

Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Nicole Baughman	Yes	Elementary PK-4	K-3	Kindergarten, Age 5, Elementary, Primary Grades 1-3,	630	100%	0%
Abby Bono	Yes	Elementary PK-4, Special Education PK-8	K	Kindergarten, age 5 (K5)	630	100%	0%
Melissaa Cabo	Yes	English 7-12	7-9	Middle Level English 7-9	630	100%	0%
Season Consiglio	Yes	Elementary K-6, Special Education PK-12, E	7-9	Middle Level Science, 7-9, Special Ed. Middle Level Science 7-9	630	100%	0%
Briean Day	Yes	English K-12, Reading Specialist; Instructor	10-12	English/Communication, 10-12	630	100%	0%
Erica Dorsch	Yes	Elementary K-6, Hearing Impaired PK-12	1-6	Elementary, Primary Grades 1-3, Elementary, Intermediate Grades 4-6	1260	100.00	0.00
Melissa Fairbanks	Yes	Special Ed PreK-12, Elementary K-6; Instru	K-6	Special Ed, Resource K-6	157	100%	0%
Kimberly Forsythe	Yes	Biology, Chemistry; Instructional II	9-12	Biology, Chemistry, General Science, Intermediate 10-12	945	100%	0%
John Fuschino	Yes	General Science, Biology	9-12	Biology	157	100%	0%
Brittany Ginkel	Yes	Grades PK-4, Special Education PK-8, Spec	4-6	Elementary, Intermediate Grades 4-6	157	100%	0%
Heather Jancula	Yes	Social Studies 7-12, Program Specialist ESL	10-12	Social Studies 10-12	1260	100%	0%
Tracey King	Yes	English 7-12	10-12	English/Communications 10-12	630	100%	0%
Genie Kline	Yes	Chemistry 7-12, Physics 7-12	10-12	Physical Science, Intermediate, 10-12, Chemistry	630	100%	0%
Jamie LaBenne	Yes	Special Education N-12, Reading Specialist	K-6	Elementary, Primary Grades 1-3, Developmental Reading, Elementary Cla	630	100%	0%
Berea Longwell	Yes	Elementary PK-4	1-4	Elementary, Intermediate Grades 4-6, Elementary, Primary Grades 1-3,	1260	100%	0%
Paul Longwell	Yes	General Science 7-12, Physics 7-12, Princip	7-12	Middle Level Science 7-9, General Science, Intermediate, 10-12	630	100%	0%
Robert Malcolm	Yes	Physics 7-12, General Scinece 7-12, Chemi	10-12	Mathematics, 10-12	630	100%	0%
Deanna Mayers	Yes	Elementary K-6, Instructional Technology Sp	K-12	Elementary, Intermediate Grades 4-6, Elementary Principal, Secondary Prin	1260	100%	0%
Tori McCloskey	Yes	Grades PK-6, ELA and Reading 7-8; Instruc	K	Kindergarten, age 5 (K5)	630	100%	0%
Geraldine Morrissey	Yes	Elementary K-6, Special Education PK-12; I	K-12	Special Ed PreK-12	630	100%	0%
Chelsey Murray	Yes	Biology 7-12, Mid-Level Mathematics 6-9, M	7-9	Middle Level Science, 7-9	630	100%	0%
Patti Murtha	Yes	Health and Physical Education K-12, Instruc	7-12	Health and Physical Education, Secondary, 7-12	1260	100%	0%
Tricia Noonan	Yes	Elementary K-6, Special Education N-12; Ins	1-6	Special Ed, Elementary Subjects, PreK-6, Elementary, Intermediate Grades	1260	100%	0%
Rebecca Pazcoquin	Yes	Social Studies 7-12; Instructional I	7-9	Middle Level Social Studies, 7-9	1260	100%	0%
Briana Pincherri	Yes	Business Computer - Info Tech K-12, Mathe	10-12	Mathematics, 10-12, Business Education Secondary	630	100%	0%
Wesley Rogers	Yes	Business Computer - Info Tech K-12, Mathe	7-9	Middle Level Mathematics, 7-9	630	100%	0%
Leslie Rupp	Yes	Elementary K-6, Mid level English 7-9, Mid L	7-9	Middle Level English 7-9	1260	100%	0%
Kimberly Salyards	Yes	Principal K-12, Adminstrative Level 1	K-12	Elementary Principal, Secondary Principal, Special Programs Director	1260	100%	0%
Jamie Saylor	Yes	Elementary PK-4	1-3	Elementary, Primary Grades 1-3	1260	100%	0%
Stephenie Schroth	Yes	Elementary K-6, Instructional Technology Sp	4-6	Elementary, Intermediate Grades 4-6	1260	100%	0%
Amanda Smorto	Yes	Elementary K-6, Mid-Level Mathematics 6-9	7-9	Middle Level Mathematics, 7-9	630	100%	0%
Jean Vasilko	Yes	Elementary K-6, Reading Specialist PK-12,	7-9	Middle Level English 7-9	630	100%	0%
Travis Weyandt	Yes	Grades 4-8 (all subjects 4-6, Mathematics 7	K-8	Middle Level Mathematics, 7-9; Special Ed, Elmentary Subjects Pre K-6	1260	100%	0%
Laura Wilt	Yes	Special Education N-12, English 7-12, Elem	K-9	Special Ed, Elementary Subjects Pre K-6, Special Ed, Middle Level English	1260	100%	0%
Matthew Young	Yes	Social Studies 7-12	7-12	Social Studies 10-12, Middle Level Social Studies, 7-9	630	100%	0%

**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2022**

Name of School Central PA Digital Learning Foundation

Address of School 580 Foot of Ten Rd. Duncansville, PA 16635

CEO Signature \_\_\_\_\_

**REVENUES**

<b>6000</b>		<b>REVENUE FROM LOCAL SOURCES</b>	
<b>6500</b>		<b>EARNINGS ON INVESTMENTS</b>	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	596.46
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
<b>6600</b>		<b>FOOD SERVICE REVENUE</b>	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
<b>6700</b>		<b>REVENUES FROM STUDENT ACTIVITIES</b>	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
<b>6800</b>		<b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	64786.01
	6890	Other Revenues from Intermediary Sources	
<b>6900</b>		<b>OTHER REVENUE FROM LOCAL SOURCES</b>	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	3458618.11
	6945	Receipts from Out-of-State LEAs	

	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
<b>7000</b>		<b>REVENUE FROM STATE SOURCES</b>	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	8475
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	

7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
<b>8000</b>		<b>REVENUE FROM FEDERAL SOURCES</b>	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	122449
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8700		CARES Funding	114281.59
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
<b>9000</b>		<b>OTHER FINANCING SOURCES</b>	
9100		SALE OF BONDS	

	9110		Bond Issue Proceeds (Gross)	
	9120		Proceeds from Refunding of Bonds	
9200			PROCEEDS FROM EXTENDED TERM FINANCING	
9300			INTERFUND TRANSFERS	
	9310		General Fund Transfers	
	9320		Special Revenue Fund Transfers	
	9330		Capital Projects Funds Transfers	
	9340		Debt Service Fund Transfers	
	9350		Enterprise Fund Transfers	
	9360		Internal Service Fund Transfers	
	9370		Trust and Agency Fund	
	9380		Activity Fund Transfers	
	9390		Permanent Fund Transfers	
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500			Unassigned	
9600			Unassigned	
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710		Transfers from Component Units	
	9720		Transfers from Primary Governments	
9800			INTRAFUND TRANSFERS IN	
	9810		General Fund Intrafund Transfers	
	9820		Special Revenue Intrafund Transfers	
	9840		Debt Service Intrafund Transfers	
	9850		Enterprise Intrafund Transfers	
	9860		Internal Service Intrafund Transfers	
	9870		Trust and Agency Intrafund Transfers	
	9880		Activity Interfund Transfers	
<b>TOTAL REVENUES</b>				3769206.17

**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2022**

Name of School **Central PA Digital Learning Foundation**

Address of School **580 Foot of Ten Rd. Duncansville, PA 16635**

CEO Signature \_\_\_\_\_

**Note-Expenditures may be submitted EITHER as accrual or cash basis**

**EXPENDITURES**

<b>1000</b>	<b>INSTRUCTION</b>	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	1928344.49
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	642864.7
1300	VOCATIONAL EDUCATION	48987.395
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	52682.84
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
<b>2000</b>	<b>SUPPORT SERVICES</b>	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	134199.11
	2120 Guidance Services	72659.48
	2130 Attendance Services	
	2140 Psychological Services	
	2150 Speech Pathology and Audiology Services	
	2160 Social Work Services	
	2170 Student Accounting Services	5000
	2190 Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210 Supervision of Educational Media Services	
	2220 Technology Support Services	131562
	2230 Educational Television Services	
	2240 Computer-Assisted Instruction Support Services	
	2250 School Library Services	
	2260 Instruction and Curriculum Development Services	67560.99
	2270 Instructional Staff Professional Development Services	38052.78
	2280 Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
	2310 Board Services	
	2320 Board Treasurer Services	
	2340 Staff Relations and Negotiations Services	
	2350 Legal Services	
	2360 Office of the Superintendent (Executive Director) Services	345344.94
	2370 Community Relations Services	16462.24

	2380	Office of the Principal Services	99910.59
	2390	Other Administration Services	43024.2
2400		SUPPORT SERVICES - PUPIL HEALTH	5323.04
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	289477.81
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	152445.2
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	3883.53
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	160430.5
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	53.65
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	

<b>4000</b>		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	0
4200		EXISTING SITE IMPROVEMENT SERVICES	0
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	0
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	0
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	0
4600		EXISTING BUILDING IMPROVEMENT SERVICES	0
<b>5000</b>		<b>OTHER EXPENDITURES AND FINANCING USES</b>	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	0
5200		FUND TRANSFERS	0
5300		TRANSFERS INVOLVING COMPONENT UNITS	0
5400		INTRAFUND TRANSFERS OUT	0
5800		SUSPENSE ACCOUNT	0
5900		BUDGETARY RESERVE	0
<b>TOTAL EXPENDITURES</b>			<b>4238269.485</b>

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND  
BALANCE AS OF JUNE 30, 2022**

-469063.315



# 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 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		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1440 480 1944 529">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1440 529 1944 756">           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.         </td> </tr> </tbody> </table>	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.
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"> <li><input checked="" type="checkbox"/> Equity Plan</li> <li><input type="checkbox"/> Documentation of annual review of Equity Plan</li> <li><input type="checkbox"/> Teachers are reassigned, if applicable</li> <li><input type="checkbox"/> Changes to union contract are made, if applicable</li> <li><input type="checkbox"/> Sample class schedules with applicable staff and student percentages</li> </ul>		
<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		<b>District Comments</b>
						3/6/2018 1:30:00 PM CEO Malynda Maurer Transportation procedures do not apply as CPDLF is a cyber school.
						<b>Monitor Comments</b>
						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"> <li>states how the LEA involves parents in the joint development of the Title I Plan (Title I Application)</li> <li>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</li> <li>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</li> <li>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"> <li>- barriers to greater participation in activities,</li> <li>- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers</li> <li>- Strategies to support successful school and family interactions</li> </ul> </li> <li>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</li> <li>involve parents in the activities of the Title I schools</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1520 172 1938 212" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 212 1938 513"> <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
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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Reservation of Funds		<p style="text-align: center;"><b>District Comments</b></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;"><b>Monitor Comments</b></p> <p>3/29/2018 3:20:19 PM Monitor Scot Mato The LEA receives less than \$500,000 Title I funds.</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)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside		<p style="text-align: center;"><b>District Comments</b></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;"><b>Monitor Comments</b></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"> <li>- Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies</li> <li>- Supporting programs that reach parents and family members at home, in the community, and at school</li> <li>- 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</li> <li>- 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</li> <li>- 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.)</li> </ul>	<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		<b>District Comments</b>
						<p>3/6/2018 1:33:22 PM CEO Malynda Maurer Does not apply. CPDLF receives less than \$500,000.</p>
						<b>Monitor Comments</b>
						<p>3/29/2018 3:21:02 PM Monitor Scot Mato The LEA receives less than \$500,000 Title I funds.</p>
<p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>	<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		<b>Monitor Comments</b>
						<p>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.</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: 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" style="width: 100%;"> <tr> <th data-bbox="1509 521 1944 570" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1509 570 1944 732">                     3/6/2018 1:34:39 PM                      CEO Malynda Maurer                      Does not apply. CPDLF does not consolidate funds.                 </td> </tr> <tr> <th data-bbox="1509 732 1944 781" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1509 781 1944 943">                     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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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				
2. 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, Title III, and Title IV		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; background-color: #e0e0e0;"><b>District Comments</b></td> </tr> <tr> <td>           3/12/2018 11:01:23 AM            CEO Malynda Maurer            Does not apply. CPDLF does not use Title funds to purchase equipment.         </td> </tr> <tr> <td style="text-align: center; background-color: #e0e0e0;"><b>Monitor Comments</b></td> </tr> <tr> <td>           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.         </td> </tr> </table>	<b>District Comments</b>	3/12/2018 11:01:23 AM CEO Malynda Maurer Does not apply. CPDLF does not use Title funds to purchase equipment.	<b>Monitor Comments</b>	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.
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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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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;"><b>Monitor Comments</b></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.
Monitor Comments									
3/29/2018 3:37:18 PM Monitor Scot Mato Data supporting the performance goal report was provided.									
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.
Monitor Comments									
3/29/2018 3:37:51 PM Monitor Scot Mato The Conflict of Interest Policy as approved on June 8, 2017.									

