-2:00 p.m.	
Partsch (Julie Gr 10 - Open Campus)		Alg I is more like Alg II, created a lot of stress	May go back to brick and mortar	AMM following up with a phone call
Musselman (Isabelle Gr 9 - Open Campus)		Better resources; more information on what materials are needed for science labs and where to buy them; would like to see extra curricular activities where they can socialize; art (drawing, painting, crafts)	Best decision she made (due to learner's anxiety); when do OC students receive report cards?	Joan to follow up with Patrick about OC report cards [update 6/5/17: Patrick will send SD's final grade report for each learner; SD will send out report cards]
McAdams (Sam Gr 4)	Flexibility and accommodations is what keeps them here; like the K-12 platform	Daily Reflections (not always appropriate for age level; ES vs HS)		

Parent Feedback Meeting (via Zoom)
Monday, June 5, 2017
6:30 p.m. - 7:30 p.m.

CPDLF Participants:	Malynda Maurer, Joan Dodge
Parent/Guardian Participants:	Amy Croft, Bill and Hilde McClearen, Rose Stone
Today's Topic:	What do you like? What can we do to improve?

Last Name (Student Name & Current Grade)	What do you like?	What can we do to improve?	Additional Comments	Staff Notes
Croft (Cougar Gr 11)	Ability to work ahead and at your own pace; Communication with LG (Amy) was wonderful - email, phone calls, hangouts, follow-up calls; Algebra teacher (Pincherri) fantastic, phenomenal, very caring	Attendance questions - Writing an "essay" is too much compared to brick & mortar attendance, where you just say "here"; Too many locked links in platforms (NASA site was locked); Tech support was difficult to get a hold of and to deal with (took 2-3 weeks to get an answer from Tech, tried calling, emailing, even had Michele relay a msg); Teachers (except for Pincherri) seem disconnected when it comes to the curriculum		AMM spoke of plans to implement a 12-hour direct support hotline; noted that other platforms are being considered and that OW does not allow for instructor to personalize the curriculum
McClearen (Addison Gr 3)	Flexibility of work load; can chunk assignments as needed; Weekly contact with Melissa; K-12 works well	Some assignments that should have taken 50 minutes take 5 hours; Tech issues in the beginning	Release next years books/courses early so learner can get started early as he needs extended time; Math & English assessments very stressful	Contact K-12 to see how soon books/courses can be released; update the McClearen's on details of request
Stone (Tiernan Gr 3)	Weekly contact; interaction with teachers and peers has increased; growing and ready to do ore interactive learning			

Timestamp	What is your name?	Please list the name(s) of your child(ren):	Please select the grade span(s) in which you have child(ren) at CPDLF:	Please list the Learning Guide(s) of your child(ren).	What do you perceive is your role as your child(ren)'s Learning Coach?	How often do you talk with your child(ren)'s Learning Guide?	Below is a list of ways that you could talk with your child(ren)'s Learning Guide. Please check all the ways you use to talk with your child(ren)'s Learning Guide.	Do you feel informed about your child(ren)'s progress?
5/23/2018 9:59:32	Erika Strand	Jemstone Spectar	K-5	Ms. Pipetti	My role is a teacher to my child at all times.	Multiple times per week	Hangouts, Text, Phone, Email	Yes
5/23/2018 10:10:20	Dolores Perkins	Carol Wright	9-12	Kyle	Keep her on track	Less than once per month	Phone	Yes
5/23/2018 10:14:05	Evelyn Feather	Jacob Feather	9-12	Ms. Jancula	Seeing they have the right classes scheduled and checking in with them or the parents to make sure everything is ok.	Approximately once per week	Zoom, Phone, Email	Yes
5/23/2018 10:22:25	tonya hiesel	nevaeh hiesel	6-8	Mrs.Rupp	Ive tried my best and helping her with her work and thought she was on a roll and fell a little behind .	Multiple time per month	Hangouts, Text	Yes
5/23/2018 10:24:17	Ashley Krzanowsky	Jacob, Kaylee and Gavin Krzanowsky	K-5	Amy Pipetti	I am responsible for them logging in and having them complete their school work everyday.	Multiple times per week	Zoom, Hangouts, Phone, Email	Yes
5/23/2018 10:41:04	Ruth Barreto	Eliannie Marrero	9-12	Miss Gibson	Miss Gibson	Multiple times per week	Hangouts, Text, Phone, Email	Yes
5/23/2018 11:24:57	vickie	brandy henson	9-12	deb dikum?	to be the best coach I can be	Multiple time per month	Hangouts, Text, Phone, Email	Sometimes
5/23/2018 11:57:06	Rachel McAdams	Samuel	6-8	Amy Pepeti	I am the primary teacher and role model for my children.	Approximately once per week	Hangouts, Email	Yes
5/23/2018 13:22:36	Jessica Roles	Britnee Roles	9-12	Chelsea Gibbons	To help when needed	Multiple time per month	Phone, Email	Yes
5/23/2018 13:23:53	Sherry	Tiffany	K-5	Ms. Amy Pipetti	Teacher/helper	Multiple times per week	Zoom, Hangouts, Phone, Email	Yes
5/23/2018 13:34:39	Christina Rispoli	Amber Dailey	9-12	Patrick Baney	Help her the best I can and make sure she does good in her classes.	Approximately once a month	Hangouts, Phone, Email	Yes
5/23/2018 14:32:02	Becky Casalvieri	Simon Casalvieri	6-8	Leslie Rupp	Make sure they are working and understand what they are doing.	Approximately once per week	Hangouts, Text	No
5/23/2018 14:43:43	CONSTANCE	Wesley	9-12	Mrs. Gibbins	To coach his learning process	Multiple times per week	Text	Yes
5/23/2018 15:23:54	Krista Tippett	Brock Tippett, Grade 8 and Leah Tippett, Grade 10	6-8, 9-12	Leslie Rupp, Barbara Dikum	I feel my role is to help make sure the learners stay on track and reach their goals they set each week, also to keep in touch with their learning guides if I have any questions or concerns.	Multiple time per month	Hangouts, Email, In person	Yes
5/23/2018 15:39:36	Maggie L Kephart	Xander, Benjamin, and Elizabeth	K-5, 6-8	Amy Pipetti, Leslie Rupp	To help them, teach them and encourage them.	Approximately once per week	Hangouts, Text, Phone, Email	Yes
5/23/2018 15:42:31	Angela Musseiman	Isabelle Musseiman	9-12	Mr. Baney	Keeping her on task and ensuring that she is producing quality work and understanding her work.	Approximately once a month	Phone, Email	Yes
5/23/2018 15:54:39	Leroy Shultz	Robert shultz	9-12	Mrs.Jancula	Help them with school work	Approximately once per week	Phone	Yes
5/23/2018 15:55:35	Erika Strand	Jemstone Spectar	K-5	Ms. Pipetti	Teacher	Multiple times per week	Hangouts, Text, Phone, Email	Yes
5/23/2018 16:10:11	Jessica Rosen	Dylan & Aleni Sitzofski	6-8	Leslie Rupp	Keeping them on track, answering questions, teaching lessons	Approximately once a month	Hangouts	Sometimes
5/23/2018 18:05:32	Ellen Updike	Mia Updike	9-12	Mrs. Jancula	To keep my daughter positive and working through the school year.	Approximately once per week	Phone, Email	Yes
5/23/2018 20:39:19	Autumn Houck	Hailee Houck	9-12	Mrs.Jancula	Making sure my daughter is getting passing grades and doing the best she can.	Multiple time per month	Phone, Email	Sometimes
5/23/2018 20:46:21	Melissa Vogel	Anna Vogel, Jalynn Vogel, Summer Vogel	6-8	Mrs.Rupp	I percieve my role as my child's learning coach is to make sure Anna is caught up in her school work.	Less than once per month	Phone	Sometimes
5/23/2018 21:18:21	Toni Green	Joshua, Cody, Kaiden, and Maddisyn	K-5, 9-12	Ms. Amy Pappetit Ms. Leslie	help my children as they need make sure they make goals and try to stick with them and check work daily	Approximately once per week	Hangouts, Text, Phone	Yes
5/23/2018 21:27:25	Jamie Graham	Christian Fry	6-8	Mrs. Rupp	checking on his progress, giving him direction, making sure he is in attendance daily, communicating with guide for any issues	Approximately once per week	Hangouts, Phone, Email	Yes
5/23/2018 21:39:51	Shawnte Hairfield	Gage Brumbaugh	K-5	Amy Pipetti	to help him learn and answer any questions	Approximately once per week	Hangouts, Text, Email	Sometimes
5/23/2018 21:41:29	Maranda Snyder	Zoe Snyder	K-5	Ms. Pippetti	To keep my child on track and give her everything and any help she needs to be successful	Approximately once per week	Zoom, Hangouts, Phone, Email	Yes
5/23/2018 22:18:27	Kristen Burkett	Kiley and Cameron Burkett	6-8	Mrs.Amy Pipetti	To keep her motivated.	Approximately once per week	Text, Phone, Email	Yes

