

Staff No.	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 Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Aberts, Sandra A.	Yes	Mid-Level Math (6-9); Mental and/or Physical Handicapped (K-12); elementary (K-6) - Issued 07/01/10 valid for 99 years	9	Algebra 1 A, Algebra 1 B, Pre-Algebra A, Pre-Algebra B, Skills for Success	1,560	100%	0%
2	Ague, Kevin R.	Yes	Business-Computer Info-Technology (PK-12) - Issued 6/1/2015 valid for 6 years of service	9,10,11,12	3-D Computer Modeling A, HS Business Keyboarding, Introduction to Computer Applications	1,560	100%	0%
3	Ake, Tonya M.	Yes	Elementary (K-6) - Issued 1/1/11 valid for 99 years	K	Elementary Sign Language, Experiencing Music I, Headsprout Early Reading, Language Arts K B, Math K B, Science K B, Social Studies K B	1,560	100%	0%
4	Anderson, Kaelin K.	Yes	Special Education (PK-8); All Subjects (4-8); Science (7-8) - Issued 6/1/2016 valid for 6 years of service	Pre Algebra and Algebra Readiness 8	Essential Algebra Readiness (Pre-Algebra) B,	1,560	100%	0%
5	Baker, Jessica J.	Yes	Instructional I, PK-4 - Issued 6/1/14 valid for 6 years	2	Language Arts 2 B, Math 2 B, Science 2 B, Social Studies 2 B	1,560	100%	0%
6	Bannister, Judith F.	Yes	Elementary (K-6); Reading Specialist (PK-12) - Issued 6/2/2017 valid for 99 years	K-12	Reading	1,560	100%	0%
7	Barna, Jacquelyn F.	Yes	Social Studies (7-12); Bus-Computer-Info Tech (PK-12); English (6-9) - Issued 6/1/15 valid for 6 years	ELA 6	Gifted and Talented Language Arts 6 B, Gifted and Talented Literature Study 6, Language Arts 6 B	1,560	100%	0%
8	Bechtel, Margaret J.	Yes	Elementary (K-6) Issued 6/1/96 - Valid for 99 years All Subjects (4-6); Math (7-8); Science (7-8); English Language Arts and Reading (7-8) Issued 10/1/16 - Valid for 99 years	Science 6	Gifted and Talented Science 6 B, Science 6 B	1,560	100%	0%
9	Behnke, Ann E.	Yes	School Nurse (PK-12) - issued 09/01/15 valid for 6 years of service	n/a	Nursing	2,000	100%	0%
10	Bender, Emily E.	Yes	Elementary (PK-4) Issued 6/1/2015 - Valid for 6 years of service	K	Language Arts K A, Language Arts K B, Math K A, Math K B, Science K B, Social Studies K B	1,560	100%	0%
11	Berger, Heather L.	Yes	Principal (PK-12); Special Education (PK-12); Elementary (K-6) Issued 8/1/08 - Valid for 99 years	5	Special Ed	1,560	100%	0%
12	Berman, Jennifer L.	Yes	Math (7-12) - Issued 5/1/13 valid for 6 years	Algebra 1 and 2	Algebra 1 A, Algebra 1 B, Algebra 2 A, Algebra 2 B, Honors Algebra 2 B, Independent Study - STEM	1,560	100%	0%
13	Bost, Stephanie A.	Yes	ESL (PK-12) Issued 2/1/15 - Valid for 99 years; Mid-Level Mathematics (6-9); Bus-Computer-Info Tech (PK-12) Issued 12/1/15 - Valid for 99 years	Math 7	Math 7 A, Math 7 B	1,560	100%	0%
14	Byers, Megan E.	Yes	Special Education (PK-12) - Issued 10/1/15 valid for 6 years	Special Education co-taught 10	English 10 B, Geometry A, Geometry B, Skills for Success, cotaught with general education teacher	1,560	100%	0%
15	Cabrera, Paula A.	Yes	Spanish (PK-12) - Issued 4/1/2016 valid for 6 years	Spanish K-12	Elementary Spanish I, Elementary Spanish II, Middle Spanish I, Middle Spanish II, Spanish I B, Spanish II A, Spanish II B, Spanish III B	1,560	100%	0%
16	Carroll, Erica W.	Yes	English (7-12) Issued 4/1/03 - Valid for 99 years	ELA 9	English 9 B, Honors English 9 B	1,560	100%	0%
17	Chicchi, Kimberly	Yes	Bus-Computer-Info Tech (PK-12); English (7-12); Social Studies (7-12); Special Education (7-12) - Issued 11/1/2016 valid for 99 years Instructional Technology Specialist (PK-12) - Issued 5/1/2010 valid for 6 years of service	7-12 Psychology and World History	Psychology B, World History B	1,560	100%	0%
18	Coates Jr., John A.	Yes	Business/Computer/Information Technology (K-12); Social Studies (7-12) - Issues 5/1/11 valid for 6 years	6, 7, 8 Educational Technology, Computer Technology, Keyboarding	Educational Technology and Online Learning 6, Educational Technology and Online Learning 7, Educational Technology and Online Learning 8, Emergent Computer Technology, MS Business Keyboarding	1,560	100%	0%
19	Cole, Michael V.	Yes	Environmental Educ (PK-12); Biology (7-12); Art (PK-12) - Issued 7/1/14 valid for 99 year	Physical Science	Honors Physical Science B, Physical Science B	1,560	100%	0%
20	Deiningner, Stephanie T.	Yes	Art (K-12) Issued 12/1/06 - Valid for 6 years of service	Art 7-9	Art 7 B, Art 8 B, Art History B, Digital Photography I B, Introduction to Graphic Design B	1,560	100%	0%
21	Derr, Cody L.	Yes	Biology (7-12) - Issued 1/1/16 valid for 6 years	Biology and Physical Science	Biology A, Physical Science B	1,560	100%	0%
22	Desmond, Sarajane	Yes	English (7-12) - Issued 1/1/10 valid for 99 years	ELA 7	Gifted and Talented Language Arts 7 B, Gifted and Talented Literature Study 7, Language Arts 7 B	1,560	100%	0%
23	Ehrman, Audrey L.	Yes	Elementary & Secondary School Counselor (PK-12) - Issued 6/1/2014 valid for 6 years	n/a	Counseling	1,560	100%	0%
24	Eichelberger, Milvana	Yes	Elementary (K-6); Reading Specialist (PK-12) - Issued 3/1/2010 valid for 99 years	3-Jan	Essential Math 3 B, Gifted and Talented Language Arts 3 B, Gifted and Talented Math 3 B, Gifted and Talented Science 3 B, Language Arts 3 A, Language Arts 3 B, Math 3 A, Math 3 B, Science 3 B, Social Studies 3 A, Social Studies 3 B	1,560	100%	0%
26	Finnegan, Jessica	Yes	School Nurse (PK-12) - issued 01/01/2018 valid for 6 years of service	n/a	n/a	1,560	100%	0%
25	Fratzola, Amanda	Yes	Elementary (K-6) - Issued 6/1/11 valid for 6 years	4	Essential Math 4 B, Language Arts 4 B, Math 4 B, Pennsylvania State History 4, Science 4 B, Social Studies 4 B	1,560	100%	0%
26	Frederickson, Melissa L.	Yes	Art (K-12) - Issued 6/1/09 valid for 6 years of service	Art K-12	Art 1, Art 2, Art 3, Art 4, Art 5, Art 6 B, Art 7 B, Art 8 B, Art History B, Art K, Digital Photography I B, Introduction to Graphic Design B	1,560	100%	0%
27	Gamonedra, Denise E.	Yes	Elementary (K-6); Special Education (PK-12) - Issued 7/1/10 valid for 99 years	3	Gifted and Talented Language Arts 3 B, Gifted and Talented Math 3 B, Gifted and Talented Science 3 B, Language Arts 3 B, Math 3 B, 3, Science 3 B, Skills for Success, Social Studies 3 B	1,560	100%	0%