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
8. Procurement UGG Sec 200.300	<p>1. Procurement the LEA maintains purchasing procedures</p> <p>Micro-purchases (purchase up to \$3,500)</p> <p>Small Purchase (between \$3,500-\$150,000)</p> <p>Sealed Bids (purchases over \$150,000 with formal advertising)</p> <p>Competitive Proposals (more than one source submitting a proposal)</p> <p>Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source)</p> <p>Note: if opting to take procurement extension mark N/A, and answer question 9.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels</p> <p><input type="checkbox"/> Evidence that procurement procedures were followed for 3-5 tested random expenditures.</p>		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> <p>3/29/2018 3:39:39 PM</p> <p>Monitor Scot Mato</p> <p>Procurement procedures dated March 8, 2018 were provided.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>3/29/2018 3:39:39 PM</p> <p>Monitor Scot Mato</p> <p>Procurement procedures dated March 8, 2018 were provided.</p>
Monitor Comments									
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
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 style="text-align: center; background-color: #cccccc;">District Comments</th> </tr> <tr> <td>           3/12/2018 11:19:37 AM            CEO Malynda Maurer            Does not apply. CPDLF did not request an extension.         </td> </tr> <tr> <th style="text-align: center; background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>           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.
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.											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>10. Cash Management UGG Sec 200.305</p>	<p>1. Cash Management the District must maintain written procedures to implement the following cash management requirements:</p> <p>Reimbursements explain what happens if the District is initially charging federal grant expenditures to nonfederal funds</p> <p>Advances explain what happens if the District receives advance payments of federal grant funds</p> <p>Interest explain how the District will manage interest earned on federal grant awards</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procedures are available that address the three components</p> <p><input type="checkbox"/> Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable</p>		<table border="1"> <thead> <tr> <th data-bbox="1602 172 1938 215">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1602 215 1938 415"> <p>3/29/2018 3:44:05 PM Monitor Scot Mato Cash Management procedures date June 8, 2017 provided.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>3/29/2018 3:44:05 PM Monitor Scot Mato Cash Management procedures date June 8, 2017 provided.</p>
Monitor Comments									
<p>3/29/2018 3:44:05 PM Monitor Scot Mato Cash Management procedures date June 8, 2017 provided.</p>									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
11. Travel Reimbursement UGG Sec 200.474	<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"/>	<input checked="" type="checkbox"/> Board approved policies available for review <input type="checkbox"/> Samples of travel requests reviewed followed policy <input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:45:23 PM Monitor Scot Mato Travel Reimbursement policy dated September 8, 2016 provided.</td> </tr> </tbody> </table>	Monitor Comments	3/29/2018 3:45:23 PM Monitor Scot Mato Travel Reimbursement policy dated September 8, 2016 provided.
Monitor Comments									
3/29/2018 3:45:23 PM Monitor Scot Mato Travel Reimbursement policy dated September 8, 2016 provided.									

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><b>Monitor Comments</b></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>	<input checked="" type="checkbox"/>	<p><b>District Comments</b></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><b>Monitor Comments</b></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"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools		<p><b>District Comments</b></p> <p>3/6/2018 1:44:23 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.</p> <p><b>Monitor Comments</b></p> <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>
	<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"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools		<p><b>District Comments</b></p> <p>3/6/2018 1:44:55 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.</p> <p><b>Monitor Comments</b></p> <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>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. High schools (grades 9-12) may be served out of rank order at the discretion of the LEA. In this case, any High School that is over 50% low-income shall be treated and ranked as if it is at the 75% low-income level. In this manner a High School would have to be served in rank order regardless of grade span as it would be considered to be at the 75% level.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools		<p style="text-align: center;"><b>District Comments</b></p> <p>3/6/2018 1:45:13 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 3:48:11 PM Monitor Scot Mato The LEA is a k-12 cyber charter school. Rank order does not apply.</p>
	4. Allocations to each eligible school remain in rank order per the method established during the Consolidated Application submission and as analyzed in the bullets above, however variance in per pupil expenditure may vary and may only be in an anticipated format as this analysis is occurring mid-year	<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		<p style="text-align: center;"><b>District Comments</b></p> <p>3/6/2018 1:45:35 PM CEO Malynda Maurer Does not apply. CPDLF consists of one building.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 3:48:25 PM Monitor Scot Mato The LEA is a k-12 cyber charter school. Rank order does not apply.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	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		<p align="center"><b>District Comments</b></p> <p>3/6/2018 1:46:00 PM CEO Malynda Maurer Does not apply. CPDLF does not have pre-kindergarten.</p> <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 3:48:53 PM Monitor Scot Mato The LEA does not have a pre-kindergarten program.</p>
<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"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/6/2018 1:46:51 PM CEO Malynda Maurer Does not apply. CPDLF is not a targeted entity.</td> </tr> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:49:24 PM Monitor Scot Mato The LEA does not operate a targeted assistance program.</td> </tr> </tbody> </tbody></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											
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.											
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		<p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 3:51:07 PM Monitor Scot Mato Maintenance of Effort letter dated September 9, 2017 provided.</p>
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		<p style="text-align: center;"><b>Monitor Comments</b></p> <p>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.</p>
	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		<p style="text-align: center;"><b>District Comments</b></p> <p>3/6/2018 1:49:50 PM CEO Malynda Maurer Does not apply. CPDLF does not reserve funds for Neglected Institution.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 3:53:11 PM Monitor Scot Mato The LEA does not serve any neglected institutions.</p>

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		<p style="text-align: center;"><b>District Comments</b></p> 3/6/2018 1:50:22 PM CEO Malynda Maurer Does not apply. CPDLF does not reserve funds for Foster students. <p style="text-align: center;"><b>Monitor Comments</b></p> 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		<p style="text-align: center;"><b>District Comments</b></p> 3/6/2018 1:52:03 PM CEO Malynda Maurer Does not apply. CPDLF does not use the Salary and Fringe Benefit set-aside. <p style="text-align: center;"><b>Monitor Comments</b></p> 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
	5. The LEA may reserve funds at the LEA-level for Priority and Focus schools and associated requirements. The LEA does NOT need to reserve 20% for Priority and Focus schools (only applies to those LEAs that set aside 20%, all others mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Statement of expenditures for interventions		<p style="text-align: center;"><b>District Comments</b></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 style="text-align: center;"><b>Monitor Comments</b></p> 3/29/2018 3:57:01 PM Monitor Scot Mato The LEA does not have a focus or priority school.
	6. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Reservation of Funds <input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance	<input checked="" type="checkbox"/>	<p style="text-align: center;"><b>District Comments</b></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 style="text-align: center;"><b>Monitor Comments</b></p> 3/29/2018 3:57:24 PM Monitor Scot Mato The LEA receives less than \$500,000 in Title I funds.

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 style="text-align: center;"><b>District Comments</b></p> <p>3/6/2018 1:55:08 PM CEO Malynda Maurer Does not apply. CPDLF does not participate.</p> <p style="text-align: center;"><b>Monitor Comments</b></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 style="text-align: center;"><b>District Comments</b></p> <p>3/6/2018 1:56:03 PM CEO Malynda Maurer Does not apply. CPDLF does not participate in CES.</p> <p style="text-align: center;"><b>Monitor Comments</b></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		<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;"><b>District Comments</b></p> <p>3/6/2018 1:56:31 PM CEO Malynda Maurer Does not apply. CPDLF does not participate in CES.</p> <p style="text-align: center; margin: 0;"><b>Monitor Comments</b></p> <p>3/29/2018 3:58:24 PM Monitor Scot Mato The LEA does not participate in the Community Eligibility Provision.</p> </div>

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;"><b>District Comments</b></p> <p>3/6/2018 1:56:47 PM CEO Malynda Maurer Does not apply. CPDLF does not participate in CES.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 3:58:31 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
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		<p style="text-align: center;"><b>District Comments</b></p> 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. <p style="text-align: center;"><b>Monitor Comments</b></p> 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		<p style="text-align: center;"><b>District Comments</b></p> 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. <p style="text-align: center;"><b>Monitor Comments</b></p> 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.

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;"><b>Monitor Comments</b></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;"><b>Monitor Comments</b></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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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;"><b>Monitor Comments</b></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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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;"><b>Monitor Comments</b></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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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		<p style="text-align: center;"><b>District Comments</b></p> <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> <p style="text-align: center;"><b>Monitor Comments</b></p> <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		<p style="text-align: center;"><b>District Comments</b></p> <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> <p style="text-align: center;"><b>Monitor Comments</b></p> <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 style="text-align: center;"><b>District Comments</b></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 style="text-align: center;"><b>Monitor Comments</b></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 style="text-align: center;"><b>District Comments</b></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 style="text-align: center;"><b>Monitor Comments</b></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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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;"><b>Monitor Comments</b></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"> <thead> <tr> <th data-bbox="1518 175 1932 215">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1518 219 1932 448">           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		<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;"><b>Monitor Comments</b></p> <p>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.</p> </div>

### 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"> <li>• 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.</li> <li>• 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</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1512 535 1944 584">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1512 584 1944 880">           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.         </td> </tr> </tbody> </table>	Monitor Comments	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.
Monitor Comments								
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.								

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide Title I parents <ul style="list-style-type: none"> <li>◦ Timely information about Title I programs</li> <li>◦ 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</li> <li>◦ 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.</li> </ul> </li> <li>• 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).</li> </ul>						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>								
<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 &amp; sign-in sheets</p>		<table border="1"> <thead> <tr> <th data-bbox="1520 703 1938 748">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 748 1938 909"> <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>
Monitor Comments								
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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"> <li>- 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</li> <li>- 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.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1520 172 1938 217" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 217 1938 513"> <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		<b>Monitor Comments</b> 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		<b>Monitor Comments</b> 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		<b>Monitor Comments</b> 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" style="width: 100%;"> <thead> <tr> <th data-bbox="1518 172 1934 212" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1518 212 1934 513">           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				
If you have additional comments to make about this section, enter them here:								

**Component IV: Schoolwide Programs**

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.</p>		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1488 496 1940 537" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1488 545 1940 1263"> <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> </td> </tr> </tbody> </table>	Monitor Comments	<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>
Monitor Comments								
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
If you have additional comments to make about this section, enter them here:						

## Component V: Targeted Assistance

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

Sec. 1009 of ESSA 1115

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

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

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

**Component VI: Fiscal Requirements**

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Semi-annual time certifications</p>		<p style="text-align: center;"><b>District Comments</b></p> <p>3/15/2018 5:22:19 PM CEO Malynda Maurer CPDLF does not use Title funds for salaries and benefits.</p> <p style="text-align: center;"><b>Monitor Comments</b></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 style="text-align: center;"><b>District Comments</b></p> <p>3/15/2018 5:22:40 PM CEO Malynda Maurer CPDLF does not use Title funds for salaries and benefits.</p> <p style="text-align: center;"><b>Monitor Comments</b></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, 5<sup>th</sup> 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.

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.

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.

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.

### Documents

No documents are currently available.



**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 January 4, 2021, 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, student file reviews, and interviews of parents and general and special education teachers).

**B. General Findings**

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

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

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

**C. Overall Findings**

**1. FACILITATED SELF ASSESSMENT (FSA)**

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

<b>FSA</b>	<b>In Compliance</b>	<b>Out of Compliance</b>
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	1	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	1	0
SPP/APR Indicator 13 (Transition)	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

<b>IMPROVEMENT PLAN REQUIRED*</b>	<b>Yes</b>	<b>No</b>
Effective Use of Dispute Resolution	0	0
Graduation Rates (SPP)	0	1
Dropout Rates (SPP)	0	1
Suspensions (Rates)	0	1
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	1	0
Participation in Charter-Wide Assessment	0	1
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:

<b>Sections of the FILE REVIEW</b>	<b>In Compliance</b>	<b>Out of Compliance</b>	<b>NA</b>
Essential Student Documents Are Present and Were Prepared Within Timelines	81	4	75
Evaluation/Reevaluation: Process and Content	227	2	551
Individualized Education Program: Process and Content	486	7	307
Procedural Safeguards: Process and Content	119	0	1
<b>TOTALS</b>	<b>913</b>	<b>13</b>	<b>934</b>

### 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.

	<b># Yes Responses</b>	<b># No Responses</b>	<b># of Other Responses</b>
Program Implementation: General Ed Teacher Interviews	224	24	89
Program Implementation: Special Ed Teacher Interviews	293	17	138
Program Implementation: Parent Interviews	151	27	121
<b>TOTALS</b>	<b>668</b>	<b>68</b>	<b>348</b>

### 4. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	<b># Yes Responses</b>	<b># No Responses</b>	<b># of Other Responses</b>
Classroom Observations	0	0	0

### 5. EDUCATIONAL BENEFIT REVIEW

	<b>In Compliance</b>	<b>Out of Compliance</b>
Educational Benefit Review	X	

## PART II CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. ***Criteria not met that require corrective action by the charter school are gray-shaded.***

***Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report.*** The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff are available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.

# Special Education Processes and Procedures

Adopted 3/31/2021

## **When a learner enrolls at CPDLF:**

- 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 span assignments.
- All incoming learners with IEP's will have their Special Education records reviewed by the Special Education Coordinator within two school days of being received. The Special Education Case Manager will receive and [adopt](#) the IEP within one week of the learner enrolling.
- If a copy of the Special Education paperwork is available, **prior** to enrollment day, it may be shared with the assigned Special Education Case Manager for them to review as well.
- While reading the IEP if a related service is needed, follow the procedure under [Request for Related Services](#) to initiate related services.