Timestamp	What is your name?	Please list the name(s) of your child(ren):	Please select the grade span(s) in which you have child(ren) at CPDLF:	Please list the Learning Guide(s) of your child(ren).	What do you perceive is your role as your child(ren)'s Learning Coach?	How often do you talk with your child(ren)'s Learning Guide?	Below is a list of ways that you could talk with your child(ren)'s Learning Guide. Please check all the ways you use to talk with your child(ren)'s Learning Guide.	Do you feel informed about your child(ren)'s progress?
5/23/2018 22:29:42	gina gonzales	kalea evans		amy pipetti	helper and role model	Approximately once per week	Hangouts, Phone	Yes
5/23/2018 22:51:11	Tracey Maurer	Martina Maurer	6-8	Leslie Rupp	To make sure she does her work and doesn't fall behind and be lazy and knows what she is doing	Approximately once per week	Hangouts, Text	Yes
5/23/2018 23:59:46	Sheri Conahan	Serenity Conahan Solarys Conahan Skye Conahan	6-8	Leslie Rupp	My role is to keep them on pace.	Approximately once per week	Hangouts, Text, Phone, Email	Yes
5/24/2018 1:21:04	tammy clatterbaugh	hailey haskic	6-8	amy walters	I sit and help my daughter when she is stuck or struggling on her work.	Approximately once per week	Phone, Email	Yes
5/24/2018 1:32:32	Ronda Mountain	Kyila McCartney	9-12	Heather Jancula	Making sure they are working and if they fall behind making sure I can do everything that's possible to make sure they get caught up and get help if they need help.	Less than once per month	Phone	Yes
5/24/2018 2:34:00	Matt McShane	Matthew Jr and Madison McShane	6-8, 9-12	Leslie Rupp	Active in their education.	Less than once per month	Phone, Email	Yes
5/24/2018 7:35:35	deborah	robert	6-8, 9-12	kylie magargi	motivation	Approximately once per week	Phone	Yes
5/24/2018 8:14:56	Mandy Farber	Sarah Staines	9-12	Leslie Rupp	yes	Approximately once per week	Zoom, Hangouts, Email	Yes
5/24/2018 8:49:53	Jessica Glassmyer	Christopher Glassmyer	9-12	Leslie Rupp	To help guide my children so they learn what they need to learn.	Approximately once per week	Hangouts, Text, Phone, Email	Yes
5/24/2018 9:05:50	Diane Clapper	Devin, Dale & Darcy Clapper	6-8, 9-12	Leslie Rupp	I am responsible for ensuring the children complete their school work, answer questions when necessary, act as a mediator when they need assistance from other adults, and trouble shoot all technical and course delivery problems.	Less than once per month	Text, Phone, Email	Sometimes
5/24/2018 9:15:35	Christine Arthur	Jesse Arthur	9-12	Chelsea Gibbons	To be there to support him and encourage him through the lessons, to help him understand things when he is having problems and to just be there , in general, to help guide him.	Less than once per month	Phone, Email	Yes
5/24/2018 9:37:13	Michael Sizofski	Aleni Sizofski, Dylan Sizofski	6-8	Mrs. Rupp	To help my children learn.	Less than once per month	Hangouts, Phone, Email	Yes
5/24/2018 9:52:17	John	Destine	9-12	Amy Walters	To make sure they finish out strong	Approximately once per week	Zoom, Hangouts	Yes
5/24/2018 9:58:58	Karla Davis	Timothy Davis	9-12	Barbara Dikum	My role is as a support.	Less than once per month	Hangouts, Phone	Yes
5/24/2018 10:10:14	Kristina Crist	Jacob Crist	9-12	?	Someone who makes sure the student get all their work done.	Multiple times per week	Text, Phone, Email	Yes
5/24/2018 10:13:26	Joe Smith	Cosby Morgan-Smith	K-5	Amy Pipetti, Cassie Grassmeyer	Mostly helping him stay on task haha. But also helping him dig deeper into the things that really interest him, like history and writing stories.	Approximately once per week	Zoom, Text	Yes
5/24/2018 10:36:06	Courtney Lewis	Joshua Scanlan and Matthew Lewis	K-5, 6-8	Ms. Pipetti and Ms. Rupp	I help guide my children with their daily tasks, I also teach lessons above and beyond the regular material.	Approximately once a month	Hangouts, Phone, Email	Yes
5/24/2018 11:02:30	Amber	Shelby Stevenson	K-5	Miss Pipetti	Teach them, work with them, I am their main teacher, that is why I like homeschooling	Approximately once per week	Text, Email	Sometimes
5/24/2018 11:31:33	Sue Gray	Bradley Gray	6-8	Mrs Rupp	Helping him stay in task and showing him how to research and ask for help.	Approximately once a month	Text, Email	Yes
5/24/2018 12:54:12	Rashida Horton	Klara Horton	6-8	Miss Amy Walters and Miss Amy Pipetti	I help Klara everyday. I sit with her, read to her, and type for her.	Multiple times per week	Zoom, Hangouts, Text, Phone, Email	Yes
5/24/2018 13:02:46	Kristine Koller	Hayden Koller, Isabel Koller, and Amelia Koller	6-8	Leslie Rupp	I check in regularly to see Hayden's progress and when he has questions or struggles with the work, I assist with that.	Approximately once per week	Hangouts, Text, Phone, Email	Yes
5/24/2018 13:09:41	Ranee	James Eirhart	9-12	Mrs. Kylie	To help as much as possible	Less than once per month	Phone	Yes
5/24/2018 15:53:36	Joanna Hamilton	Devan Hamilton	9-12	Kylie magargi	to get him focused,	Approximately once a month	Email	Yes
5/24/2018 19:48:41	Tonya Helsel	Nevaeh Helsel	6-8	Mrs.Rupp	but helping nevaeh understand what she is doing ,and not have to deal with the bullying from other kids	Multiple time per month	Hangouts, Text, Email	Yes
5/24/2018 20:38:26	christine isenberg	Jaden Isenberg	6-8	Chelsea Gibbons	Helping her to the best she can.	Multiple times per week	Text	Yes
5/24/2018 21:45:20	Malynnda Allshouse	Carlyn Allshouse Donovan Allshouse	6-8, 9-12	Amy Walters Kylie Magargi	to support them and guide them thru the school year	Approximately once per week	Phone, Email	Yes
5/24/2018 21:55:25	Melodie Schneider	Ceira Williams	9-12	Chelsea Gibbons	To make sure that my child is on task and is understanding her curriculum.	Multiple time per month	Text, Phone, Email	Yes
5/24/2018 22:01:21	Jenetta Hoisinger	Courtney, Meaghan, Ella, Lillian	6-8	Leslie Rupp	Helping her to stay on task and helping her to understand.	Less than once per month	Zoom, Hangouts, Text, Phone, Email	Yes
5/24/2018 22:20:37	Nicole Snowberger	Alanna and Teagan Snowberger	K-5	Mrs Pipetti	To help them answer questions about work they are doing and new assignments they are learning about.	Approximately once per week	Zoom, Hangouts, Text, Phone, Email	Yes
5/24/2018 23:35:45	Barbara Steiner	Justin Wegner, Michael Wagner Jr.	9-12	ms magargi, ms. gibbons	The most important person in his education.	Approximately once per week	Hangouts, Phone	Yes
5/25/2018 8:21:00	Tina Potts	Cassandra Sharp	9-12	Mrs Rupp	Make sure my student gets there work done.	Multiple times per week	Text, Phone	Yes
5/25/2018 10:22:45	Amy Croft	Cougar Croft	9-12	Amy Walters	I am part of a team that work to educate my son	Approximately once per week	Zoom, Phone, Email	Yes
5/25/2018 12:36:17	Jess bouch	Alivia Emerick	6-8	Leslie Rupp	as a positive learning coach	Multiple time per month	Text, Phone, Email	Yes