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28	Garber, Tiffany	Yes	Health & Physical Educ (PK-12) - Issued 6/1/2015 valid for 6 years	K-5 PE	Physical Education, Physical Education 1, Physical Education 2, Physical Education 3, Physical Education 4, Physical Education 5, Physical Education K	1,560	100%	0%
29	Gaughan, Amanda	Yes	Elementary (PK-4) - Issued 6/1/2016 valid for 6 years of service	3	Gifted and Talented Language Arts 3 B, Gifted and Talented Math 3 B, Language Arts 3 B, Math 3 B, Science 3 B, Social Studies 3 B	1,560	100%	0%
30	Glasser, Sheryl A.	Yes	All Subjects (4-6); Math (7-8); English Language Arts and Reading (7-8) Issued 10/1/2014 - valid for 6 years of service Special Education (PK-8); Early Childhood (PK-4) Issued 6/1/2014 - valid for 6 years of service	ELA 8 and cotaught Special Education	Language Arts 8 B	1,560	100%	0%
31	Gribbin, Andrew	Yes	Elementary (K-6); Mid-Level Science (6-9) - Issued 7/1/2010 valid for 99 years	Science 8	Gifted and Talented Science 8 B, Science 8 B	1,560	100%	0%
32	Haverl, Elisabeth	N/A	Administrative Assistant N/A	N/A	N/A	2,000	N/A	N/A
33	Hinkle, Sophia L.	Yes	Grades 4-8 (All subjects 4-6); English Language Arts and Reading (7-8) - issued 7/1/2016 valid for 6 years	ELA 7	Gifted and Talented Language Arts 8 B, Gifted and Talented Literature Study 8 (17-18), Language Arts 8 B	1,560	100%	0%
34	Hinshaw, Michael V.	Yes	Administrative I, Principal K-12 (Assistant HS Principal)	n/a	n/a	2,000	100%	0%
35	Hitz, Cynthia E.	Yes	Early Childhood (N-3); Elementary (K-6) Issued 5/1/14 - Valid for 99 years	K	Language Arts K B, Math K B, Math-Whizz, Science K B, Social Studies K B	1,560	100%	0%
36	Horn, Connie F.	Yes	Math (7-12) - Issued 8/1/11 valid for 6 years	Pre-Algebra, Essential Math 7	Essential Algebra Readiness (Pre-Algebra) B, Essential Math 7 B	1,560	100%	0%
37	Juka, Jill A.	Yes	Math (7-12) - Issued 1/1/12 valid for 6 years	Geometry, Precalculus,	Geometry A, Geometry B, Honors Geometry B, Honors Precalculus B, Precalculus B	1,560	100%	0%
38	Kasales, Camilla J.	Yes	Principal (K-12) Issued 3/1/11 - Valid for 5 years of service; ESL (PK-12) Issued 11/1/10 - Valid for 99 years; Mathematics (7-12) Issued 9/1/93 - Valid for 99 years	Consumer Math, PreAlgebra	Consumer Math B, Independent Study - STEM, Pre-Algebra A, Pre-Algebra B	1,560	100%	0%
39	Kauffman, Holly	N/A	Administrative Assistant	N/A	N/A	2,000	N/A	N/A
40	Keim, Amber L.	Yes	Biology (7-12); Mathematics (7-12) - Issued 4/1/17 valid for 6 years	Algebra	Algebra 1 A, Algebra 1 B, Honors Algebra 1 B,	1,560	100%	0%
41	Kennedy, Christine	Yes	Bus-Computer-Info Tech (K-12); English (7-12); Marketing Distributive (K-12) Issued 7/1/13 - Valid for 99 years	Business Communication, Educational Technology K-5, Game Design	Business Communication, Educational Technology and Online Learning 1, Educational Technology and Online Learning 2, Educational Technology and Online Learning 3, Educational Technology and Online Learning 4, Educational Technology and Online Learning 5, Educational Technology and Online Learning K, Game Design I B	1,560	100%	0%