## **Once a Special Education learner has enrolled at CPDLF:**

- Once the SRO has received a newly enrolled learner's special education paperwork, which should include most recent evaluation/re-evaluation, IEP and NOREP, the SRO will send an email to the Special Education Case Manager to prepare an entrance NOREP for CPDLF. The Special Education Case Manager will prepare an entrance NOREP within two school days and notify SRO and SEC via email when the NOREP is complete.
- The Special Education Coordinator will review the entrance NOREP within two school days and let SRO know the NOREP is ready to send to parent via DocuSign.
- Within a week of enrollment, the Special Education Case Manager will adopt the IEP from the incoming district following the "[Adopt an IEP Checklist](#)".

## **IEP MEETINGS**

### **Invitations**

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

- Person Responsible for Invites: SRO (Student Record Officer)
- 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

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

- SRO sends out notifications of a tentative IEP meeting to the Special Education Case Manager and Special Education Coordinator/Special Education Director via a calendar invite indicating tentative IEP meeting. The Special Education Case Manager 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.
- SRO will ask the Special Education Case Manager which Regular Education instructor(s) to invite to the meeting. If the IEP is for an elementary learner it is recommended that the learner's Learning Guide be invited as the regular education instructor.
- If the parent is unable to be reached, then the SRO mails the invite to the parent with a suitable date and time that works for the Special Education Case Manager and Special Education Coordinator/Special Education Director, and related service provider.
- The Special Education Learning Guide/Case manager should make sure SRO has current contact information for related service providers so they can be added to the invitation and invitation email.
- If a student is attending vo-tech, the SRO will include the vo-tech representative for the learner's program, in the email invite to the IEP meeting.
  - At the beginning of each school year a vo-tech special education representative sends, via email to the SRO and SEC, a breakdown of the special education instructors assigned to each program.
  - At the beginning of each school year the SEC will give the SRO a list of special education learners attending the vo-tech and the program that they are in.
- After the SRO sends out the meeting invite via mail/ Docusign, the Special Education Case Manager should make it a point to remind the parent and learner (if age 14 or older) to check their email for the document to sign and return it.
  - The recommended reminder is at check ins when the parent coach is present, but may also be done via a phone call, text, or email.

### **Prior to the IEP meeting**

- The Special Education Case Manager will make sure that 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. Input from related service providers will be directly entered into the IEP by the service provider 3 days prior to the IEP meeting.
- The Special Education Case Manager will collect information via email from the core subjects regular education instructors of the learner. Input from elective courses is also good to include.
  - Students who are attending vo-tech must have input from vo-tech teachers and a representative should have the opportunity to attend the meeting.
- Each Special Education Case Manager who has a student age 14 and older or who will be turning 14 during the duration of the IEP will complete Transition sections of the IEP.
- 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....."

- Three days prior to the IEP meeting, the Special Education Coordinator will review all DRAFT IEP's and NOREP, if applicable. The Special Education Casemanager will email the SEC that the documents are ready for review.

### **During the IEP Meeting**

- Before the meeting begins, have everyone introduce themselves.
- The Special Education Case Manager will provide a brief parent training at the beginning of the meeting.
- After the parent training is completed the Special Education Case Manager will ask the parent to check their email for a Docusign document containing the Parent training signature page, the IEP signature page for attendance at the meeting, and the Notice of Procedural Safeguards signature page.
- For students 14 and older, the Special Education Case Manager will ask the learner to check their email to sign the IEP signature page.
- IEP will be projected on the wall during the meeting or via Zoom for virtual meetings.
- At a face-to-face meeting, have a paper copy of the IEP for signatures and to make any corrections/additions discussed during the meeting.

### **Processes for sending secure Special Education files**

As of April 2020, all files are to be sent electronically using DocuSign via the SRO.

Note: This process updates the invitation to a meeting process. There are to be three attempts made to set up the meeting. Attempts include: via email using DocuSign and phone call process to schedule a meeting.

### **After the IEP Meeting**

- Complete an [action plan](#).
- After the meeting, all corrections will be completed within 3 school days. An email will be sent to the Special Education Coordinator to review the corrections before the IEP is finalized.
- Within 5 school days, the Special Education Coordinator will notify the SRO that the IEP may be finalized.
- 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.
- If the parent does not attend the meeting, the IEP is to be sent electronically to the parent by the SRO. The Special Education Learning Guide calls the parent to let them know that the meeting was held to ensure there would be no disruption of services. A meeting should be scheduled at that time that the parent can attend to review and make any necessary revisions.

## Miscellaneous Notes

- Document any contact with Learner or Learner Coach related to the IEP in Alma
- When the Special Education Case Manager checks in with the Learner Coach, remind them of any upcoming meetings. (ex: IEP meeting or SAIP meeting)

## Request for Related Services

When a new learner enrolls with an IEP, the Special Education Case Manager and the Special Education Coordinator will receive a copy of the IEP to review immediately to submit a request for related services. A request for related services also occurs when an IEP meeting is held, and the learner is found to need services or services are continuing with services. To request services, the Special Education Case Manager must complete the [Request for Related Services form](#). Submitting the form will automatically notify the Student Records Officer of the request and will create a spreadsheet, which SRO will update the spreadsheet with details of dates and contacts made. Once the Student Records Officer receives the request, she will ask the Student Services Coordinator (a task through Special Ed Basecamp due within 1 day) asking which provider should be contacted. At that point, the Student Records Officer will send the Request for Related Service form directly to the service provider.

Once the related services provider is secured, the Student Records Officer will notify the Special Education Case Manager via email with the following information:

1. Name of service provider
2. Contact information for service provider
3. Date services will start

After receiving notification of the related service provider the Special Education Learning Guide will:

- Contact the parent with the service provider's information so that the parent knows to watch for communication from the provider.
- Develop a working relationship with the related service provider to ensure the learner is attending services.
- Remind the related service provider to provide their information directly into the IEP 3 days prior to the meeting.
- Review the provider's weekly reports via a file folder, with the learner's name, in Google Drive in which the SRO places the weekly report.

## Direct Instruction

Direct Instruction (DI) is mandatory instruction provided to Special Education Learners to develop the skills needed to fill the gaps in learning and demonstrate progress toward goals.

- The IEP Team meets to determine the amount of time needed to work on filling in the gap (a minimum of 30 minutes per week of Direct Instruction is required)
- If a Special Education Case Manager receives a Supplemental Learner on their caseload, a minimum of 1 hour of Direct Instruction will be provided by the Special Education Case Manager. Other remaining hours needed for Direct Instruction will be contracted out to a Related Services provider.
- Special Education Case Managers will create a DI schedule and place it in their assigned Google folder by the second Wednesday of the school year. Weekly DI schedules should be in collaboration with the family and the Special Education Case Manager's schedule.
- Direct Instruction sessions should be posted on Special Education Case Manager's Google calendar.
- Unless held face to face, all DI sessions are to be recorded using VidGrid. Even if a learner does not show up for the session, allow VidGrid to continue recording for approximately 15 minutes. The recorded VidGrid meetings, including no-shows, are to be placed in the Learner's specific DI folder, which is located in your VidGrid account .
- Data from DI sessions should be kept organized by Learner
- Complete [DI Google form](#) as determined by Special Education Coordinator.

## Progress Monitoring

- Data should be gathered at each Direct Instruction session.
- Please keep your progress monitoring data in your assigned folder.
- Please keep up to date with Progress Monitoring in IEP Writer via the Progress Monitoring Module.
- 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 via electronic communication.
- If you see that a learner has met a goal(s) follow the procedure below for revising the IEP.

## IEP Revisions

### After enrollment

Approximately 4 to 6 weeks after a special education learner enrolls at CPDLF a revision meeting is scheduled **if needed**. The purpose of the revision meeting **if needed** is to review the learner's attendance, progress in their courses, and revise goals if needed.

The revision **meetingmeeting, if needed**, is scheduled by the SRO in the same manner as the annual IEP meeting.

The process for the revision meeting is as follows:

Go to your learner's IEP in IEP Writer and open a revision using the date of the revision meeting.

### If a learner has met a goal(s)

If after a progress monitoring period ends and a learner has met a goal, a revision should be completed to update/add a new goal. To complete this type of revision do the following:

- Notify the SEC and the parent that the learner has met the IEP goal(s) and a revision needs to be completed. SEC may be notified by email or a face to face conversation. Parent may be notified by a phone call or email.
- Ask the parent if they would like to hold a meeting or if the revision may be made without a meeting. Once the parent agrees to the revision, open the IEP for a revision for the purpose of adding a new annual goal(s).
- Mark the goal(s) as "met" in the progress monitoring module.
- Once the new goal(s) has been added to the IEP the Special Education Case Manager will notify the SEC to review the new goal(s). Within two school days the SEC will notify the SRO through an email that the IEP revision may be closed.
- The SRO will close the revision and send an updated copy of the IEP to the parent.

### 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 Case Manager - 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 documentation with the learner and parent from your weekly check-ins, including important details that may be relevant.
  - Documentation on direct instruction participation
  - Collect information from teacher input forms
  - HEADINGS to be used 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 Case Manager 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, Special Ed Coordinator, SEW, 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 a meeting is not attended by family, the Principal/Attendance Officer will follow truancy policy (which may include being dropped from our rolls).
- If there is no follow-through with the attendance plan, truancy policy continues (which may include being dropped from our rolls).

## **Evaluation/Reevaluations**

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.

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.

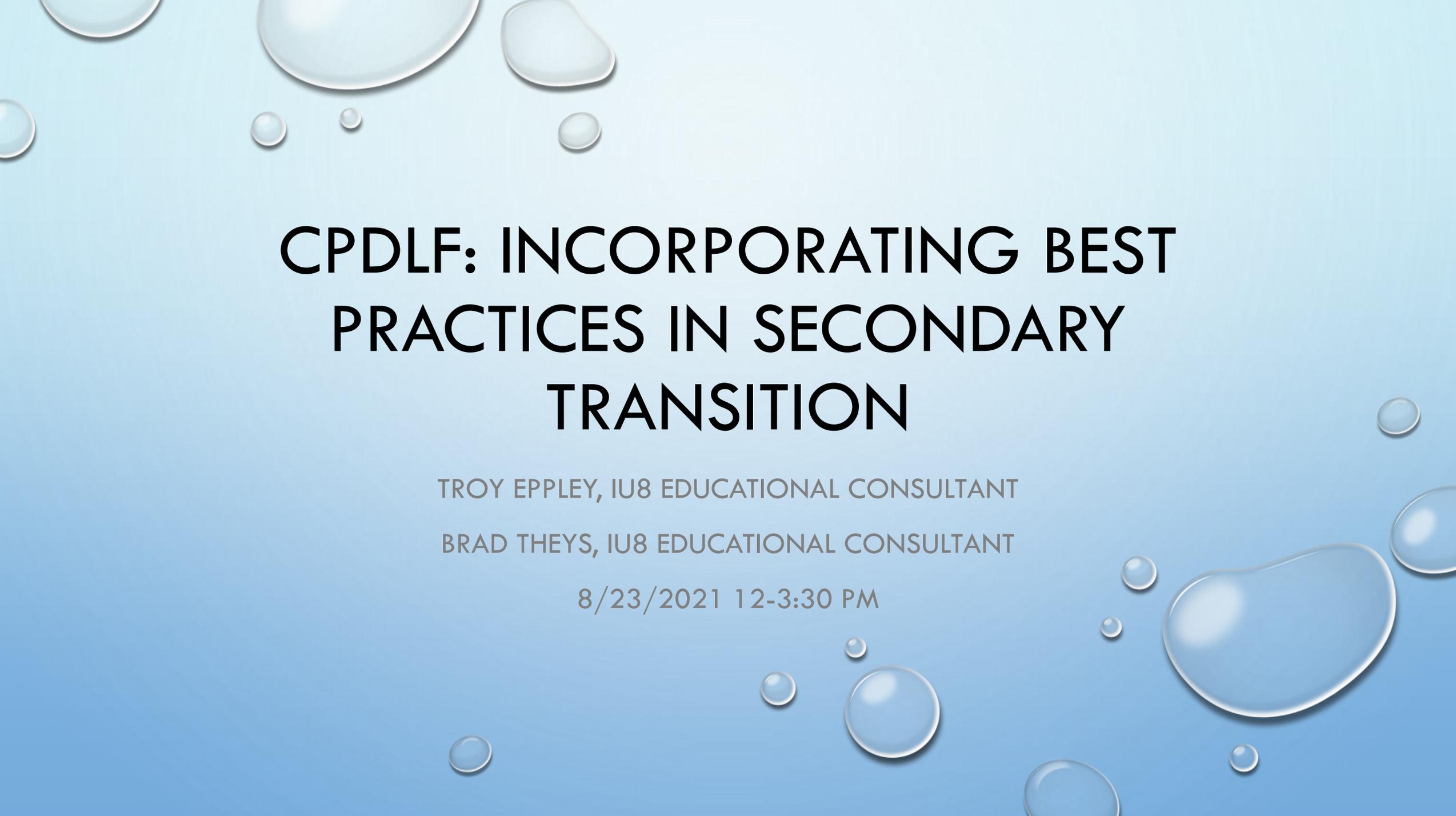
Re-evaluations with due dates AFTER an IEP date should be obtained BEFORE the meeting date, thus bringing the dates into alignment.