Timestamp	What is your name?	Please list the name(s) of your child(ren):	Please select the grade span(s) in which you have child(ren) at CPDLF:	Please list the Learning Guide(s) of your child(ren).	What do you perceive is your role as your child(ren)'s Learning Coach?	How often do you talk with your child(ren)'s Learning Guide?	Below is a list of ways that you could talk with your child(ren)'s Learning Guide. Please check all the ways you use to talk with your child(ren)'s Learning Guide.	Do you feel informed about your child(ren)'s progress?
5/25/2018 13:48:00	Melissa McCulley	Brian Biddle	9-12	Mrs.rupp	A helper for him	Multiple times per week	Zoom, Hangouts, Text, Phone, Email	No
5/25/2018 13:59:10	Todd Kellerman	Shane	9-12	Kylie Magargi	To help guide and direct us.	Approximately once per week	Phone	Yes
5/25/2018 14:21:52	Heather Kellerman	Seth	6-8	Amy Walters	To teach, help and guide	Approximately once per week	Phone, Email	Yes
5/25/2018 17:03:31	Jamie Mountain	Emily & Laney Mountain	K-5, 9-12	Amy Pipetti, Leslie Rupp	To support with schoolwork and stay on top of my child's progress	Multiple time per month	Zoom, Hangouts, Text, Phone, Email	Yes
5/25/2018 17:22:06	Lesley A Shope	Gary Shope	9-12	Mrs dikum, mr.burns	To help with all classes and to work with all the learning coaches.	Multiple time per month	Text, Email	Yes
5/25/2018 18:40:46	colleen	julianna	9-12	leslie rupp	work with her	Multiple times per week	Hangouts, Text	Yes
5/25/2018 20:44:09	Kim Maguire	Ashley Duttenhoffer	9-12	Heather Jancula	I help my daughter when she is struggling with something in her classes. If she can't understand something, such as a problem in Algebra, I teach her how solve equations. I also encourage her and remind her to submit at least a couple of assignments everyday.	Approximately once a month	Phone, Email	Yes
5/25/2018 22:21:22	Jessica Gearhart	Jayden Witcher, Devin Gearhart	K-5, 6-8	Leslie Rupp, Chelsea Gibbons, Paul Longwell, Amy Walters (Jayden) and Amy Pipetti	I am here to help when they need it and to encourage them to make goals and reach them in their school work	Approximately once per week	Zoom, Hangouts, Text, Phone, Email	Yes
5/25/2018 22:44:26	Jessica Gearhart	Jayden Witcher and Devin Gearhart	K-5, 6-8	Amy Pipetti (Devin) Leslie Rupp, Paul Longwell, Amy Walters, Chelsea Gibbons	Helping when they need it and encouraging them to make and reach goals.	Approximately once per week	Zoom, Hangouts, Text, Phone, Email	Yes
5/30/2018 22:05:25	Dennis Ribblett	Dylan Ziemba	9-12	Chelsea Gibbons	Help, when and if needed.	Approximately once per week	Phone, Email	Yes