42	Kessel, Erin O.	Yes	Elementary (K-6) Issued 7/1/12 - Valid for 99 years	3	Essential Math 3 B, Getting Started in Connections Academy (3-8), Gifted and Talented Language Arts 3 B, Language Arts 3 B, Math 3 A, Math 3 B, Science 3 B, Skills for Success, Social Studies 3 B	1,560	100%	0%
43	Kinney, Hillary	Yes	Administrative Assistant-N/A	N/A	N/A	2,000	N/A	N/A
44	Knorr, Sheree-Lee S.	Yes	Principal (K-12) - Issued 7/1/10 valid for 99 years; Elementary (K-6) - Issued 7/1/10 valid for 99 years Elementary Principal - Supervisor Special Education - Issued 7/1/10 valid for 3 years of service **Retired from state system	Cotaught Algebra and English Special Education	Algebra 1 A, Algebra 1 B, English 9 B,	1,560	100%	0%
45	Lamison, Corynne L.	Yes	ESL (PK-12) - Issued 3/1/2016 valid for 99 years of service; ESK (PK-12) - Issued 11/1/2012 valid for 6 years of service; Art (PK-12); Family-Consumer Science (PK-12) - Issued 11/1/2012 valid for 6 years of service	ESL K-11	ELL Support Elementary Intermediate A, ELL Support Elementary Newcomer	1,560	100%	0%
46	Lavelle, Rachel M.	Yes	PA - Secondary School Counselor (7-12)	n/a	Freshman Success-counseling	1,560	100%	0%
47	Lavin, Angela C.	Yes	Elementary (K-6); Mid-Level Math (6-9) Issued 6/1/15 - Valid for 99 years	2	Language Arts 2 B, Math 2 B, Science 2 A, Science 2 B, Social Studies 2 A, Social Studies 2 B	1,560	100%	0%
48	LeCause, Nicole L.	Yes	Ment and/or Phys Handicapped - Issued 9/29/17 valid for 6 years	Special education alternative curriculum	Alternative Language Arts B, Alternative Math B, Alternative Science B, Alternative Social Studies B	1,560	100%	0%
49	Leibig, Danielle M.	Yes	Elementary (K-6) Issued 9/1/12 - Valid for 6 years of service	5	Essential Math 5 B, Gifted and Talented Science 5 B, Math 5 A, Math 5 B, Science 5 B	1,560	100%	0%
50	Lowery, Jenine J.	Yes	Principal (PK-12) - Issued 2/1/2018 valid for 5 years of service; English (7-12); Elementary School Counselor (K-6); Secondary School Counselor (7-12) - Issued 2/1/2018 valid for 5 years of service	n/a	Counseling	1,560	100%	0%
51	Martenev, Tina A.	Yes	English (7-12) - Issued 1/1/2013 valid for 6 years of service	ELA 10	English 10 B	1,560	100%	0%
52	McConnell, Kelley J.	Yes	General Science (7-12); Mid-level Science (7-9) Issued 6/1/13 - Valid for 6 years of service English (7-12) Issued 1/1/12 - Valid for 6 years of service	Independent Study STEM	Independent Study - STEM, teacher coaching	1,560	100%	0%
53	McCray, June E.	Yes	Elementary (K-6); Special Education (PK-12) - Issued 12/1/2015 valid for 6 years of service	2 and special education cotaught	Language Arts 2 B, Math 2 B,	1,560	100%	0%
54	McGee, Joseph A.	Yes	Social Studies (7-12) - Issued 1/1/2014 valid for 6 years of service	American Government and U.S. History	American Government B, United States History B	1,560	100%	0%
55	McMurray III, John R.	Yes	Biology (7-12) - Issued 12/1/2003 valid for 99 years - Retired from state system	Earth Science, Environmental, Independent Study - STEM	CR Earth Science B, Environmental Science B, Independent Study - STEM	1,600	100%	0%
56	Melendez, Enid	N/A	Administrative Assistant-N/A	N/A	N/A	2,000	N/A	N/A
57	Miedel, Jamie L.	Yes	Elementary (K-6) Issued 1/1/13 - Valid for 99 years (Master Teacher)	K-6	teacher coaching elementary	1,560	100%	0%