#### 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.

#### **Providing support for learners and instructors**

- Special Education Case Manager works with Instructors to modify the content, activities, and assessments based on learner need
- Special Education Case Manager 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)



# CPDLF: INCORPORATING BEST PRACTICES IN SECONDARY TRANSITION

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8/23/2021 12-3:30 PM

# IU8 MISSION & VISION



- 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.

# TODAY'S GOALS

- DEFINE SECONDARY TRANSITION
- REVIEW THE 17 INDICATORS THAT ARE PART OF THE STATE PERFORMANCE PLAN(SPP)
- DISCUSS THE INDICATOR 13 PROCESS
- IDENTIFY COMPLIANCE AND BEST PRACTICES IN SECONDARY TRANSITION
- HOW TO DOCUMENT SECONDARY TRANSITION ACCURATELY.

# INTRODUCTIONS



- WHO ARE YOU?
- WHAT IS YOUR ROLE WITH CPDLF?
- WHAT IS YOUR FAVORITE ASPECT OF CPDLF?
- WHAT SPECIFIC QUESTION DO YOU HAVE ABOUT SECONDARY TRANSITION?



DEFINE...

- SECONDARY TRANSITION MEANS WHAT TO ME....



- WHAT IS SECONDARY TRANSITION?

**“A COORDINATED SET OF ACTIVITIES FOR A CHILD WITH A DISABILITY THAT IS DESIGNED WITHIN A **RESULT-ORIENTED PROCESS**, THAT IS FOCUSED ON IMPROVING THE ACADEMIC AND FUNCTIONAL ACHIEVEMENT OF THE CHILD WITH A DISABILITY TO **FACILITATE THE CHILD’S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES**, INCLUDING POST-SECONDARY EDUCATION, VOCATIONAL EDUCATION, INTEGRATED EMPLOYMENT (INCLUDING SUPPORTED EMPLOYMENT), CONTINUING AND ADULT EDUCATION, ADULT SERVICES, INDEPENDENT LIVING, OR COMMUNITY PARTICIPATION.”**

IDEA §300.43

## RESULTS- ORIENTED

SCHOOLS ARE HELD ACCOUNTABLE FOR PROVIDING AN EDUCATIONAL PROGRAM AND TRANSITION SERVICES THAT WILL FACILITATE THE MOVEMENT FROM HIGH SCHOOL TO POST-SECONDARY GOALS SUCH AS EMPLOYMENT, POST-SECONDARY EDUCATION, AND INDEPENDENT LIVING.

# HOW IS SECONDARY TRANSITION MONITORED?

PENNSYLVANIA DEPARTMENT OF EDUCATION (PDE) REVIEWS TRANSITION IN TWO WAYS:

1. INDICATOR 13 TRAINING
2. CYCLICAL MONITORING FOR CONTINUOUS IMPROVEMENT

TODAY WE ARE GOING TO FOCUS ON INDICATOR 13 AND THE TOOLS THAT ARE AVAILABLE THROUGH THAT PROCESS.

# CYCLICAL MONITORING FOR CONTINUOUS IMPROVEMENT (CMCI)

- **WHY** – FEDERAL REQUIREMENT 34 CFR SEC. 300.600 (STATE MONITORING & ENFORCEMENT)
- **WHO** – BUREAU OF SPECIAL EDUCATION MONITORS ALL SCHOOL DISTRICTS AND CHARTER SCHOOLS
- **WHEN** – EVERY SIX (6) YEARS
- **TYPES OF MONITORING** – CYCLICAL, TARGET, FOCUSED



**What are the Compliance  
Monitoring for Continuous  
Improvement (CMCI)  
File Review Questions  
Related to Secondary Transition**

# Compliance Related to Transition

- Cyclical Monitoring File Review
  - 10 files selected (exceptions: Philadelphia and Pittsburgh)
    - Includes IEP, ER, RRs, Invitations, etc.
    - 3 must be ages 16-21
    - 1 student must be 14-15
    - 1 student in an APS
  - 340 questions (related to all compliance areas of special education)
- File Review directly related to transition (added in 2015)
  - 10 additional files (students age 14+)
  - 10 questions related to transition

# FROM A TRANSITION LENS: FILE REVIEW QUESTIONS

245- TRANSITION PLANNING & SERVICES  
(PARENT INVITED)

246/270 – AGENCY  
INVITATION/PARTICIPATION

247 – STUDENT INVITATION TO IEP

264 – DOCUMENTATION OF STUDENT  
PARTICIPATION IN IEP

268/269 - DOCUMENTATION OF CTE  
PARTICIPATION (WHEN APPLICABLE)

288 – CTE PROGRAM CIP CODE (IF  
APPLICABLE)

289 – AGE APPROPRIATE ASSESSMENT

290 – POST-SECONDARY GOALS FOR:  
EDUCATION/TRAINING  
EMPLOYMENT  
INDEPENDENT LIVING

291 – POST-SECONDARY GOALS ARE  
UPDATED ANNUALLY

292 – TRANSITION “GRID” COMPLETED  
CORRECTLY

292A – COURSES OF STUDY COMPLETED  
CORRECTLY

292B – SERVICES/ACTIVITIES ARE LISTED  
IN THE “GRID” IN ALL 3 AREAS

292C – MEASUREABLE ANNUAL GOALS  
LINKED/LISTED IN “GRID”

# INDICATOR 13

- SPECIFICALLY LOOKS AT PIECES OF THE IEP THAT IMPACT SECONDARY TRANSITION.
- IS DESIGNED TO BE MORE OF A PROFESSIONAL DEVELOPMENT FOR EDUCATORS.
- USES THE INDICATOR 13 CHECKLIST TO IDENTIFY ANY ISSUES WITHIN SECONDARY TRANSITION

# INDICATOR 13 PROCESS

- IEP PRE-REVIEW FROM TEACHERS
- TAC REVIEW
- TEAM TRAINING (WHEN NECESSARY)
- POST REVIEW

## INDICATOR 13 CHECKLIST

- THIS IS MEANT TO BE A COMPLIANCE DOCUMENT
  - MEANING – “IS IT THERE?”
- THE CHECKLIST CONTAINS QUESTIONS DESIGNED FOR INDICATOR 13 AND HOW THEY CONNECT TO THE CMCI FILE REVIEW QUESTIONS.

## Pennsylvania SPP Indicator 13 for CMCI & Transition Best Practice

### IEP File Review Checklist 2019-2020

District: \_\_\_\_\_ Teacher Last Name, First Name: \_\_\_\_\_

Date: \_\_\_\_\_  Pre-Review  Post-Review

Name of Reviewer(s): \_\_\_\_\_

Reviewer:  IU  PaTTAN

LEA Administrator  Other \_\_\_\_\_

Special Education Administrator Signature: \_\_\_\_\_

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and an annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of a participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

	NSTTAC Indicator 13 Checklist	PA CMCI File Review Question	Look At	Y	N	N/A
	<b>INVITATION TO PARTICIPATE IN THE IEP MEETING</b>					
<b>1</b>	Is there evidence that the student was invited to the IEP meeting?	<b>247</b>  <b>Transition Planning and Services:</b> <b>Transition planning is checked (age 14 or younger if deemed appropriate),</b> <b>STUDENT IS LISTED ON INVITATION</b>	IEP invitation			
		<b>245</b>  <b>Transition Planning and Services:</b> <b>Invitation to parents is checked (age 14+ and younger if deemed appropriate)</b>	IEP Invitation			

# INDICATOR 13 CHECKLIST QUESTIONS

NSTTAC Indicator 13 Checklist		INVTATION TO
<b>1</b>	Is there evidence that the student was invited to the IEP meeting?	

# I-13 CONNECTION TO THE CMCI QUESTIONS

	<b>PA CMCI File Review Question</b>
<b>INVITATION TO PARTICIPATE IN THE IEP MEETING</b>	
≥ IEP	<b>247</b> <b>Transition Planning and Services:</b> <b>Transition planning is checked (age 14 or younger if deemed appropriate),</b> <b>STUDENT IS LISTED ON INVITATION</b>
	<b>245</b> <b>Transition Planning and Services:</b> <b>Invitation to parents is checked (age 14+ and younger if deemed appropriate)</b>

Look At	Y	N	N/A
IEP invitation			
IEP Invitation			

# MOVING BEYOND COMPLIANCE!!

- |   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   |  |  |  |  |  |  |
| <ul style="list-style-type: none"><li>• Does the IEP (Present Levels) include information regarding agency involvement?<ul style="list-style-type: none"><li>● Representatives from agencies were invited with parent permission and it was documented in the IEP OR</li><li>● Parents refused consent to inviting outside agency personnel and it was documented in the IEP.</li><li>● Parents were provided with information about agency involvement and it was documented in the IEP.</li></ul></li></ul> |  |  |  |  |  |  |
| Comments:   |  |  |  |  |  |  |

# EXPANDED CHECKLIST

- THIS IS A TRAINING DOCUMENT THAT IS DESIGNED TO CREATE DISCUSSION AND REFLECTION
- THIS DOES NOT TAKE THE PLACE OF THE INDICATOR 13 CHECKLIST – IT SHOULD ACCOMPANY THE CHECKLIST.

# USING THE RESOURCES

- CAN BE A SELF-EVALUATIVE TOOL – USE IT TO EVALUATE YOUR WORK.
- CAN BE USED TO EVALUATE A PEER.
- CAN BE USED TO DRIVE DISCUSSION PROGRAM IMPROVEMENT.
- PLEASE REMEMBER – THESE ARE EXAMPLES FOR TRAINING PURPOSES ONLY AND SHOULD NOT BE “COPIED AND PASTED”

## WHAT ELSE?

- **WHAT ARE SOME OTHER WAYS YOU CAN USE THESE TOOLS?**

## DIGGING DEEPER...THE INVITATION

The invitation must reflect that both the parent(s) and student are invited (for students of transition age)

Ensure that the correct boxes on the IEP Invitation Letter are checked for students eligible for transition planning

This information would be contained in the student file

# LOOKING AT THE INVITATION...



Discuss possible changes in your child's current IEP and revise it as needed.

**Transition Planning.** If your child will be at least 14 years old during the duration of this IEP, the IEP team will develop postsecondary goals based on transition assessments and transition services to promote movement from school to post school activities. Your child is invited by the school to attend this meeting and is included in the list of invited IEP team members listed below.

**Transition Services.** If necessary, and with your consent, staff from other public agencies that may be providing or paying for transition services will be invited to IEP team meeting. We are inviting representative(s) from the agency or agencies as listed:

---

X Discuss possible changes in your child's current *IEP* and revise it as needed.

**X Transition Planning.** If your child will be at least 14 years old during the duration of this *IEP*, the IEP team will develop postsecondary goals based on transition assessments and transition services to promote movement from school to post school activities. Your child is invited by the school to attend this meeting and is included in the list of invited IEP team members listed below.

**X Transition Services.** If necessary, and with your consent, staff from other public agencies that may be providing or paying for transition services will be invited to IEP team meeting. We are inviting representative(s) from the agency or agencies as listed: \_\_\_\_\_

OVR-

If there are no agencies attending, just write that in the blank (no agencies at this time.)

# INVITATION TO THE IEP – INVITED TEAM MEMBERS

## IEP Team Meeting - Invited IEP Team Members

As the parent, you are a member of your child's IEP team, and we, the Local Education Agency (LEA) want you to attend the IEP team meeting. Listed below are the other team members, including your child, if 14 years or older, that we are inviting. In addition, you may bring other people to the IEP team meeting who have knowledge or expertise regarding your child. If you have any questions or comments about this, please contact the LEA as soon as possible.

Role	Name
LEA Representative	
Special Ed. Teacher	
Regular Ed. Teacher	
Child *	
Parent*	



Role	Name
Community Agency Rep. ***	
Career/Tech Ed. Rep. ***	
Other	

# WHEN TO INVITE AGENCY TO IEP MEETING

## Invite agency:

- If likely to provide or pay for transition services
- Only with parent permission

## Agency involvement is based on *individual needs*

- Younger students' involvement with outside agencies might be limited
- Agency involvement may vary by region.

Document agency involvement in present levels section of the IEP under secondary transition.