What is your name?	In what ways can CPDLF provide you with support as the Coach for your Learner(s)?	Do you feel there is a connection between your child(ren) and his/her Learning Guide(s)?	If you have more than one child at CPDLF and would like to share differences in their Learning Guides, please do so here.	How well do you feel like you know what is going on at CPDLF?	What do you like best about CPDLF?
Enka Strand	Supplies for science experimnts to maybe do virtually with the teacher and possibly to do math at least once or twice a week virtually when learning new concepts so student can learn it better with the teacher.	Yes		All of the time	Provides online atmosphere for school
Dolores Perkins	Don't know	Yes		Most of the time	Attention they give and understanding to the Childs work every thing
Evelyn Feather	You already do a good job.	Yes		All of the time	Flexibility
tonya hetzel	I dont have to worry about her in public schools being bullied anymore	Yes	no only have nevaeh	Some of the time	it's a little harder than the public schools but i enjoy working with nevaeh
Ashley Krzanowsky	I think that CPDLF needs to consider having a cyber version of the special education classroom for kids that need additional help for things that they are struggling with.	Yes	They all have the same learning guide.	Most of the time	I liked being able to cyber school my kids in the privacy in our own home. I like the feeling of knowing that my kids were safe. I liked knowing that they were not being bullied in a public school setting. As this has been a problem in the past.
Ruth Barreto	I will say they provided me with all the support that my daughter need it .and that is very important to me also to her .	Yes	Had two children go onto this school one graduated last year and they both say the same best school ever mom . I say the same God bless the school got bless the teachers the principal and everyone that's involved at this school Great job .	All of the time	I like the communication between teachers and students and parents .
vickie	keeping up to date with grades and assignments	Sometimes		Some of the time	that students can work at their pace
Rachel McAdams	Being available to discuss issues.	No		Most of the time	Their flexibility/ accommodations for Special needs and variety of learning platforms.
Jessica Roles	By keeping me updated as well as my child	Yes		Most of the time	How they connected with my daughter
Sherry	I like complete instructions or rules when specialized test come up.	Yes		Most of the time	The format of her schooling is easier then where we came from and she can do things on her own.
Christina Rispoli	There's really nothing.	Yes		Most of the time	It's good with students.
Becky Casavieri	Make sure my child understands what they are to work on and how to use the different technology to work on and submit it. Give more guidance on how to complete all the steps in the projects. Approve requests for assessments in a timely manner.	No	I only have one child in this school but have experienced other guides during learning lab which were way more helpful. If it wasn't for Mr. Baney and Mrs. Salyards, my child would be much further behind than he is now.	Some of the time	That my child is able to work when he feels up to it and is not really penalized when he isn't feeling well.
CONSTANCE	None They did awesome	Yes	No	All of the time	The fact they never gave up on my son.
Krista Tippett	I would like to have more info about what classes are offered for electives and what all is required for graduation at CPDLF.	Yes	I think they were both great.	All of the time	Everyone is friendly and I don't feel like the kids are a number.
Maggie L Kephart	With Ben and Liz I always knew what was going on, I heard every week. Xander not so much till the end of the year.	Yes		Some of the time	Not sure
Angela Musselman	I have no suggestions	Yes		Most of the time	Flexibility
Leroy Shultz	NA	Yes	NA	Most of the time	Great school
Enka Strand	Provide science experiment kits used with lessons	Yes		All of the time	learning online
Jessica Rosen	Make the attendance activities something other than busy work that takes longer than a regular school lesson.	No		None of the time	Nothing this year. Our experience has been frustrating at best. I'm not sure what happened, but this school used to be on top of things. Your lack of organization and understanding of the platforms you use has created a negative impact on both of my children's education that will take years to remediate.
Ellen Updike	They can keep me informed in things going on in the school and my learner, (family engagement nights, etc.)	Yes		Most of the time	My child is more comfortable at CPDLF.
Autumn Houck	They help as much as they can!	Yes		Most of the time	That it is a cyber charter school. My daughter can be at home with her daughter as well as completing school work. The teachers are nice and very willing to help.
Melissa Vogel	Informing me more about my daughter's progress.	Yes		Some of the time	I really appreciate CPDLF's willingness to try and help my daughter succeed.
Toni Green	not sure	Yes	no	Most of the time	my kids can learn in a safe enviroment
Jamie Graham	I believe they do a pretty good job, if I need information, they have always responded	Yes		Most of the time	it has enabled Christian to feel accomplished. He actually didn't dread the PSSA's this year. I see him growing and actually learning some things.
Shawnte Hairfield	just by answering questions I have	Sometimes		Most of the time	that he can work at his own pace
Maranda Snyder	I think I get plenty of support.	Yes		Most of the time	The curriculum can be more specific for my child, my child can take her time and learn how is best for her. There is opportunity for more one on one help.
Kristan Burkett	Nothing, everything was good.	Yes		Most of the time	Not having a set time school work can be done.