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58	Naydich, Natasha L.	Yes	Elementary School Counselor (K-6); Secondary School Counselor (7-12) Issued 8/1/13 - Valid for 99 years	n/a	Counseling	1,560	100%	0%
59	Neary, Kaitlyn	Yes	All Subjects (4-6); Social Studies (7-8); Special Education (PK-8) - Issued 7/1/14 valid for 6 years	Special Education co taught Math	Math 7 B	1,560	100%	0%
60	Palm, Kimberly A.	Yes	English (7-12) - Issued 7/1/2010 valid for 9 years of service	ELA 9	English 9 B	1,560	100%	0%
61	Parker, Rachel R.	Yes	Secondary School Counselor (7-12) - Issued 4/1/12 valid for 6 years of service	n/a	Counseling	1,600	100%	0%
62	Perez, Ana	N/A	Administrative Assistant-N/A	N/A	N/A	2,000	N/A	N/A
63	Perez, Sheila E.	Yes	Early Childhood (N-3); Special Education (PK-12) Issued 7/1/2010 - Valid for 99 years	n/a	Special Education	1,560	100%	0%
64	Perri, Emily S.	Yes	Elementary (K-6) Issued 8/1/16 - Valid for 99 years	4	Language Arts 4 B, Math 4 B, Pennsylvania State History 4, Science 4 B, Social Studies 4 B	1,560	100%	0%
65	Petta, Stephanie A.	Yes	English (7-12) - Issued 8/1/2012 valid for 6 years of service	ELA 10	English 10 B	1,560	100%	0%
66	Plaskowski, Jenna L.	Yes	Citizenship (7-12); Mid-Level Math (7-12); Social Studies (7-12); Mid-Level Science (7-9); Mid-Level English (7-9) - Issued 6/1/10 valid 6 for years	U.S. History	Honors United States History B, United States History B	1,560	100%	0%
67	Pizzani, Jennifer L.	Yes	Elementary (K-6) Issued 9/1/12 - Valid for 99 years	K-6 reading	Elementary reading specialists, small group, one on one	1,560	100%	0%
68	Polonsky, Kimberly A.	Yes	Social Worker License; Elementary School Counselor - Issued 5/1/2011 valid for 8 years of service	n/a	Social Work	1,560	100%	0%
69	Poor, Cassandra	Yes	Elementary; Early Childhood - Issued 7/1/2010 valid for 8 years of service	K	Language Arts K B, Math K B, Science K B, Social Studies K B	1,560	100%	0%
70	Popovski, Laura M.	Yes	Secondary School Counselor (7-12); Elementary School Counselor (K-6) - Issued 12/11/2014 valid for 6 years of service	n/a	Freshman Success-counseling	1,560	100%	0%
71	Pulizzi, Christine	Yes	Elementary (K-6); Mid-Level English (6-9); Mid-Level Citizenship (6-9) Issued 8/1/07 - Valid for 99 years	Social Studies 7	Social Studies 7 B	1,560	100%	0%
72	Purnell, Christina K.	Yes	Elementary (K-6) - Issued 6/1/94 - Valid for 6 years of service	K-6	Elementary reading support K-6	1,560	100%	0%
73	Rafferty, Elizabeth A.	Yes	Elementary (K-6) - issued 7/1/2009 valid for 99 years	Social Studies 6	Social Studies 6 B	1,560	100%	0%
74	Reider, Steve	Yes	Social Studies 7-12 - Issued 6/1/10 valid for 6 years	World History, Personal Finance	Honors World History B, Personal Finance, World History B	1,560	100%	0%
75	Remaley, Catherine J.	Yes	Special Education (PK-8); Early Childhood (PK-4) Issued 9/1/15 - Valid for 6 years of service	Grade 2, Special education alternative Curriculum K-4	Alternative Language Arts A, Alternative Language Arts B, Alternative Math A, Alternative Math B, Alternative Science A, Alternative Science B, Alternative Social Studies A, Alternative Social Studies B, Language Arts 2 B, Math 2 B	1,560	100%	0%
76	Repka, Royce P.	Yes	Principal (PK-12) - Issued 7/01/2010 valid for 8 years of service; Math (7-12) - Issued 7/1/2010 valid for 8 years of service	Algebra, Consumer Math	Algebra 1 B, Consumer Math B	1,560	100%	0%
77	Rhodes, Lindsey J.	Yes	Biology - Issued 6/1/11 valid for 6 years	Biology	Biology A, Biology B, Honors Biology A, Honors Biology B	1,560	100%	0%