Putting "Agency Involvement" as a separate bullet in this section is helpful

# DOCUMENTATION ON IEP TEAM PARTICIPATION BY AN AGENCY REPRESENTATIVE

Include this on the  
IEP Signature Page

Attendance may include participation via telephone or videoconference. The IEP team may list the names of individuals who participate via telephone or videoconference (in the printed name column) and note how they participated

Written input from the agency team members should be included in the present education levels under secondary transition

# EXAMPLES OF AGENCIES



- OFFICE OF VOCATIONAL REHABILITATION
- COUNTY MENTAL HEALTH
- COUNTY OFFICE OF DEVELOPMENTAL PROGRAMS /INTELLECTUAL DISABILITIES
- DEPARTMENT OF HUMAN SERVICES
  - BUREAU OF AUTISM SERVICES
- BLINDNESS AND VISUAL SERVICES
- CHILDREN AND YOUTH SERVICES
- JUVENILE JUSTICE SYSTEM
- SOCIAL SECURITY ADMINISTRATION
- THE ARC
- CENTERS FOR INDEPENDENT LIVING
- DISABILITY SPECIFIC AGENCIES

# IEP SIGNATURE PAGE

Role	Printed Name	Signature
Parent/Guardian/Surrogate	Required member	
Student*	Must invite if age 14 or older or turning 14 within duration of the IEP	
Regular Education Teacher**	Must invite if student is or may be participating in regular education environment	
Special Education Teacher	Required member	
Local Ed Agency Rep	Required member	
Career/Tech Ed Rep***	Must invite if the student is in or considering attending a CTE program	
Community Agency Rep	Invite based on the student's needs for transition services with parental consent	
Teacher of the Gifted****	Required member if student has a disability and is also gifted	



# TYPES & SOURCES OF ASSESSMENT DATA

HOLISTIC PERSPECTIVE OF THE YOUNG  
PERSON

# GOALS OF TRANSITION ASSESSMENTS

- RESULTS OF TRANSITION ASSESSMENTS SHOULD BE USED IN MAKING RECOMMENDATIONS FOR INSTRUCTIONAL STRATEGIES, ACCOMMODATIONS, AND ENVIRONMENTS TO MEET THE STUDENT'S STRENGTHS AND NEEDS
- RESULTS SHOULD ALSO HELP STUDENTS TO MAKE A CONNECTION BETWEEN THEIR INDIVIDUAL ACADEMIC PROGRAM AND THEIR POST-SCHOOL AMBITIONS

(KORTERING, SITLINGTON, AND BRAZIEL, 2004)

# BEST PRACTICE EVIDENCE

- WERE AGE-APPROPRIATE ASSESSMENTS OF INTERESTS, PREFERENCES CONDUCTED IN ORDER TO DEVELOP POSTSECONDARY GOALS?
- WERE AGE-APPROPRIATE ACADEMIC AND FUNCTIONAL SKILL ASSESSMENTS CONDUCTED IN ORDER TO DEVELOP MEASURABLE ANNUAL GOALS AND/OR SPECIALLY-DESIGNED INSTRUCTION?
- WAS ALL ASSESSMENT DATA **INTERPRETED** AND UTILIZED IN THE DEVELOPMENT OF THE PRESENT LEVELS, POSTSECONDARY GOALS AND TRANSITION SERVICES AND ACTIVITIES?
- IS THERE BASELINE DATA IN THE PRESENT LEVELS TO SUPPORT THE DEVELOPMENT OF THE MEASURABLE ANNUAL GOALS?
- **IS THERE EVIDENCE THAT ASSESSMENTS ARE UPDATED EACH YEAR?**

# HOW DO I SELECT APPROPRIATE ASSESSMENTS?

ASSESSMENTS SHOULD HELP STUDENTS TO ANSWER THE FOLLOWING QUESTIONS:

- WHO AM I?
- WHAT ARE MY UNIQUE TALENTS AND INTERESTS?
- WHAT DO I WANT IN LIFE, NOW AND IN THE FUTURE?
- WHAT ARE SOME OF LIFE'S DEMANDS THAT I CAN MEET NOW?
- WHAT ARE THE MAIN BARRIERS TO GETTING WHAT I WANT FROM MY SCHOOL AND MY COMMUNITY?
- WHAT ARE MY OPTIONS IN SCHOOL AND COMMUNITY TO HELP ME PREPARE FOR WHAT I WANT TO DO WITH MY LIFE?

# Interests, Preferences, and Aptitudes

Information from students	Information from parents and team members	Information from job sites
Formal assessments	Surveys, interviews, rating scales	Situational assessments
Interviews	Person-centered planning; FBA	Ecological assessment
Surveys	Formal planning tools	Employer observations
Web-based assessments		Job shadowing
Questionnaires		Volunteering opportunities
Direct observations		
Transition checklists		

# Interests, Preferences, and Aptitudes

- **Information from young person**
  - Formal assessments
  - Interviews
  - Surveys
  - Web-based assessments
  - Questionnaires
  - Direct observations
  - Transition checklists
- **Information from parents and team members**
  - Surveys, interviews, rating scales
  - Person-centered planning; FBA
  - Formal planning tools
- **Information from job sites**
  - Situational assessments
  - Ecological assessment
  - Employer observations
  - Job shadowing
  - Volunteering opportunities

# ASSESSING INTERESTS & PREFERENCES

[www.pacareerzone.org](http://www.pacareerzone.org)

[www.alife4me.org](http://www.alife4me.org)

Bridges Interest  
Inventory

O\*NET Ability Profiler

Kuder General Interest  
Survey (KGIS)

Keys2Work

COIN Career Guidance  
System of Assessment

Casey's Life Skills  
Inventory or Personal  
Preference Indicator

Learning Styles  
Inventory

# MORE ASSESSMENT PLANNING RESOURCES...

- [BLAIR COUNTY VIRTUAL CAREER FAIR](#)
- [IU08 SECONDARY TRANSITION WEBSITE](#)
- [INDIANA UNIVERSITY OF BLOOMINGTON: SECONDARY TRANSITION MATRIX](#)

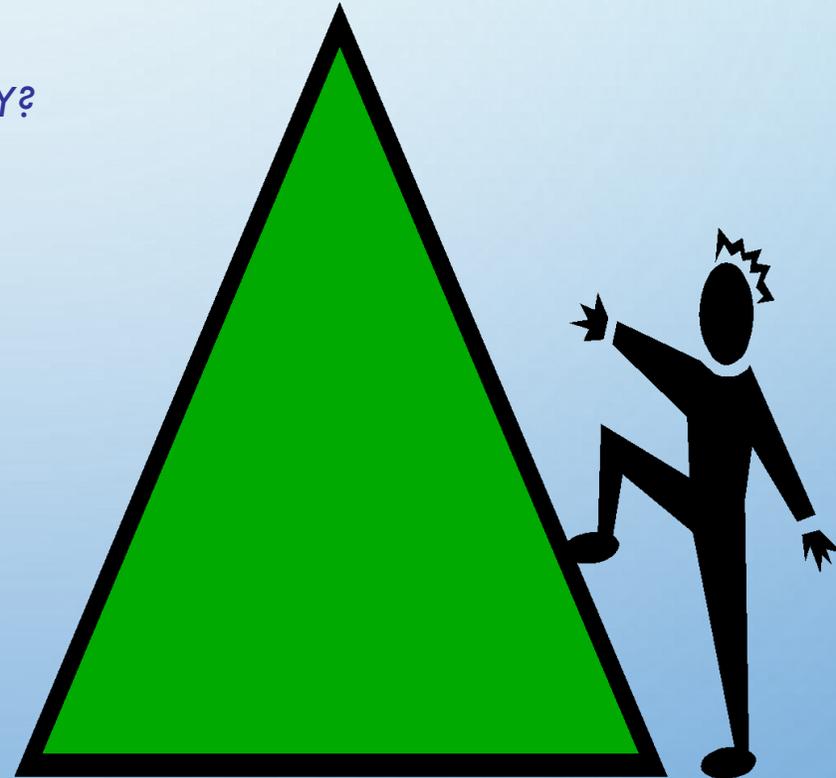
# PRESENT LEVELS POST SECONDARY GOALS



# BASIC QUESTIONS

- WELL WRITTEN PRESENT LEVELS IN THE IEP SHOULD THOROUGHLY ADDRESS THE TWO QUESTIONS:

1. *WHERE IS THE STUDENT PRESENTLY?*
2. *WHERE IS THE STUDENT GOING?*

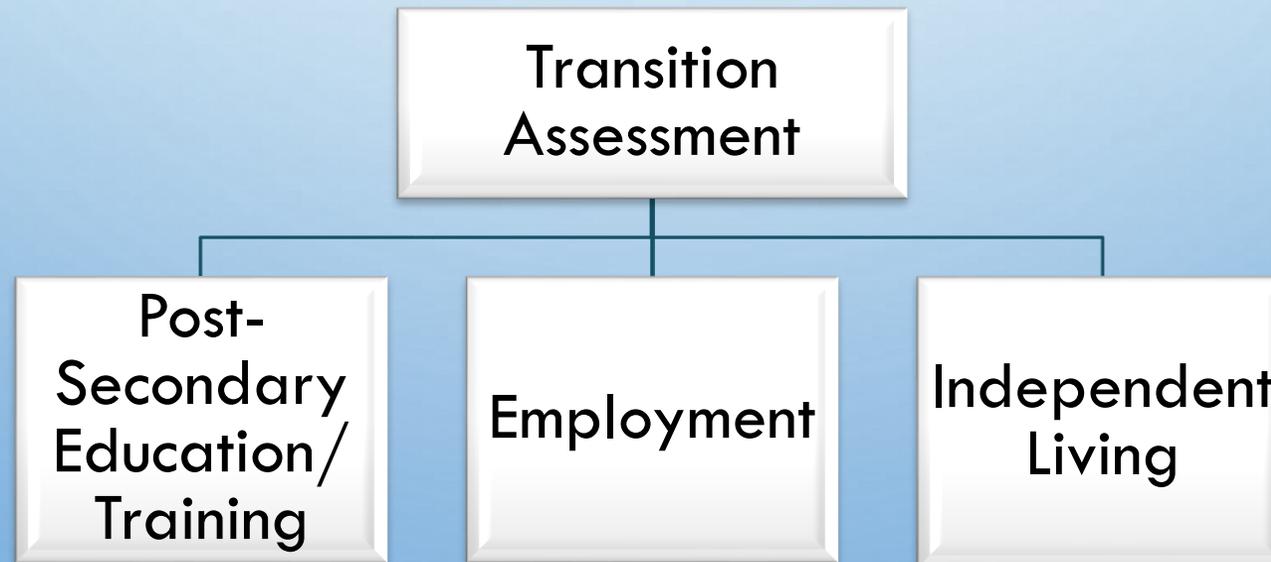


# BEST PRACTICES

- **DO PRESENT EDUCATION LEVELS PROVIDE EVIDENCE THAT ALL 3 POST-SECONDARY GOAL AREAS HAVE BEEN CONSIDERED?**
- **ARE POST SECONDARY GOALS UPDATED ANNUALLY?**
- **IS THERE A POST-SECONDARY GOAL FOR EDUCATION/TRAINING OR A STATEMENT THAT THE AREA WAS ADDRESSED BY THE IEP TEAM?**
- **IS THERE A POST-SECONDARY GOAL FOR EMPLOYMENT OR A STATEMENT THAT THE AREA WAS ADDRESSED BY THE IEP TEAM?**
- **IS THERE A POST-SECONDARY GOAL FOR INDEPENDENT LIVING OR A STATEMENT THAT THE AREA WAS ADDRESSED BY THE IEP TEAM?**
- **WILL THE GOAL(S) OCCUR *AFTER* THE STUDENT GRADUATES FROM SCHOOL?**

# What are Post-Secondary Goals?

- Based on age-appropriate transition assessment (interests and preferences)
- Not the same as IEP measurable annual goals or events occurring in High School
- Statements that reflect what the student plans to do **AFTER** High School in each of the three areas:



# DOCUMENTING POST-SECONDARY GOALS IN THE IEP

- IEP TEAM MUST ADDRESS EACH POST-SECONDARY GOAL AREA AND DOCUMENT IN THE IEP
- DESCRIBE POST-SECONDARY GOALS IN TWO PLACES IN THE IEP:
  - PRESENT LEVELS (POST-SECONDARY TRANSITION BULLET)
  - TRANSITION GRID
- IF A POST-SECONDARY GOAL AREA IS NOT SELECTED:
  - PRESENT EDUCATION LEVELS MUST USE DATA TO DOCUMENT WHY
  - USE A STATEMENT SUCH AS: ***“THE IEP TEAM HAS DOCUMENTED THAT A GOAL AND SERVICES FOR THIS AREA IS NOT NEEDED AT THIS TIME.”***
  - DO NOT WRITE “N/A”, “NONE”, OR LEAVE THE GOAL AREA BLANK

# WHEN STUDENTS HAVE “UNREALISTIC” GOALS

- USE ONGOING ASSESSMENT, EXPLORATION, AND EXPERIENCES TO WORK THROUGH “UNREALISTIC” GOALS
- HELP STUDENTS LEARN ABOUT REQUIREMENTS NEEDED FOR THEIR GOALS
- FURTHER EXPLORATION MAY INDICATE:
  - STUDENT WHO WANTS TO BE A VETERINARIAN MAY ACTUALLY HAVE INTEREST IN A “HELPING” ROLE.
  - STUDENT WHO WANTS TO BE A PILOT MAY HAVE AN INTEREST IN SETTINGS NEAR AIR TRANSPORT.
  - STUDENT INTERESTED IN PROFESSIONAL SPORTS CAREER MAY ACTUALLY BE INTERESTED IN WORKING WITH SPORTING GOODS.

# TRANSITION GOAL EXAMPLES

## **POSTSECONDARY EDUCATION AND TRAINING GOAL:**

- CAROLINE HAS A GOAL OF ENROLLING IN POSTSECONDARY TRAINING IN THE AREA OF COSMETOLOGY OR A RELATED FIELD.

## **EMPLOYMENT GOAL:**

- CAROLINE HAS A GOAL OF COMPETITIVE EMPLOYMENT IN THE AREA OF COSMETOLOGY OR A RELATED FIELD ONCE SHE HAS COMPLETED HER TRAINING.

## **INDEPENDENT LIVING GOAL, IF APPROPRIATE:**

- CAROLINE HAS A GOAL OF LIVING INDEPENDENTLY AT SOME POINT AFTER GRADUATION.