What is your name?	In what ways can CPDLF provide you with support as the Coach for your Learner(s)?	Do you feel there is a connection between your child(ren) and his/her Learning Guide(s)?	If you have more than one child at CPDLF and would like to share differences in their Learning Guides, please do so here.	How well do you feel like you know what is going on at CPDLF?	What do you like best about CPDLF?
gina gonzales	just being able to talk with someone when needed	Yes		Most of the time	not having to send her to public school
Tracey Maurer	They Can help if you have any questions or concerns	Yes		Most of the time	They are really nice and they are there for you if you need help
Sheri Conahan	I don't know.	Yes	They have the same learning guide.	Most of the time	I don't know
tammy clatterbaugh	By just talking to me on things that hailey needs done with school work.	Yes	no	All of the time	There is the best teachers any students could ask for. They all keep the parents updated on all the school work.
Ronda Mountain	Contacting me regularly with knowing what my child's grades are if they are low or if she is behind	Sometimes		Some of the time	The way the teachers help out the children and are concerned about the children
Matt McShane	Unknown	Yes		Most of the time	Kids doing well in school
debra	phone	Yes		Most of the time	flexible
Mandy Farber	I don't know of anything that cpdlf need to provide me with.	Yes		Most of the time	That she can work on school on my schedule
Jessica Glassmyer	They can help my child if he has questions about a problem or a project when I'm not here.	Sometimes		Most of the time	The fact he can stay at home with his dog.
Diane Clapper	Staff at CPDLF at all levels need to be more communicative with both K12 and myself when either party contacts CPDLF with questions or requests for assistance and that needs amplified one million times when the Learner themselves request help.	Yes		Most of the time	Their willingness to provide the K12 platform.
Christine Arthur	I can't really think of anything.	Yes		Most of the time	I like that it offers the students different variations in learning, there is extra support for them, they can work on their own and without peer pressure or worry about what might happen in school. I also like that with schooling at home, it gives them options to explore other things and even hold a part time job with little interference.
Michael Slizofski	CPDLF can have more books in their course.	Sometimes		Most of the time	The ability to work at our own pace.
John	Different ways that I can help her understand her work	Yes		All of the time	That they are so understanding and patient with Destine
Karla Davis	By providing me with more information.	Yes		Most of the time	Overall education.
Kristina Crist	?	Yes		Most of the time	Its can be done from home.
Joe Smith	I think they do great	Sometimes		Some of the time	Flexibility of time, structure of curriculum
Courtney Lewis	Sometimes I wish that the coaches at CPDLF would understand the material that the children are being taught. Some of the things we run into are hard to complete with homeschool children, such as surveys and class projects that require two or more students to complete. I wish these items would be removed from the summit. I also am against all of the "police brutality" assignments that have been popping up on the summit. While its okay to take a stance against it, some of the material is very persuasive to younger children. I feel that this is a huge problem when it comes to the future youth and them feeling as if they are above the law.	Yes	I love both of our childrens learning guides.	Most of the time	I love that the teachers are easy to get a hold of and really do care about our children.
Amber	Let me do the main teaching and don't put a percentage on what needs done a week, just tell them what they need to do each marking period and let them do it at their own pace, as long as it is done each marking period and the reflections should be put up at mid-night so that if you work 2nd shift, maybe your sleep times are different and so your teaching time is different and they shouldn't put a time on it, as long as they do 5 reflections a week, it should not matter what days. Don't time the time on the computer, after all, there is off line work to do. Stop changing things just when everyone gets use to them.	Sometimes		Some of the time	In the beginning, they left you teach the children around your schedule, as long as they did it 5 days a week and the work was done.
Sue Gray	Keep us informed	Yes		All of the time	It lets the child learn and have opinions
Rashida Horton	I get support from her teachers all of the time. We talk almost every day.	Yes		All of the time	I like the amount of support that the teachers give Klara.
Kristine Koller	More explicit directions and guidance with projects.	Yes		Some of the time	The open communication with the principal and my son's learning guide.
Ranee	Nothing	Yes		All of the time	His help from his teachers
Joanna Hamilton	In any way they see fit	Yes	no	Most of the time	very informative.
Tonya Helsel	to be able to break down the focus areas and projects a little more so the both child and parent understand a little more how they are to be done.	Yes	only Nevaeh	Most of the time	that i can be with my child one on one and not have to worry about the bullying going on like it was with my child.
christine lsenberg	More information on classes, guides to help better	Sometimes		Some of the time	Results are given immediately
Malynda Alishouse	More contact through out the school week	Yes		Some of the time	Friendly staff
Melodie Schneider	By letting me know how my child was progressing and letting me know ways to help.	Yes		Some of the time	The flexible school schedule.
Jenetta Holsinger	unsure	Yes	n/a	Most of the time	That her guide is able to reach out to her one on one and answer any questions.
Nicole Showberger	Make Odyssey Ware just a little more user friendly OR have an information session regarding how to track things as a Coach	Yes		Most of the time	The flexibility it gives my children to learn at their pace and a curriculum built around them.
Barbara Steiner	information on a lesson I know nothing about.	Yes	they are both awesome.	Some of the time	they can work at there own pace.
Tina Potts	They do a great job now	Yes		All of the time	It fits are schedule
Amy Croft	I think Amy and the others at CPDLF provide excellent support now. They are always responsive to my emails and calls. They go above and beyond their job.	Yes		All of the time	the flexibility
Jess bouch	be able to understand the the work better	Sometimes		Some of the time	The teachers

CPDLF Parent Survey May 2018

What is your name?	In what ways can CPDLF provide you with support as the Coach for your Learner(s)?	Do you feel there is a connection between your child(ren) and his/her Learning Guide(s)?	If you have more than one child at CPDLF and would like to share differences in their Learning Guides, please do so here.	How well do you feel like you know what is going on at CPDLF?	What do you like best about CPDLF?
Melissa McCulley	Send me grades	No		Most of the time	the old software
Todd Kelleman	Be more available	Sometimes		Most of the time	The experience and safety of having the kids at home.
Heather Kelleman	To direct and guide better	Sometimes		Most of the time	The experience of being a part of my child's education and they are safe at home
Jamie Mountain	Keep in touch weekly or bi-weekly to stay on top of my child's progress	Sometimes	Ms. Pipetti is very involved in Laney's progress and checks in with her on a regular basis. Emily's learning guide checks in regularly also, but Emily needs a little more of push to complete her work.	Most of the time	The family involvement nights and the other various events throughout the year.
Lesley A Shope	To keep getting emails about my child's classes and homework	Yes		Most of the time	The coaches are always available to my child in one form or another
colleen	every thing is a great way what they do	Sometimes		All of the time	the positive attitude they have
Kim Maguire	It helps when her learning guide calls and tells us what her goals are for the week.	Yes		All of the time	I like that my daughter can work at her own pace and get enough sleep every night.
Jessica Gearhart	I have been pretty informed throughout the school year	Yes	They are all AWESOME!	All of the time	That my kids are getting a quality education, work at their own pace, and having help available always. I also like that they are no longer bullied by peers in the public school setting.
Jessica Gearhart	I have been kept pretty informed throughout the school year.	Yes	They are all AWESOME!	All of the time	That it is smaller than a brick and mortar and they are encouraged to be self directed learners but have help if needed. I also like the fact there is no bullying.
Dennis Ribblett	Have access to help sites listed for each subject. Web sites for tutorials etc. Have dashboards like Odysseyware Academy in Odysseyware and Canvas.	Yes		Most of the time	Flexibility