78	Ritchie, LeeAnn B.	Yes	Principal (PK-12) - Issued 7/1/10 valid for 99 years (retired from state system); English (7-12) - Issued 7/1/2010 valid for 99 years (retired from state system) Supervisor Curriculum and Instruction (PK-12) - Issued 7/1/10 valid for 99 years (retired from state system)	n/a	Principal	2,000	100%	0%
79	Roman, Stacey L.	Yes	School Counselor (PK-12) - Issued 6/1/2015 valid for 6 years of service	n/a	Counseling	1,560	100%	0%
80	Romanchick Jr., Thomas J.	Yes	Grades 4-8 (All Subjects 4-6, Math 7-8) - Issued 6/1/17 valid for 6 years	Math 4-8	math support 4-8	1,560	100%	0%
81	Sayers, Jennifer L.	Yes	English - Issued 5/5/2013 valid for 6 years	ELA 10	English 10 B, Honors English 10 B	1,560	100%	0%
82	Schaeffer, Deborah J.	Yes	Elementary (K-6); Ment and/or Phys Handicapped (K-12) - Issued 2/1/15 valid for 6 years	Cotaught special education 7	Language Arts 7 B	1,560	100%	0%
83	Scheib, Eric J.	Yes	Safety Ed/Driver Education (7-12) Issued 7/1/12 - Valid for 6 years of service Social Studies (7-12) Issued 12/1/97 - Valid for 6 years of service	Driver's Education	Driver's Ed, state testing coordinator	1,560	100%	0%
84	Schlosbon, Sarah M.	Yes	Grades 4-8 (All Subjects 4-6, English Language Arts and Reading 7-8) - Issued 8/1/16 valid for 6 years	ELA 7 and 8	Language Arts 7 B, Language Arts 8 B	1,560	100%	0%
85	Schuster, Andrea A.	Yes	Elementary (K-6) - Issued 6/1/12 valid 6 years	Math 6	Essential Math 6 B, Math 6 A, Math 6 B	1,560	100%	0%
86	Schwarz, Julie J.	Yes	All Subjects (4-6), (4-8); Science (7-8); English Language Arts and Reading (7-8) - Issued 9/1/2014 valid for 6 years of service	ELA 6 and 7	Language Arts 6 B, Language Arts 7 B	1,560	100%	0%
87	Shaffer, Kari R.	Yes	Early Childhood (N-3); Elementary (K-6) Issued 6/1/11 - Valid for 6 years of service	4	Essential Math 4 B, Gifted and Talented Language Arts 4 B, Gifted and Talented Math 4 B, Gifted and Talented Science 4 B, Language Arts 4 B, Math 4 B, Pennsylvania State History 4, Science 4 B, Social Studies 4 B	1,560	100%	0%
88	Shields, Rebecca A.	Yes	Health & Physical Educ (PK-12); Elementary & Secondary School Counselor (PK-12) Issued 07/01/2017 - Valid for 6 years	Health and PE 6, 7, and 8, Health, Fitness and Nutrition	Health and Physical Education 6, Health and Physical Education 7, Health and Physical Education 8, Health, Fitness, and Nutrition B, Physical Education	1,560	100%	0%
89	Smith, Cody J.	Yes	Social Studies (7-12) Issued 5/1/2011 - Valid for 6 years of service	World History	CR World History A, CR World History B	1,560	100%	0%
90	Smith, Grace E.	Yes	English (7-12) Issued 1/1/2013 - Valid for 99 years	ELA 9, and 11	CR English 9 A, CR English 9 B, English 11 B, Honors English 11 B	1,560	100%	0%
91	Smith, Michelle L.	Yes	Secondary School Counselor - Issued 5/1/2010 valid for 8 years of service	n/a	counseling	1,560	100%	0%
92	Snead, Toshia K.	Yes	Elementary (K-6); Early Childhood (PK-3); Special Education (PK-12) - Issued 6/1/16 valid for 6 years	cotaught transition lessons	special education transition coordinator	1,560	100%	0%
93	Snover, Eileen	Yes	ESL (PK-12) - Issued 5/1/2010 valid for 99 years; English (7-12) - Issued 5/1/10 valid for 99 years	ESL K-11	ELL Support Elementary Intermediate A, ELL Support Elementary Newcomer A, ELL Support Secondary Intermediate B,	1,560	100%	0%
94	Spofford, Kristin	N/A	Attendance and Truancy Coordinator N/A	N/A	N/A	2,000	N/A	N/A
95	Stanalonis, Melissa S.	Yes	Biology (7-12); General Science (7-12) Issued 8/1/95 - Valid for 99 years	Biology, Chemistry	Biology A, Chemistry B, Honors Chemistry B	1,560	100%	50%