# PRESENT LEVELS MUST

- BE DATA DRIVEN-PRECISE, MEASURABLE AND OBSERVABLE.
- PROVIDE A STARTING POINT (BASELINE) FOR DEVELOPMENT OF MEASURABLE ANNUAL GOALS.
- ADDRESS EACH POST-SECONDARY TRANSITION GOAL AREA
- BE RELEVANT USEFUL AND UNDERSTANDABLE
- INCORPORATE INFORMATION FROM ALL TEAM MEMBERS
- DESCRIBE EFFECT OF DISABILITY ON PERFORMANCE
- IDENTIFY STRENGTHS AND PRIORITIZE NEEDS
- GUIDE DEVELOPMENT OF OTHER AREAS OF THE IEP

# PRESENT LEVELS RELATED TO CURRENT POSTSECONDARY TRANSITION GOALS

- NAME AND DATE OF ASSESSMENTS ADMINISTERED
- DESCRIBE RESULTS OF ASSESSMENTS OF INTERESTS & PREFERENCES
- DESCRIBE THE STUDENT'S GOALS FOR EACH OF THE THREE AREAS:
  - POSTSECONDARY EDUCATION AND TRAINING
  - EMPLOYMENT
  - INDEPENDENT LIVING
- REMEMBER THAT IF ANY GOAL AREA IS NOT NEEDED, THE PRESENT EDUCATION LEVELS MUST DOCUMENT WHY.
- POST-SECONDARY GOALS MUST BE UPDATED EACH YEAR
- INCLUDE A STATEMENT REGARDING AGENCY INVOLVEMENT— APPROPRIATE TO STUDENT'S SITUATION AND AGE

# PRESENT LEVEL EXAMPLE

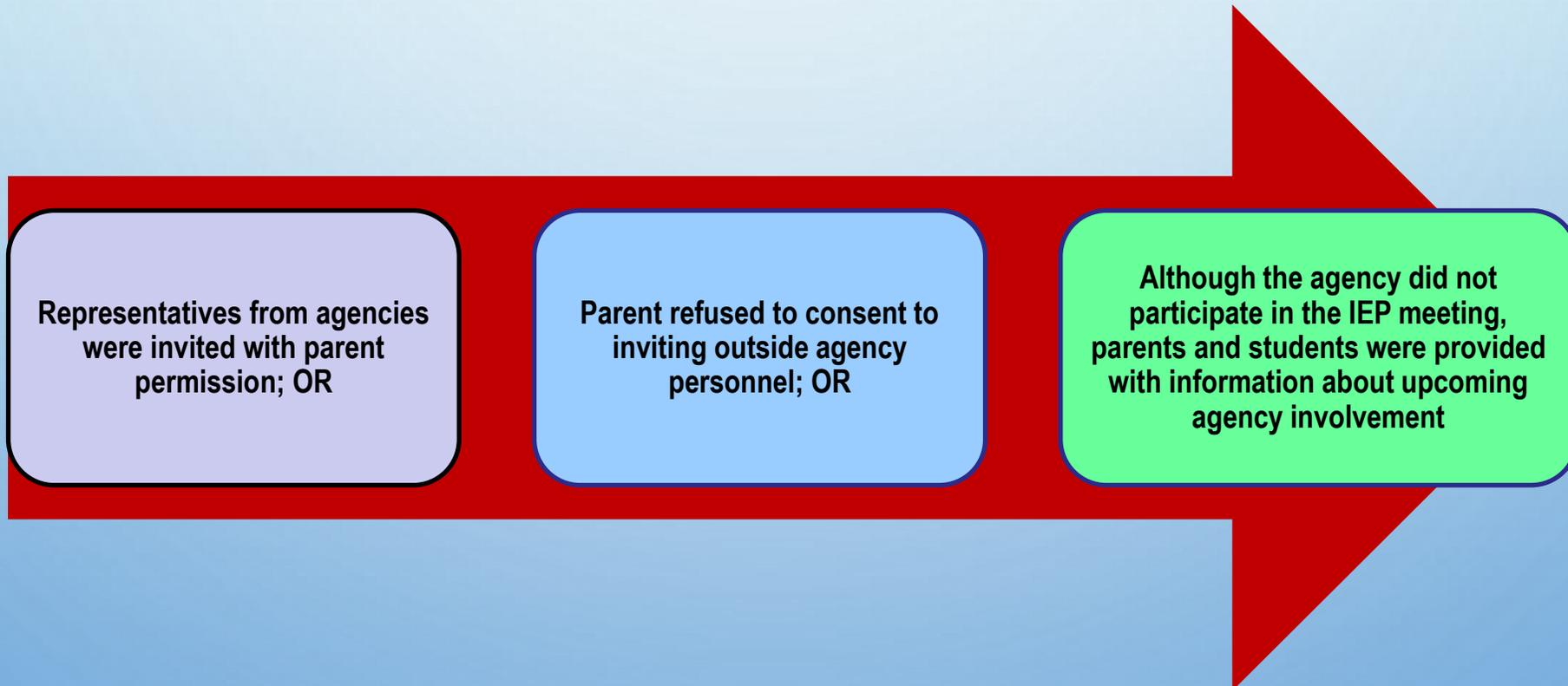
**POST SECONDARY EDUCATION AND TRAINING**

**EMPLOYMENT**

**INDEPENDENT LIVING**

**AGENCY INVOLVEMENT**

# SAMPLE IEP STATEMENTS (INCLUDE IN PRESENT LEVELS OF POST SECONDARY TRANSITION) \*SAMPLES ONLY\*



# SUCCESSFUL PRACTICES IN SECONDARY TRANSITION FOR CONTINUOUS IMPROVEMENT

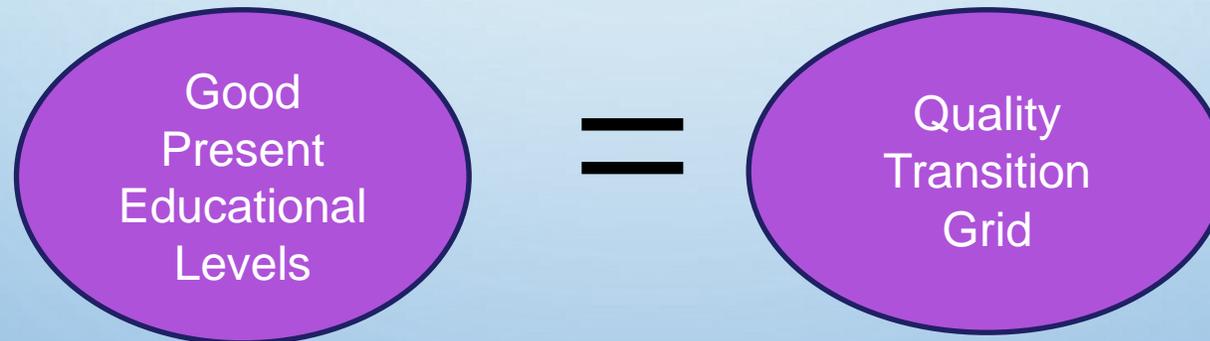
## TRANSITION GRID



# BEST PRACTICE EVIDENCE

- IS A TYPE OF INSTRUCTION, RELATED SERVICE, COMMUNITY EXPERIENCE, OR DEVELOPMENT OF EMPLOYMENT OR OTHER POST-SCHOOL ADULT LIVING OBJECTIVES, AND IF APPROPRIATE, ACQUISITION OF DAILY LIVING SKILLS, AND PROVISION OF A FUNCTIONAL VOCATIONAL EVALUATION LISTED IN ASSOCIATION WITH MEETING THE POST-SECONDARY GOALS?
- THE BOX IN THE TOP OF THE GRID IS CHECKED FOR EACH OF THE POST-SECONDARY GOAL AREAS BEING TARGETED
- THE GRID CONTAINS REFERENCE TO AT LEAST 1 OR MORE MAGS AS SERVICES ADDRESSING A SKILL NEED, BUT ALL MAGS ARE REFERENCED AS SERVICES IN THE TRANSITION GRID (IEP ALIGNMENT)
- EACH POST-SECONDARY GOAL AREA HAS AT LEAST ONE CORRESPONDING ACTIVITY
- IF A GOAL AREA IS NOT BEING TARGETED, THE GRID IS BLANK

YOU CAN'T HAVE A WELL DOCUMENTED, HIGH QUALITY TRANSITION GRID  
IN A STUDENT'S IEP UNLESS THE PRESENT EDUCATIONAL LEVELS ARE WELL  
DEVELOPED, DETAILED AND APPROPRIATE.



# SECONDARY TRANSITION AND THE GRID

- THE TRANSITION GRID SERVES TO DOCUMENT THE COORDINATED SET OF SERVICES AND ACTIVITIES PROVIDED ON BEHALF OF THE STUDENT, WITHIN THE **CURRENT** IEP YEAR

Employment Goal:					Measurable Annual Goal <u>Yes/No</u>  (Document in Section V)
Courses of Study :					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

# WHAT ARE TRANSITION SERVICES / ACTIVITIES?

- ACTION STEPS THAT SUPPORT THE STUDENT'S MOVEMENT TOWARDS POST-SECONDARY GOAL AREAS
- SLATED TO OCCUR DURING CURRENT IEP
- EACH POST-SECONDARY GOAL AREA MUST HAVE:
  - AT LEAST ONE SERVICE TIED TO A MEASURABLE ANNUAL GOAL TO ADDRESS SKILL DEFICIT (E.G., READING, WRITING, BEHAVIOR, ORGANIZATION, ETC.)
  - AT LEAST ONE ACTIVITY- OTHER ACTIVITIES THAT HELP THE STUDENT REACH HIS/HER GOAL *(NEXT SLIDE)*
- PART OF COORDINATED SET OF ACTIVITIES



## EXAMPLE *SERVICES*...

- ...ADDRESS SKILL DEFICITS & LEAD TO MEASURABLE ANNUAL GOAL & PROGRESS MONITORING**
- **BUILD VOCABULARY SKILLS**
  - **WRITING CONVENTIONS**
  - **LEARN TO BOARD A BUS**
  - **COMPREHEND FIGURATIVE LANGUAGE**
  - **INITIATE PEER INTERACTION**
  - **IMPROVE SKILLS WITH BUDGETING, TIME MANAGEMENT, ALGEBRAIC EQUATIONS, ETC.**
  - **FOLLOW THREE-STEP DIRECTIONS**
  - **SELF ADVOCACY SKILLS**

## EXAMPLE *ACTIVITIES*...

- Provided to help student achieve post-secondary goals, BUT DON'T NEED MEASURABLE ANNUAL GOALS**
- Visit a college or job fair
  - Complete a virtual tour
  - Complete career portfolio
  - Job shadow 4 hours per 9 wks.
  - Meet with guidance counselor to review graduation plan
  - Senior project
  - Group or individual meeting with OVR counselor
  - Support for voter registration

# Post-Secondary Education/ Training: Examples of Activities

- Explore post-secondary programs
- College fairs
- “Virtual tours”
- Guest speakers
- College visits
- Learn about accommodations
- Contact Disability Services Office
- Information on registration for PSAT, SAT
- Time management
- Practice disability disclosure
- PYLN Toolkit materials
- Develop list of questions for schools

# Employment: Examples of Activities

- Career exploration
- Visit / tour CTC
- Career portfolio
- Job fairs
- Guest speakers
- Community visits/ field trips
- Research paper on a career of interest
- Review employment ads
- Community service
- Job shadowing
- Resume writing
- Graduation project
- Group meeting with OVR
- Explore PaCareer Zone
- Military visits / Jr. ROTC
- Work experience
- Explore Job Accommodations Network

# Independent Living: Examples of Activities

- Clubs (socialization and participation)
- Shopping
- Family and Consumer Science activities
- Budgeting skills
- Food preparation
- Checking listings for apartments
- Visiting community recreational facilities
- Open case with agency
- Obtain bus pass
- Learning about transportation options
- Help with voter registration
- Driver's Education (if provided at school)

# SO WHAT DO I PUT IN THE GRID?

1. WHICH **SKILLS** WILL BE PRIORITIZED AS MEASURABLE ANNUAL GOALS?  
REFERENCE **EACH** MAG AS A **SERVICE** WITHIN THE GRID UNDER ONE OF THE POST-SECONDARY GOALS. EACH POST-SECONDARY GOAL AREA SELECTED MUST HAVE AT LEAST ONE MAG.
2. WHAT OTHER **ACTIVITIES** WILL BE PROVIDED TO HELP STUDENT ACHIEVE HIS/HER POST-SECONDARY GOALS? LIST (AT MINIMUM) **ONE OR MORE ACTIVITIES** UNDER EACH POST-SECONDARY GOAL AREA.