What is your name?	What do you wish CPDLF would do differently? Explain why.	Is there anything else you would like us to know about your experience at CPDLF?
Erika Strand	More virtual classroom in math, science and history	Great experience
Dolores Perkins	Everything to run smoothly as is.	No not at this time.
Evelyn Feather	Not having to spend a certain amount of hours every day doing school work. My son works and sometimes when he travels, there is no internet connection. He used to do his work ahead of time when he was going out of town.	All around good experience.
tonya helse	nothing I can think of	I would like for nevaeh to continue with the program for the year 2018-2019 school year.
Ashley Krzanowsky	Just maybe a cyber version of the special education class and support for kids if they need it. Even if they only need help for a little while.	I have enjoyed working with Cassie Grassmyer. The transition from her leaving to Amy Pipetti taking over was overwhelming at first. We got so used to working with Cassie and wasn't sure what it would be like when Amy filled in. I am very pleased with Amy Pipetti. She has filled the position wonderfully. She was very responsive in getting back to our questions and concerns. Amy has also been awesome at being encouraging.
Ruth Barreto	I would not wish for CPDLF so be different because they already doing a great job .	This is the best school that ever help my daughter in any kind away. She's happy with this cool it helped her a lot she can't stop talking about the school and her great it is .
vickie	nothing	nope
Rachel McAdams	Some of the daily check ins are challenging for my son.	I have been very pleased with CPDLF.
Jessica Roles	Nothing	I feel like my daughters last year went smoother then it would've at her home school
Sherry	not much	I have seen my daughter grow and become more confident throughout the year.
Christina Rispoli	There's nothing they can do differently.	NO
Becky Casavieri	Provide more guidance to children and parent, especially those new to cyber to make sure they understand how everything works. Maybe offer something like Learning Lab to parents as well if they aren't able to get answers via other formats. Streamline the program so as not to be using so many different platforms and places within those platforms. It's way more complicated that it should be at least for 7th grade. My son had very little experience with this type of technology in elementary school and then was thrown into all of it at once. It's been extremely frustrating. Also, that the child is able to advance when they get a passing grade instead of at least an 80%. It's not always obtainable for a child to always get an 80% in every subject, which would give them an incomplete in that subject. Most kids do better in some subjects and not so much in others.	I feel like we didn't get the help and guidance either of us needed. Him to be able to complete the course work and myself to be able to help him. We have been with CPDLF for over 3 months and there are still things we are finding out on our own. He made very little progress the first 2 months and nobody seemed to catch on that he wasn't doing some of the things he should have been or that he was wasting time on work that he didn't need to be doing. We were never told about Learning Lab. I stumbled across that on the website on my own and had to ask about it. I also feel that the curriculum is more advanced than that of my other son when in the same grade level at a traditional school. We chose cyber school, thinking this was the right choice for us and have been very disappointed.
CONSTANCE	Nothing	Yes they were awesome
Krista Tippett	It would be nice to have a Science teacher available at the learning labs. I think it would also be a good thing if the Summit Learning Platform told you what you got wrong after you passed the focus area. So if you got an 8/10 and you passed, they should still tell you what two you got wrong so the learner is aware.	Overall, I think it has been a good experience thus far. Starting mid year had some bumps but everything worked itself out.
Maggie L Kephart	There needs to be more for the kids to be involved in, also there needs to be a better learning system. Odysseyware, is terrible, it doesn't do any review/repetition through any of the lessons, that is a MAJOR key to learning. I have already voiced this concern and it was brushed off. As for the slip, the teachers really need to make sure they are giving feedback as to what more needs done, not just say this needs more info. Also the slip is terrible as you have to request and wait for content assessments, as well as not being able to see what you get wrong. I understand not wanting to give them the correct answer, but at least let them see what they missed. If things don't change soon, I will be removing all 3 of my children. It's really sad as the children use to be the number 1 priority, but now it really feels like its all about money .	See above and know I am not the only parent that feels this way. I am waiting to see the "changes" you have coming, if they make it worse, I am done.
Angela Musseiman	More extracurricular activities	Great experience. Wanting to change from public fully to cpdlf next year
Leroy Shultz	Nothing	NA
Erika Strand	Possibly implement virtual classrooms for math and science experiments	Great experience
Jessica Rosen	Everything. Better communication about changes to the curriculum. Timely response to issues with course access. Focus on education instead of busy work attendance activities. Actually caring about my child's ability to access course materials. Providing an appropriate response to parents' concerns. Providing laptops that are compatible with the learning platforms the school uses. Notify parents that school is starting like more than a week before school starts. Notify parents of major platform changes. Respond to parent emails asking about changes to the platform and start dates.	After three years with CPDLF, we're leaving the school because of our experience this year. Whatever changes you made in the administration and platform between this year and last, undo them.
Ellen Updike	I wish that phone calls would be made instead of email because I never check it, and if it's urgent I always have my phone.	Everything has been great.
Autumn Houck	Nothing!	I couldn't thank the school enough for pushing my daughter and making sure she graduates. There was a time where I never thought I would see this day coming. If it wasn't for this school I do not think she would have.
Melissa Vogel	Nothing. I am satisfied with my daughter's learning experience.	No, thank you.
Toni Green	a few things	not sure
Jamie Graham	I believe for christian that a math workbook(paper) would be helpful. But that is learner specific. I could not find anything that pertained to his grade level locally	I have recommended you to at least 3 other people. The only deterring factor would be the initial drive to your main facility for orientation. Most young couples would have a hard time taking the day off and spending the money to get there from here
Shawnta Hairfield	not sure	no
Maranda Snyder	I Dont think there is anything Ive seen that needs improvement.	I love it so far.
Kristan Burkett	Nothing	No.