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96	Starr, Julia	Yes	Biology (7-12); Special Education (PK-12); Mid-Level Science (6-9) - Issued 1/1/11 valid for 99 years	Biology, co taught special education ELA 9	Biology B, English 9 B, cotaught with General Education teachers	1,560	100%	0%
97	Stevens, Abigail	Yes	Administrative Assistant -N/A	n/a	N/A	2,000	100%	0%
98	Stewart, Diane E.	Yes	Health & Physical Education; Math (7-12) - Issued 7/1/2010 valid for 8 years of service	Math 6 and 7	Math 6 B, Math 7 B	1,560	100%	0%
99	Stroup, Lauren	Yes	Special Education (PK-8); Early Childhood (PK-4) Issued 5/1/15 - Valid for 6 years of service	Math and ELA 4 and cotaught Special Education 4	Essential Math 4 B, , Language Arts 1 B, Language Arts 4 B, Math 1 B, Math 4 B,	1,560	100%	0%
100	Stuccio, Scott	N/a	Social Outreach and Markeing Coordinator-n/a	n/a	n/a	2,000	n/a	N/A
100	Sweigart, Raelee L.	Yes	Math (7-12) - Issued 9/1/2015 valid for 6 years	Algebra, Independent Study-STEM	Algebra 1 A, Independent Study-STEM, math support 9-11	1,560	100%	0%
101	Swope, Alicia D.	Yes	Principal (K-12) - Issued 5/1/15 valid 99 years; Elementary (K-6); Mid-Level Math (7-9) - Issued 5/1/15 valid for 99 years	5	Essential Math 5 B, Gifted and Talented Science 5 B, Math 5 A, Math 5 B, Science 5 B	1,560	100%	0%
102	Talipan, Toni M.	Yes	Elementary (K-6); Early Childhood (N-3) - Issued 11/1/2010 valid for 6 years	1	Language Arts 1 A, Language Arts 1 B, Math 1 A, Math 1 B, Science 1 B, Social Studies 1 B	1,560	100%	0%
103	Testa, Bradley C.	Yes	Principal (PK-12); Superintendent (PK-12) - Issued 8/1/2015 valid for 6 years of service; Social Studies (7-12) - Issued 8/1/2015 valid for 6 years of service	n/a	Assistant Principal HS	2,000	100%	0%
104	Titze, Christine	N/A	Administrative Assistant-N/A	N/A	N/A	2,000	N/A	N/A
105	Thompson, Kimberly R.	Yes	Elementary (K-6); Ment and/or Phys Handicapped K-12 - Issued 6/1/10 valid for 99 years	Gifted support	Gifted Special Ed	1,560	100%	0%
106	Tomassone, David A.	Yes	All Subjects (4-6); Math (7-8) Issued 6/1/14 - Valid for 6 years of service	PreAlgebra	Algebra Readiness (Pre-Algebra) A, Algebra Readiness (Pre-Algebra) B	1,560	100%	0%
107	Trostle, Jeremy A.	Yes	Elementary (K-6); Special Education (PK-12) Biology 7-12 - Issued 6/1/13 valid for 6 years of service	Science 7	Science 7 B, Science 8 B	1,560	100%	0%
108	Uniacke, Brian C.	Yes	Social Studies (7-12) - Issued 6/1/15 valid for 6 years	American Government, World History	American Government B, Honors American Government B, World History B	1,560	100%	0%
109	Vernouski, Jessica A.	Yes	Elementary (K-6); Special Education (K-12); English (7-12) - Issued 1/1/2016 valid for 6 years of service	ELA 5, and Social Studies 5	Gifted and Talented Language Arts 5 B, Language Arts 5 B, Skills for Success, Social Studies 5 B	1,560	100%	0%
110	Villafane, Tiayra	Yes	Administrative Assistant N/A	N/A	N/A	2,000	N/A	N/A
111	Vitorio, Lauren M.	Yes	Early Childhood (PK-4); Special Education (PK-8) - Issued 6/1/14 valid for 6 years	ELA 3, K, Math k,3	Language Arts 3 B, Language Arts K B, Math 3 B, Math K B	1,560	100%	0%
112	Vukmanic, Jill A.	Yes	Elementary (PK-5) - Issued 5/2/11 valid for 6 years	5	Gifted and Talented Language Arts 5 B, Language Arts 5 B, Skills for Success, Social Studies 5 B	1,560	100%	0%
113	Wagner, Nancy E.	Yes	Elementary (K-6); Mid-Level Science (7-9); Mid-Level Mathematics (7-9) - Issued 8/20/2016 valid for 99 years, Principal K-12, Administrative I	n/a	Asst Principal MS	2,000	100%	0%
114	Webb, Judith	Yes	Special Education N/A	N/A	N/A	2,000	N/A	N/A
115	Weirich, Stephanie E.	Yes	Principal (PK-12) - Issued 7/1/15 valid for 5 years; Elementary (K-6); Mid-Level Mathematics (6-9); Mid-Level Science (6-9); Mid-Level English (6-9) - Issued 7/1/15 valid for 99 years	Science 7	Gifted and Talented Science 7 B, Science 7 B	1,560	100%	0%
116	Wiedman, Erik A.	Yes	Elementary School Counselor (K-6); Secondary School Counselor (7-12) - Issued 4/1/13 valid for 6 years of service	n/a	Freshman Success, Counseling	1,560	100%	0%
117	Williams, Anita	Yes	Elementary (K-6); Early Childhood (N-3) - Issued 6/1/2010 valid for 6 years	1	Language Arts 1 B, Math 1 B, Science 1 B, Social Studies 1 B	1,560	100%	0%
	Yeselavage, Karen	N/A	Business Manager/N/a	n/a	n/a	2,000	n/a	n/a
118	Ziegler, Brook	Yes	Grades 4-8 (All subjects 4-6, Mathematics 7-8); Grades 4-8 (All subjects 4-6, Social Studies 7-8) - Issued 1/1/14 valid for 6 years	Social Studies 7 and 8	Social Studies 7 B, Social Studies 8 B	1,560	100%	0%
119	Zimmer, Ashley N.	Yes	Elementary (K-6) - Issued 6/1/10 valid for 99 years	1	Language Arts 1 A, Language Arts 1 B, Math 1 A, Math 1 B, Science 1 A, Science 1 B, Social Studies 1 A, Social Studies 1 B	1,560	100%	0%