# LISTING SERVICES AND ACTIVITIES IN THE GRID

- LIST ALL SERVICES/ACTIVITIES BEING PROVIDED TO THE STUDENT
- WHEN LISTING INSTRUCTIONAL SERVICES (E.G., READING, MATH, BEHAVIOR) IN THE GRID, DO NOT WORD AS A MEASURABLE ANNUAL GOAL– BUT DO INDICATE WHAT NEED IS BEING ADDRESSED
- GIVE CREDIT FOR WHAT’S DONE IN GENERAL EDUCATION, E.G.,
  - CAREER PORTFOLIOS
  - SENIOR PROJECT
  - CAREER EXPLORATION
- DON’T NEED TO LIST ROUTINE SPECIALLY DESIGNED INSTRUCTION IN THE GRID
- DON’T NEED TO LIST AN ACTIVITY UNDER MORE THAN ONE POST-SECONDARY GOAL AREA

# LISTING TRANSITION SERVICES AND ACTIVITIES

Post-Secondary Education Goal:					Measurable Annual Goal <u>Yes/No</u>  (Document in Section V)
Courses of Study:					
<b>Service and Activity</b>	<b>Location</b>	<b>Frequency</b>	<b>Projected Beginning Date</b>	<b>Anticipated Duration</b>	<b>Person(s)/ Agency Responsible</b>
REFERENCE AT LEAST ONE MEASURABLE ANNUAL GOAL AS A SERVICE	Where?	How often?	must be same as IEP dates	must be same as IEP dates	Recommend listing by title not name
LIST AT LEAST ONE ACTIVITY	Where?	How often?	same as IEP dates, or time limited, based on when it will begin	same as IEP dates, or time limited based on how long it will continue	Recommend listing by title not name



# EXAMPLE GRID → POST-SECONDARY EDUCATION

<b>Postsecondary Education and Training Goal:</b> Caroline has a goal of enrolling in postsecondary training in the area of cosmetology or a related field.					Measurable Annual Goal Yes/No (Document in Section V)
<b>Courses of Study:</b> <b>Courses of Study:</b> 2014 -2015: Biology, English, American History, Algebra I, Art Proposed courses 2015-2016: Chemistry, English 2, Civics, Algebra 2, Art 2					
Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
* <b>Improve skills in solving algebraic equations and inequalities</b>	High School Academic Classes and Resource Room	During the school day	10/4/15	10/2/2016	LEA, General and Special Education Staff
* <b>Increase writing fluency and willingness to write.</b>	High School Academic classes and Resource Room	During the school day	10/4/15	10/2/2016	LEA, General and Special Education Staff
Expand use of word processing and graphic organizer software to complete assignments	High School Academic classes and Resource Room	During the school day	10/4/15	10/2/2016	LEA, General and Special Education Staff

\* Denotes measurable annual goal

# EXAMPLE GRID → EMPLOYMENT

<small>Employment Goal:</small> <b>Employment Goal:</b> Caroline has a goal of competitive employment in the area of cosmetology or a related field once she has completed her training.					Measurable Annual Goal <u>Yes/No</u> (Document in Section V)
<b>Courses of Study:</b> <b>Courses of Study:</b> 2014 -2015: Biology, English, American History, Algebra I, Art Proposed courses 2015-2016: Chemistry, English 2, Civics, Algebra 2, Art 2					
Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
<b>*Develop replacement/ coping skills to reduce inappropriate responses to assignments and increase assignment completion.</b>	HS Academic classes and Resource Room	During the school day	10/4/15	10/2/2016	LEA, General and Special Education Staff, Counselor
<b>*Improve organizational skills using self-monitoring checklist</b>	HS Academic classes and Resource Room	During the school day	10/4/15	10/2/2016	LEA, General and Special Education Staff
Counseling to develop coping strategies to manage anger, frustration, anxiety.	High School	30 minutes /week	10/4/15	10/2/2016	LEA, School Counselor
Career exploration using materials in guidance office or on-line.	HS Academic classes, guidance office, and Resource Room	Two times per quarter	10/4/15	6/5/2016	LEA, Special Education Staff, Guidance Counselor

\* Denotes measurable annual goal

# EXAMPLE GRID – INDEPENDENT LIVING

<small>Employment Goal:</small> <b>Independent Living Goal, if appropriate:</b> Caroline has a goal of living independently at some point after graduation.					Measurable Annual Goal <u>Yes</u> /No (Document in Section V)
<b>Courses of Study:</b> <b>Courses of Study:</b> 2014 -2015: Biology, English, American History, Algebra I, Art Proposed courses 2015-2016: Chemistry, English 2, Civics, Algebra 2, Art 2					
Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
* <b>Develop budgeting skills</b>	High School Resource Room	During the School Day	10/4/15	10/2/2016	LEA, Special Education Staff
Participate in after-school Drivers Education Class	High School	One time per week after school, second semester	1/17/15	6/5/2016	LEA, General Education Staff
Explore Pennsylvania Youth Leadership Network (PYLN) Toolkit during Resource period	High School	Biweekly	10/4/15	6/5/2016	LEA, Special Education Staff

\* Denotes measurable annual goal

# HIGH QUALITY SERVICES AND ACTIVITIES

STANDARDS-BASED INSTRUCTION THAT ADDRESSES:

- ACADEMIC SKILLS IN THE CONTEXT OF REAL LIFE EXPERIENCES
- SELF DETERMINATION AND SELF ADVOCACY SKILLS
- SOCIAL SKILLS FOR SCHOOL, WORK, AND COMMUNITY LIVING
- LEARNING STRATEGIES AND STUDY SKILLS
- A PROGRESSION OF **CAREER AWARENESS, CAREER EXPLORATION, CAREER PREPARATION**
- WORK RELATED SKILLS AND BEHAVIORS
- AND, **FLEXIBLE PATHWAYS TO GRADUATION**



# REMINDERS: SERVICES AND ACTIVITIES

- KEEP THE “I” IN INDIVIDUAL
- BE VERY CAREFUL TO MAKE SURE THAT STUDENTS’ TRANSITION GRIDS (INCLUDING SERVICES AND ACTIVITIES) ARE INDIVIDUALIZED
- IT IS NOT APPROPRIATE FOR ALL STUDENTS’ TRANSITION GRIDS TO LOOK THE SAME

# RESOURCES FOR YOU...

- PA SECONDARY TRANSITION WEBSITE (NEW FOR 2021)
  - [HTTPS://WWW.PASECONDARYTRANSITION.COM/](https://www.pasecondarytransition.com/)
- IU08 SECONDARY TRANSITION WEBSITE (LOCAL AGENCIES AND AVAILABLE ASSESSMENTS)
  - [HTTPS://SITES.GOOGLE.COM/IU08.ORG/IU8-TRANSITION/HOME](https://sites.google.com/iu08.org/iu8-transition/home)
- PATTAN RESOURCES
  - [HTTPS://WWW.PATTAN.NET/DISABILITIES/DEAF-AND-HARD-OF-HEARING/SECONDARY-TRANSITION](https://www.pattan.net/disabilities/deaf-and-hard-of-hearing/secondary-transition)

# RESOURCES CONTINUED...

- CAREER READY SKILLS CONTINUUM
  - [HTTPS://WWW.EDUCATION.PA.GOV/DOCUMENTS/K-12/SAFE%20SCHOOLS/PA%20CAREER%20READY%20SKILLS/THE%20PENNSYLVANIA%20CAREER%20READY%20SKILLS%20CONTINUUM.PDF](https://www.education.pa.gov/Documents/K-12/Safe%20Schools/PA%20Career%20Ready%20Skills/The%20Pennsylvania%20Career%20Ready%20Skills%20Continuum.pdf)
- BLAIR COUNTY VIRTUAL CAREER FAIR
  - [HTTPS://DOCS.GOOGLE.COM/PRESENTATION/D/E/2PACX-1VQJkkPAPxLKPRYk8PFQXUuQ6KujH8JzC7GP8GepLYUQR6NZAMUMS8NRF\\_DG4YVLSocler2T8A9GYXin/PUB?START=FALSE&LOOP=FALSE&DELAYMS=3000&SLIDE=ID.G7970735BCA\\_2\\_0](https://docs.google.com/presentation/d/e/2PACX-1VQJkkPAPxLKPRYk8PFQXUuQ6KujH8JzC7GP8GepLYUQR6NZAMUMS8NRF_DG4YVLSocler2T8A9GYXin/pub?start=false&loop=false&delayms=3000&slide=id.g7970735bca_2_0)
- UNIVERSITY OF INDIANA, BLOOMINGTON: TRANSITION MATRIX
  - [HTTPS://INSTRC.INDIANA.EDU/TRANSITION-RESOURCES/TRANSITION-MATRIX.HTML](https://instrc.indiana.edu/transition-resources/transition-matrix.html)
- IU8 SECONDARY TRANSITION WEBSITE (TROY'S SITE FOR ASSESSMENT)
  - [HTTPS://SITES.GOOGLE.COM/IU08.ORG/IU8-TRANSITION/HOME](https://sites.google.com/iu08.org/iu8-transition/home)
- PA SECONDARY TRANSITION (NEW WEBSITE)
  - [HTTPS://WWW.PASECONDARYTRANSITION.COM/](https://www.pasecondarytransition.com/)

WHAT QUESTIONS DO YOU HAVE?



# THANK YOU

TROY EPPLEY : [TEPPLEY@IU08.ORG](mailto:TEPPLEY@IU08.ORG)

BRAD THEYS: [BTHEYS@IU08.ORG](mailto:BTHEYS@IU08.ORG)



Sign-In Sheet 4/21/2022 Caregiver Connections Special Ed Parent training:

Name	Role
Bonnie Waltz	CPDLF; trainer
Kim Salyards	CPDLF, trainer
Kelli Mercurio	CPDLF staff
Travis Weyandt	CPDLF special ed staff
Laura Wilt	CPDLF special ed staff
Dina Morrissey	CPDLF special ed staff
Leslie Rupp	CPDLF staff
(no parents attended despite multiple invitations sent via email, announcements etc).	

# SPECIAL EDUCATION TOPICS FOR PARENTS / COACHES

**Resources for Autism Spectrum Learners & Families**  
**April 2022**

# AGENDA

1. Autism tips
2. Resources for families
3. question/answer, discussion time

# TIPS FOR CYBER-LEARNING

- 1. Create a space dedicated to learning**
- 2. Set a routine**
- 3. Include exercise and relaxation**
- 4. Accommodate for sensory needs**

# TIPS FOR CYBER-LEARNING (CON'T)

**5. Celebrate successes**

**6. Be their advocate and take advantage of resources**

**7. Stay on top of their medication**

**8. Take a break**

If today isn't going well, it's okay to take a break and re-evaluate. Maybe your child needs some adjustments to their learning environment. Maybe their IEP or 504 plan needs to be readdressed. Or, perhaps virtual learning in the current format is not going to work for them – and that's ok too. Encourage them to do what they can and then reach out to your school and health care resources to discuss the best plan moving forward.

# AUTISTIC SUPPORT RESOURCES

Websites for parents:

1. [Collection of Websites all in one place](#)
2. [From ASERT](#) (Autism Services, Education, Resources and Training)--part of ODP (Office of Dev. Programs)
3. [Tips for virtual learning](#)

# SPECIAL EDUCATION TOPICS FOR PARENTS / COACHES

**Transition-What is it? April 2022**

~ WELCOME

~ SIGN IN

~ AGENDA:

- TRANSITION PLANNING
- TIPS FOR COACHES OF LEARNERS ON THE AUTISM SPECTRUM

# TRANSITION PLANNING: WHAT IS IT EXACTLY??

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) AND PENNSYLVANIA'S SPECIAL EDUCATION LAW, SOMETIMES REFERRED TO AS "CHAPTER 14", REQUIRE PUBLIC SCHOOLS TO HELP STUDENTS WITH DISABILITIES SUCCEED WHILE IN SCHOOL AND PREPARE THEM FOR LIFE AFTER GRADUATION STARTING AT THE AGE OF 14.

# TRANSITION

## Transition Discoveries

Good video: <https://youtu.be/WgFaxiwBSs4>



# LOCAL IU 8 RESOURCES

[Career One Stop](#)

[Virtual Career Fair](#)

**MEMORANDUM OF UNDERSTANDING BETWEEN**

**Allegheny Township Police Department**  
(Law Enforcement Authority)

and

**Central PA Digital Learning Foundation (CPDLF)**  
(School Entity)

**July 1, 2020**  
(Date)

**I. Introduction**

**A. Parties**

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter "Memorandum"):

**Allegheny Township Police Department**

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

**Central PA Digital Learning Foundation (CPDLF)**

**580 Foot of Ten Road, Duncansville, PA 16635**

- B.** This Memorandum establishes procedures to be followed when certain incidents described in Section II below- occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.
- C.** The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.
- D. Legal Authority**
1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the "Safe Schools Act," as amended, 24 P.S. §§§ 13-1301-A -13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

- i. Criminal History Record Information Act, 18 Pa.C.S. § 9101 et seq.
- ii. The prohibition against disclosures, specified in sections IV(C) (5) of this Memorandum.

b. When sharing information and evidence necessary for the Law enforcement Authority to complete its investigation, the School Entity shall:

- i. Comply with the Family Educational Rights and Privacy Act (hereinafter "FERPA"), 20 U.S.C. § 1232g, and its implementing regulations at 34C.F.R. §99.1et seq., and 22 Pa. Code §§ 12.31-12.33, including any amendments hereto.
- ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A, and 13-1313-A, and any amendments thereto.
- iii. Complete reports as required by section 1303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the school Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate- to parents, students and the Family Policy Compliance Office what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures,

including referrals to support services, divisionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

#### F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, divisionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

## II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charges may be made in consultation with school administrators.