What is your name?	What do you wish CPDLF would do differently? Explain why.	Is there anything else you would like us to know about your experience at CPDLF?
gina gonzales	nothing	no
Tracey Maurer	Nothing they are good at what they do	No
Sheri Canahan	I wish they would go back to K12 because my kids hate Summit.	No.
tammy ciattarbaugh	nothing I think they all do a good job with the students.	no
Ronda Mountain	Actually answer the children back like they say to have the kids respond in 24 hours have them respond as well	No you guys did an amazing job thank you for everything you guys have done for my daughter Kyfia and my daughter Makayla when she attended your school
Matt McShane	Wish my kids were using K12 instead of what their on. Its really confusing.	Unknown
dehora	keep same	its flexible
Mandy Farber	Maybe have some books with some subjects.	nothing.
Jessica Glassmyer	I wish they would fix the Requesting Assessments System. It limits the tests and time the children can do them each day.	There is nothing else to know.
Diane Clapper	1. Value the K12 platform more. 2. Provide more "field trips" like Curve games, trips to DalGrosso, visits to museums.	I am very disappointed with the indifference I feel when we indicate a need for assistance whether it comes from my children or myself. Repeatedly we get responses that "I don't know." CPDLF staff needs to realize that customer service is part of their job.
Christine Arthur	That, I am not really sure on. I did always think that there should be a day once a month or every other month that the students can meet up online and get to know each other, to know there not alone in the program. I know when Elaini was attending, she would have enjoyed seeing if any of the other students were interested in music, as she was.	We have actually been with this program since Jesse was in kindergarten. His older brother and sister graduated from CPDLF. Each had their own way of learning and different areas of concern that was always addressed. The teachers have always been wonderful, taking an interest in each student. We started the program when Shane became ill and was in danger of losing a grade at public school and this program was suggested to us, so he would be able to attend and keep up. Then, we decided to stay with it because it was working out well for all of them. It sure will be different without CPDLF in our lives everyday.
Michael Silzofski	Get rid of Monday zeros.	No
John	Get rid of google classrooms	I will recommend you to all my friends
Karla Davis	I wish CPDLF would stick with a system. It seems like every year there's a panic of trying to get my son used to the new system.	No.
Kristina Crist	no	no
Joe Smith	Maybe the orientation could spend more time walking coaches through what a day to day will look like. There was a real learning curve at the beginning.	nope
Courtney Lewis	I honestly can't stand K12! One day I am teaching my son patterns (1st grade) and the next he is required to do division, which we haven't even mastered subtraction yet. I also don't understand how a 1st grader is to remember rulers names and positions from past history. Some of the work on K12 is extremely hard and honestly a waste of time that could be spent on other subjects that the children don't touch base on, like reading skills and sight words.	We enjoy CPDLF and know that its a learning experience for all. We love the personal help and the teachers are wonderful. Looking forward to next year and changes for the better.
Amber	Stop changing things once the school year starts, the children and adults get irritated with not knowing what they want.	Holidays should not be in the school assignments. Most holidays are religious and/or political and it is for learning the necessities of life, not holidays.
Sue Gray	Nothing	No
Rashida Horton	I just wish the building was in Altoona since I don't drive.	No
Kristine Koiler	Again, I think there should be more detailed directions and guidance on class projects.	No
Ranee	Nothing, it is awesome	No
Joanna Hamilton	nothing	nope
Tonya Heisel	just like I asked about focus areas and projects to break them down a little more than what they are	that I would like for Nevaeh to continue in the program for the school year of 2018-2019 at CPDLF.
christine isenberg	More one on one time to	no
Malynnda Allshouse	Get rid of summit!! Make it one site for everything and not 3 different sites for one subject.	No
Melodie Schmeider	I wish there would be better contact between student and teachers.	More timely responses for the students with questions regarding their assessments is needed
Jenetta Hoisinger	unsure	Unfortunately my child was with the school for a very short time but everyone helped to push us to her goal.
Nicole Snowberger	Nothing we were very pleased	No thank you
Barbara Steiner	quicker responses to questions	no everything was pretty great.
Tina Potts	I think it is pretty good now, I wouldn't change anything.	no
Army Croft	make sure everything in the lessons (outside links) are open	it has been the best experience for my son
Jess bouch	not make the work difficult	nope

What is your name?	What do you wish CPDLF would do differently? Explain why.	Is there anything else you would like us to know about your experience at CPDLF?
Melissa Mcculley	I wish cpdlf would change their software because it my son 4 months just to understand it.	no
Todd Kelleman	I wish my sons work/tests would get graded and checked faster.	No
Heather Kelleman	I wish the teachers would grade stuff faster.	No
Jamie Mountain	Emily needs a little bit more of a push on most things and most teachers do check in once in a while but not all. Emily has a hard time understanding how to get started or to complete some things. I think that teachers staying on top of her progress and maybe checking in more often would benefit her alot.	Keep improving processes for kids who need a little extra help!
Lesley A Shope	Have at least one or two meeting with parents during the schools year to get information on how things are going and if parents have any questions.	My son did very well in CPDLF the learning coaches are awesome. We went from having NO HELP at his public school to all the help in the world. A BIG SHOUT OUT TO MRS. DIKUM for all your help with my son. You are an awesome learning coach and you never gave up on my son. She was always there when he needed her. And also there for (us the parents). Thanks again. Big shout out to CPDLF.
colleen	nothing they are great the way it is	just love it. it's getting my daughter back to loving school again
Kim Maguire	CPDLF is good, and I don't think it needs to do anything differently.	My daughter and I like CPDLF.
Jessica Gearhart	nothing	My oldest son has had a rough few months but we are looking forward to completing summer classes so he can be promoted to the next grade level.
Jessica Gearhart	Nothing	My oldest son had a rough few months but we are looking forward to him completing summer classes so he can be promoted to 9th grade.
Dennis Ribblett	We are pretty much satisfied.	Not as of now.

sent 5/15/18

There's still
roll. Apply
day.

W K12
School
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YLVANIA

MORE

CPDLF Parent Engagement Group 1st Meeting

by CPDLF Principal • 2 months ago • Print

📍 CPDLF 580 Foot of Ten Rd, Duncansville, PA 16635

☰ Thanks so much for your interest in our CPDLF Parent Engagement Group! Please fill out the Doodle with all the dates/times that would work for you.

🕒 All times displayed in America/New York

Table Calendar

Jun 7	Jun 7	Jun 7	Jun 7	Jun 8	Jun 8	Jun 8	Jun 11	Jun 11	Jun 11	Jun 11
THU	THU	THU	THU	FRI	FRI	FRI	MON	MON	MON	MON
11:00 AM 12:00 PM	12:00 PM 1:00 PM	4:00 PM 5:00 PM	5:30 PM 6:30 PM	11:00 AM 12:00 PM	12:00 PM 1:00 PM	4:00 PM 5:00 PM	11:00 AM 12:00 PM	12:00 PM 1:00 PM	4:00 PM 5:00 PM	5:30 PM 6:30 PM

7 participants

+ ✓2 ✓2 ✓4 ✓5 ✓5 ✓3 ✓5 ✓2 ✓3 ✓4 ✓4

3 Easy :

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Comments Disabled

Parent Engagement Kick-Off

June 8, 2018

Location: CPDLF

Mode: Face to Face

Time: 11:00 to 12:00

Facilitators: Dr. Malynda Maurer, Mrs. Kim Salyards

Agenda:

- 1) Introductions
 - a) Name
 - b) Child(ren) attending CPDLF, grade levels, Learning Guide
 - c) Why did you choose CPDLF?
- 2) Who are we and what are we all about?
 - a) Providing the Ideal Virtual Learning Experience for your child(ren)
 - b) Connects UI
 - c) Learning Guide
- 3) What worked well this past year for your child?
- 4) What worked well this past year for you as the Learner's Coach?
- 5) What can we do better to improve the learning experience for you and your child?
- 6) What can we do to help your child be successful academically?
- 7) What can we do to help you as the Learner's Coach?
- 8) Parent Engagement Support Group
 - a) What would be the purpose?
 - b) What does it look like?
 - c) Who would be involved?
 - d) How would the group operate?