Total Number of Administrators (do not include CEO) : 4

Total Number of Teachers: 91 Counselors: 7 School Nurses:

2 Others: 6; Reading Specialist, EL Specialist, Coord of Counseling Svcs; Mgr of STEM Education; Mgr of Counseling Svcs; Social Worker

Total Number of Professional Staff: 123

PA Department of Education, 333 Market Street, Harrisburg, PA 17126-0333

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2018

Name of School Reach Cyber Charter School

Address of School 750 E Park Drive # 204, Harrisburg, PA 17111

CEO Signature *Jane Swan*

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	1,144.31
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	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	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	
	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	24,952,710.83
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program	
	6947	Receipts from Members of Intermediate Units for Education by	
	6948	Receipts from Members of Intermediate Units for Direct	
	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	214.85
7000		REVENUE FROM STATE SOURCES	
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	
	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	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID	
	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	
8000		REVENUE FROM FEDERAL SOURCES	
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)	819,241.64
	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	
	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	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
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	
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	
TOTAL REVENUES			25,773,311.63

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2018

Name of School Reach Cyber Charter School

Address of School 750 E Park Drive #204, Harrisburg, PA 17111

CEO Signature 

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

EXPENDITURES

1000	INSTRUCTION		
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY		13,587,274.40
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY		2,972,645.31
1300	VOCATIONAL EDUCATION		291,317.88
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY		
1600	ADULT EDUCATION PROGRAMS		
1700	HIGHER EDUCATION PROGRAMS		
1800	PRE-KINDERGARTEN		
2000	SUPPORT SERVICES		
2100	SUPPORT SERVICES - PUPIL PERSONNEL		
	2110 Supervision of Pupil Personnel Services		1,432,375.64
	2120 Guidance Services		
	2130 Attendance Services		
	2140 Psychological Services		
	2150 Speech Pathology and Audiology Services		
	2160 Social Work Services		
	2170 Student Accounting Services		1,093,545.00
	2190 Other Pupil Personnel Services		511,919.00

2200		SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210	Supervision of Educational Media Services	
	2220	Technology Support Services	562,773.03
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	294,384.76
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	20,000.00
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	20,000.00
	2360	Office of the Superintendent (Executive Director) Services	
	2370	Community Relations Services	
	2380	Office of the Principal Services	
	2390	Other Administration Services	1,493,883.00
2400		SUPPORT SERVICES - PUPIL HEALTH	10,000.00
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	194,150.00
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	47,000.00
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	214,598.09
	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	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	45,328.00
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	12,750.00
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	

4300	ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT -	
4400	ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600	EXISTING BUILDING IMPROVEMENT SERVICES	
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
TOTAL EXPENDITURES		22,803,944.11

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2018**

Reach Cyber Charter School
Financial Statements
And
Independent Auditors' Report
Year Ended June 30, 2017

**Reach Cyber Charter School
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Year Ended June 30, 2017**

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Independent Auditor's Report

To the Board of Trustees
Reach Cyber Charter School
Harrisburg, Pennsylvania

We have audited the accompanying financial statements of the governmental activities and the major fund of Reach Cyber Charter School (the School), as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities the each major fund of Reach Cyber Charter School as of June 30, 2017, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

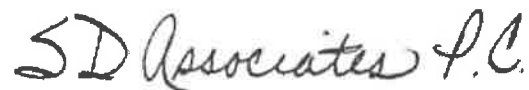
Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated March 1, 2018, on our consideration of Reach Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Reach Cyber Charter School's internal control over financial reporting and compliance.



Certified Public Accountants
Elkins Park, Pennsylvania

March 1, 2018

Reach Cyber Charter School Management's Discussion and Analysis June 30, 2017

The Board of Trustees of Reach Cyber Charter School (the School) offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2017. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- Total revenues were \$10,160,027 for the year ended June 30, 2017.
- At the close of the current fiscal year, the School reports an ending fund balance of \$2,059,897. This balance was the result of a \$2,059,897 surplus for the year ended June 30, 2017.
- The School's cash balance at June 30, 2017 was \$4,528,229.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise three components: Management's Discussion and Analysis (this section), the basic financial statements, and supplementary information.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference between the components (assets and deferred outflows of resources, less liabilities and deferred inflows of resources) reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

Fund Financial Statements

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has only two fund types, governmental and fiduciary funds.