### A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored

activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, a ny stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. §908c (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle, and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking). vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

- ix. Section 3122.1(relating to statutory sexual assault).
  - x. Section 3123 (relating to involuntary deviate sexual intercourse).
  - xi. Section 3124.1(relating to sexual assault).
  - xii. Section 3124.2 (relating institutional sexual assault).
  - xiii. Section 3125 (relating to aggravated indecent assault).
  - xiv. Section 3126 (relating to indecent assault).
  - xv. Section 3301(relating to arson and related offenses).
  - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
  - xvii. Section 3502 (relating to burglary).
  - xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
  - xix. Section 5501(relating to riot).
  - xx. Section 6110.1(relating to possession of firearm by minor).
- c. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device, and Cosmetic Act," as amended, 35 P.S. §§ 780-101- 780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug," and "drug paraphernalia" shall be defined as they are in Section 102 of the Drug act. See 35 P.S. §780-102 (relating to definitions).
  - d. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
  - e. An offense for which registration is required under 42 Pa.C.S. § 9795.1(relating to registration).
- 2. In responding to students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a School Entity may consider the propriety of utilizing available school-based programs, such as school wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit Law Enforcement's discretion.

**B. Discretionary Notification**

- 1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

- a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
  - i. Section 2701 (relating to simple assault).
  - ii. Section 2705 (relating to recklessly endangering another person).
  - iii. Section 2706 (relating to terroristic threats). iv. Section 2709 (relating to harassment).
  - v. Section 3127 (relating to indecent exposure).
  - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
  - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1), and (b.2) (relating to criminal trespass).
  - viii. Chapter 39 (relating to theft and related offenses).
  - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
  - x. Section 5503 (relating to disorderly conduct).
  - xi. Section 6305 (relating to sale of tobacco).
  - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
  - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
- b. Attempt, solicitation, or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority When Incident Involves Children With Disabilities.

1. If a child with a disability commits an incident of misconduct, school administrators and Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to Charter School and Cyber Charter School services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students-general) or 711.46 (relating to positive behavior support). The Law Enforcement authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection 8 and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.
5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the

transmission is permitted by FERPA (Describe any specific procedure to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code§14.104 (relating to special education plans) or 22 Pa. Code Chapter 711(relating to Charter School and Cyber Charter School services and programs for children with disabilities).] The Intermediate Unit Director or designee will immediately notify the school district of residence of the student.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Name(s) and age(s) of the individual(s) involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witness(es) to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the School Entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall furnish to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map, or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.

4. Current teacher/employee roster.
5. Current student rosters.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

### III. Law Enforcement Authority Response

#### A. Depending on the totality of the circumstances, initial response by Law Enforcement Authority may include:

1. For incidents in progress:
  - a. Meet with contact person and locate scene of incident.
  - b. Stabilize incident.
  - c. Provide/arrange for emergency medical treatment, if necessary.
  - d. Control the scene of the incident.
  - e. Secure any physical evidence at the scene. ii. Identify involved person(s) and witnesses.
  - f. Conduct investigation.
  - g. Exchange information.
  - h. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
2. For incidents not in progress:
  - a. Meet with contact person.
  - b. Recover any physical evidence.
  - c. Conduct investigation.
  - d. Exchange information.
  - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
3. Incidents initially reported to the Law Enforcement Authority

- a. If any incident described in sections IIA or IIB is initially reported to the Law Enforcement authority, the Law Enforcement authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in Sections IIA through IIE.
- b. Custody of Actors
  1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
    - a. The student has been placed under arrest.
    - b. The student is being placed under investigative detention.
    - c. The student is being taken into custody for the protection of the student.
    - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
  2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

#### IV. Assistance of School Entities

##### A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice-Principals, and Principals in the public schools have the right to exercise the same authority as a parent, guardian, or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

##### B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or II B.

##### C. Scope of School Entity's Involvement

1. General Principles: Once the Law Enforcement authority assumes primary

responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

## 2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

## 3. Witnesses

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

## 4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

## 5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person

acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims, or witnesses by the Law Enforcement Authority.

- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

**D. Reporting Requirements**

1. All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and II B. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:
  - a. No later than thirty (30) days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of Law Enforcement to determine its accuracy.
  - b. No later than fifteen (15) days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.
  - c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
  - d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
  - e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

The two parties will meet and make a determination to determine the accuracy of the report.

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents, or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two (2) years of the date of its original execution and every two (2) years thereafter.
- C. If changes in the state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

**Allegheny Township Police Department**

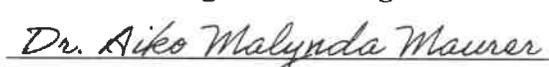
  
\_\_\_\_\_

Mr. Leo Berg, Chief of Police

  
\_\_\_\_\_

Date

**Central PA Digital Learning Foundation (CPDLF)**

  
\_\_\_\_\_

Dr. Aiko Malynda Maurer, CEO

  
\_\_\_\_\_

Date



**MEMORANDUM OF UNDERSTANDING BY  
AND BETWEEN**

**Altoona Area School District (School District)**

**And**

**Central PA Digital Learning Foundation Charter School  
(Charter School)**

**I. Purpose**

- A. The purpose of this memorandum of understanding is for the services of a certified school nurse. The Altoona Area School District agrees to allow a certified school nurse to provide the required school health services as needed to students of the Central PA Digital Learning Foundation Charter School. The District's school nurse will also provide, as needed, support and guidance for the Charter School's Student Records Officer who will maintain the health records.

**II. Financial Considerations**

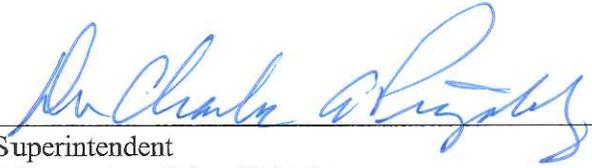
- A. The Charter School agrees to pay the District's certified school nurse at a negotiated hourly rate for any time outside of the school day that she (school nurse) provides additional services to the Charter School. **The Charter School will reimburse the District at the certified school nurse's hourly wage for time provided during the school day.**

**III. General Provisions**

- A. This Memorandum is not intended to and does not create any contractual rights or obligations with respect to the signatory agencies or any other persons or entities.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties, but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

- C. In the event of changes in state or federal law which necessitate changes to this Memorandum, the parties shall collaborate to amend this Memorandum to assure compliance by the parties with state and federal requirements.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

AND NOW, on this July 1, 2020, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

  
\_\_\_\_\_  
Superintendent  
Altoona Area School District

6-24-2020  
\_\_\_\_\_  
Date

*Dr. Aiko Malynnda Maurer*  
\_\_\_\_\_  
Chief Executive Officer  
Central PA Digital Learning Foundation Charter School

7/7/2020  
\_\_\_\_\_  
Date



Model Memorandum of Understanding

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**Memorandum of Understanding  
Between**

Logan Township Police Department

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(Law Enforcement Authority)

and

Central Pennsylvania Digital Learning  
Foundation

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(School Entity)

September 21, 2021

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(Date)

**I. Introduction**

**A. Parties**

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

Logan Township Police Department

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Central Pennsylvania Digital Learning Foundation (CPDLF)  
5580 Goods Ln Suite 1132, Altoona, PA 16602

- B.** This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*

ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.

b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.

iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office<sup>1</sup> – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

## II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

### A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
  - iv. Section 2702 (relating to aggravated assault).
  - v. Section 2709.1 (relating to stalking).
  - vi. Section 2901 (relating to kidnapping).
  - vii. Section 2902 (relating to unlawful restraint).
  - viii. Section 3121 (relating to rape).
  - ix. Section 3122.1 (relating to statutory sexual assault).
  - x. Section 3123 (relating to involuntary deviate sexual intercourse).
  - xi. Section 3124.1 (relating to sexual assault).
  - xii. Section 3124.2 (relating to institutional sexual assault).
  - xiii. Section 3125 (relating to aggravated indecent assault).
  - xiv. Section 3126 (relating to indecent assault).
  - xv. Section 3301 (relating to arson and related offenses)
  - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
  - xvii. Section 3502 (relating to burglary).
  - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
  - xix. Section 5501 (relating to riot).
  - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
- c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
- d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
  - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
    - i. Section 2701 (relating to simple assault)
    - ii. Section 2705 (relating to recklessly endangering another person).
    - iii. Section 2706 (relating to terroristic threats).
    - iv. Section 2709 (relating to harassment).
    - v. Section 3127 (relating to indecent exposure)
    - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
    - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
    - viii. Chapter 39 (relating to theft and related offenses).
    - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
    - x. Section 5503 (relating to disorderly conduct).
    - xi. Section 6305 (relating to sale of tobacco).
    - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
    - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
  - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

The Intermediate Unit Director or designee will immediately notify the school district of residence of the student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
  1. Whether the incident is in-progress or has concluded.
  2. Nature of the incident.
  3. Exact location of the incident.
  4. Number of persons involved in the incident.
  5. Names and ages of the individuals involved.
  6. Weapons, if any, involved in the incident.
  7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
  8. Injuries involved.
  9. Whether EMS or the Fire Department have been notified.
  10. Identity of the school contact person.
  11. Identity of the witnesses to the incident, if any.
  12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
  13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

### **III. Law Enforcement Authority Response**

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
  1. For incidents in progress:
    - a. Meet with contact person and locate scene of incident.
    - b. Stabilize incident.
    - c. Provide/arrange for emergency medical treatment, if necessary.
    - d. Control the scene of the incident.
      - i. Secure any physical evidence at the scene.
      - ii. Identify involved persons and witnesses.
    - e. Conduct investigation.
    - f. Exchange information.
    - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
  2. Incidents not in progress:
    - a. Meet with contact person.
    - b. Recover any physical evidence.
    - c. Conduct investigation.
    - d. Exchange information.
    - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
  3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

**B. Custody of Actors**

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
  - a. The student has been placed under arrest.
  - b. The student is being placed under investigative detention
  - c. The student is being taken into custody for the protection of the student.
  - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

**IV. Assistance of School Entities**

**A. *In Loco Parentis***

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

**B. Notification of Parent or Guardian**

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

**C. Scope of School Entity's Involvement**

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

The two parties will meet and make a determination to determine the accuracy of the report.

**V. General Provisions**

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

DocuSigned by:  
Dr. Aiko Malynnda Maurer  
14E2DD6D4029412...  
Chief School Administrator

Central PA Digital Learning Foundation  
School Entity

DocuSigned by:  
Chief David Reese  
3F7686292E654E1...  
Chief Law Enforcement Authority

Logan Township Police Department  
Law Enforcement Authority

DocuSigned by:  
Kimberly Salgado  
DB483929F52A486...  
Building Principal

CPDLF Altoona Learning Center  
School Building

**Updated, February 1, 2019**



## Board Affirmation Statement

Central Pennsylvania Digital Learning Foundation (CPDLF)

580 Foot of Ten Road

Duncansville, PA 16635

The purpose of this document is for the President of the governing board to affirm that the annual report information is accurate.

### Steps to Complete this Section:

Note: Individual signatures required for each section.

1. Signature of President of the governing board and date signed for each section.
2. Upload Board Affirmation document which includes the Board President's signature and date signed.

### Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

Affirmed on this 28 day of July, 2022

By: Royce A Boyd (Signature of Board President)

Royce A. Boyd (Print Name)

Central Pennsylvania Digital Learning Foundation (CPDLF) Board of Trustees



## Charter School Law Affirmation

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

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

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

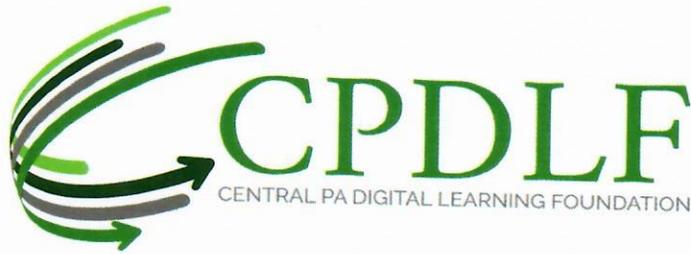
Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 28 day of July, 2022

By: Royce A. Boyd (Signature of Board President)

Royce A. Boyd (Print Name)

Central Pennsylvania Digital Learning Foundation (CPDLF) Board of Trustees



## Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

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

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

Affirmed on this 28 day of July, 2022

By: Royce A Boyd (Signature of Board President)

Royce A. Boyd (Print Name)

Central Pennsylvania Digital Learning Foundation (CPDLF) Board of Trustees

## Charter Annual Background Check Affirmation



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

Affirmed on this 28 day of July, 2022

By: Royce A. Boyd (Signature of Board President)

Royce A. Boyd (Print Name)

Central Pennsylvania Digital Learning Foundation (CPDLF) Board of Trustees

## Charter Annual Administrative Certification Affirmation

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

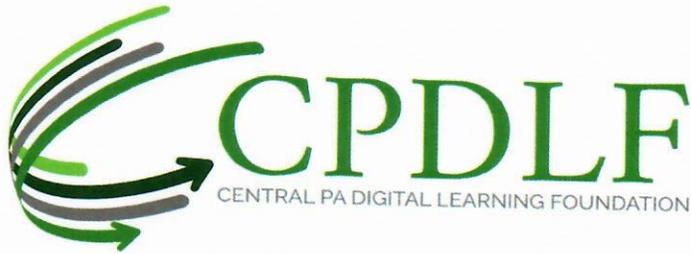
The Charter School assures that the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed on this 28 day of July, 2022

By: Royce A. Boyd (Signature of Board President)

Royce A. Boyd (Print Name)

Central Pennsylvania Digital Learning Foundation (CPDLF) Board of Trustees



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

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 28 day of July, 2022

By: Royce A. Boyd (Signature of Board President)

Royce A. Boyd (Print Name)

Central Pennsylvania Digital Learning Foundation (CPDLF) Board of Trustees