File ^{Get notes} from Kim
- Title I Parent Engagement
- Scan copy to me

AMMA
Notes

Challenge
Research
Rocky Start - Catch up w/late start
Parent Learning Curve - Checklist of things
~~Day~~ Enrollment Day - Model what to do
(Checklist on screen)

Attended LL 2 Day/wk - huge Benefit
Help
Social

More challenging writing - ELA strength
More Math to get comfortable

Communicate options to parents
Website
Messaging Systems
↳ text, email,

World Languages

Parent Mtg 060818 Meeting Notes

Invited/Indicated they would attend:

- Maggie Kephart (had a last minute schedule conflict)
- Mrs. Croft (did not attend due to son having a bad seizure day)
- **Vicki Kane(only one who attended)**
- Keli Hale--no show/response
- Jessica Dunlap--no show
- Susan Gray--no show
- Heather Kellerman--no show
- Mrs. Moore--no show
- Maranda Snyder--no show/response

Notes:

- Create parent section in enrollment folder
 - Parent (coach) guidebook
 - Advertise Help Chat more
 - Most information goes to the learner and not the coach
 - Use website and parent emails more
 - Specific to her learner (HL) would like enrichment in ELA and some challenge with math; would like to explore World Languages (even possibly in 8th grade this year)
 - Assign a mentor coach (current parent/coach) to new families' coaches (this was a suggestion sent in via email from another parent)
-

Follow-up email sent to rest of parent group (above) on 6/12/18 (attached below)

CPDLF Principal <principal@cpdlf.org>

Tue, Jun 12, 5:01 PM

to jmdunlap76, Cougar, Susan, Keli, Vicki, Maggie, Maranda, Malynda

Hello,

Sorry so many of you were not able to make our meeting on Friday June 8th--we missed you!

Many of you did provide helpful insights in the parent (Coach) survey you completed for CPDLF at the end of the year--thank you!

At this point we would like to assess your level of interest in at least a virtual/email-based parent group to work together on how parents can best support each other as coaches in a virtual learning environment.

Please respond to this email and indicate:

1. whether you would like to continue to contribute
2. what format you think would work for the group to operate within/use
3. some ideas that you think would best help fellow Learner Coaches

Thank you so much. Your reply by 6/22/18 would be greatly appreciated.



pennsylvania
DEPARTMENT OF EDUCATION

August 13, 2018

Dr. Malynda Maurer
CEO
Central PA Digital Learning Foundation CS
721 N. Juniata St., Ste 3
Hollidaysburg, PA 16648

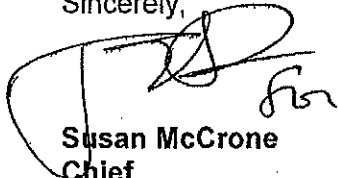
Dear Dr. Maurer:

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2017-18 school year. We have received your corrective action plan. You are now in complete compliance with current statute, regulations and guidance released by the United States Department of Education.

You can print off a copy of your completed Monitoring Instrument at <http://www.federalmonitor.com/pa> using the same username and password that you received in your monitoring notification letter sent to you in December/January.

If you have any questions, please feel free to contact your regional coordinator at 717.783.2193. Thank you for your cooperation.

Sincerely,



Susan McCrone
Chief
Division of Federal Programs

cc: 2017-18 Project File

/ljw

Attachment 71

AIU8 ESL Consortium Agreement

Through the ESL Consortium, LEAs and nonpublic school entities will be provided the following services:

- ♦ Assistance with PDE (Pennsylvania Department of Education), state, and federal policies/laws in regard to English as a Second Language (ESL) compliance, PIMS, WIDA, DRC, ESSA, ETC.
- ♦ Professional development for administrators, teachers, teacher aides, and support staff, customized to their job duties.
- ♦ Assistance through consultations (telephone, electronically, or in-person) as requested by the school, on ESL issues or problems.
- ♦ Assistance with information on registration of ELLs/Home Language Survey, and related documents.
- ♦ Administering the WIDA ACCESS Placement Test (W-APT) and the annual ACCESS.
- ♦ Assessment of ELs when requested (*Please note: this is the only direct service to ELs*).
- ♦ Assist with PA ESL Standards and SAS for EL lesson planning.
- ♦ Assist with WIDA Screener and ACCESS Testing.
- ♦ Accommodations in the content areas/utilization of WIDA Can-Do documents.
- ♦ Finding interpretation/translation sources, including how to use Transact.
- ♦ Free utilization of Transact (www.transact.com) for all school documents.
- ♦ Assistance with Title I audit for ESL, Title III audit for ESL, or PDE monitoring of the school's ESL program.
- ♦ Assistance to ESL teachers and content teachers with ESL students with lesson planning, accommodations, helpful websites, etc.
- ♦ Assistance with migrant, immigrant, and trafficked students.
- ♦ Assistance with ELs who are also identified as Special Needs or 504 students.
- ♦ Instruction, development and implementation of Continuing Professional Education (CPE) graduate level ESL Program courses for certification through PDE as an ESL Program Specialist.
- ♦ Coordinate and conduct ESL List Serve Network (email).
- ♦ Assistance with the annual PDE EL Report.
- ♦ Assistance with Exiting/Reclassification of ELs document as required by PDE.
- ♦ Assistance with Monitoring of Reclassified students as required by PDE.
- ♦ Assistance with implementation of the school ESL Program.

The schools entering the Consortium agree to the terms and conditions outlined in the following Agreement

Total costs for services (e.g., salaries, benefits, travel) shall be divided equally among the Consortium entities on a per-school basis, dependent upon the total number of participating schools. If 35 schools participate, as they have for the past several years, the cost should not exceed \$3,593.30 per year for both years.

Entering into this Consortium Agreement represents a binding, two-year contract commitment to share in the total program costs for school years 2018-2019 and 2019-2020.

Schools may join the Consortium at any time during a school year, but will be charged the full year's amount for participation.

**Appalachia Intermediate Unit 8 ESL Consortium
2018-2019 and 2019-2020**

COMMITMENT

The Central PA Digital Learning Foundation School District agrees to the terms of this ESL Consortium Agreement and hereby indicates its intention to participate in the two-year commitment during the 2018-2019 and 2019-2020 school years.

Dr. Amy Mahood Mu
Signature of Chief School Executive

5/10/18
Date

Arho Malynoka Maurer
Printed Name

Please sign and make a copy for your records.

Return the signed original to:

Michelle Reilly, ESL Program Specialist-Administrative Support
Appalachia Intermediate Unit 8
Executive and Administrative Offices
4500 Sixth Avenue
Altoona, PA 16602