Reach Cyber Charter School Management's Discussion and Analysis June 30, 2017

Overview of the Financial Statements (Continued)

All of the School's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called *modified accrual* accounting, which measures cash and all other *financial* assets that can readily be converted to cash. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Supplementary Information

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis.

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods. A comparative analysis will be presented in future years when prior year data is available.

As noted earlier, net assets may serve over time as a useful indicator of a school's financial position. In the case of the School, assets exceeded liabilities by \$2,155,085.

The School's revenues are predominately local school district's funds based on the student enrollment. For the year ended June 30, 2017, the School's total revenues of \$10,160,027 exceeded expenditures of \$8,004,942 by \$2,155,085.

Governmental Fund

The focus of the School's *governmental fund* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental fund (the General Fund) reported an ending fund balance of \$2,059,897.

Budget Variations

Actual revenues were \$1,038,930 higher than the budget due to increases (decreases) as follows:

**Reach Cyber Charter School
Management's Discussion and Analysis
June 30, 2017**

Budget Variations (Continued)

Local educational agency assistance	\$ 1,022,114
Federal sources	16,796
Other revenues	20
	<u>\$ 1,038,930</u>

Actual expenditures were \$719,161 lower than the budget due to (increases) decreases as follows:

Instruction	\$ 327,067
Support services	288,347
Capital outlay	103,747
	<u>\$ 719,161</u>

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2017, the School's investment in capital assets for its governmental activities totaled \$95,188 (net of accumulated depreciation). This investment in capital assets includes leasehold improvements and equipment and furniture.

Major capital asset purchases during the year included the following:

- Capital expenditures of \$111,253 for furniture and equipment

Additional information on the School's capital assets can be found in Note 4 of this report.

Long-Term Debt

The School does not have any long-term debt at this time.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by the local school districts, will increase by approximately \$16,000,000 for fiscal year 2017-2018 due to increased enrollment and per-student rates.

Future Events That Will Financially Impact the School

Except as listed above, there are no known future events that will financially impact the School.

**Reach Cyber Charter School
Management's Discussion and Analysis
June 30, 2017**

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the CEO, Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg, PA 17111.

Reach Cyber Charter School
Statement of Net Position
June 30, 2017

	Governmental Activities
Assets	
Cash and cash equivalents	\$ 4,528,229
Receivable from school districts, net of allowance	340,859
Federal subsidies receivable	215,796
Property and equipment, net	95,188
Prepaid expenses	8,917
Security deposit	8,917
Total assets	5,197,906
Liabilities	
Accounts payable and accrued expenses	358,006
Due to Connections Education, LLC	2,117,221
Due to school districts	567,594
Total liabilities	3,042,821
Net Position	
Invested in capital assets, net	95,188
Unrestricted	2,059,897
	\$ 2,155,085

See accompanying notes to financial statements.

Reach Cyber Charter School
Statement of Activities
Year Ended June 30, 2017

<u>Functions</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net (Expense)</u> <u>Revenue and</u> <u>Changes in</u> <u>Net Position</u>
		<u>Charges for</u> <u>Services</u>	<u>Operating</u> <u>Grants and</u> <u>Contributions</u>	<u>Governmental</u> <u>Activities</u>
Governmental Activities				
Instruction	\$ 5,852,184	\$ 7,284,547	\$ 215,796	1,648,159
Support services	2,136,693	2,659,664	-	522,971
Depreciation expense	16,065	-	-	(16,065)
Total governmental activities	<u>\$ 8,004,942</u>	<u>\$ 9,944,211</u>	<u>\$ 215,796</u>	2,155,065
	General Revenues			
	Other revenues			<u>20</u>
	Change in net position			2,155,085
	Net Position - Beginning of Year			<u>-</u>
	Net Position - End of Year			<u>\$ 2,155,085</u>

See accompanying notes to financial statements.

Reach Cyber Charter School
Balance Sheet-Governmental Fund
June 30, 2017

	General Fund
Assets	
Cash and cash equivalents	\$ 4,528,229
Receivable from school districts, net of allowance	340,859
Federal subsidies receivable	215,796
Prepaid expenses	8,917
Security deposit	8,917
Total assets	\$ 5,102,718
Liabilities	
Accounts payable and accrued expenses	\$ 358,006
Due to Connections Education, LLC	2,117,221
Due to school districts	567,594
Total liabilities	3,042,821
Fund Balances	
Nonspendable	17,834
Unassigned	2,042,063
Total fund balances	2,059,897
	\$ 5,102,718

See accompanying notes to financial statements.

Reach Cyber Charter School
Reconciliation of the Balance Sheet of Governmental Funds
To the Statement of Net Position
June 30, 2017

Total Fund Balance for Governmental Funds	\$	2,059,897
--	----	-----------

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:

Equipment and furniture	111,253	
Accumulated depreciation and amortization	(16,065)	
		95,188

Total Net Position of Governmental Activities	\$	2,155,085
--	----	-----------

See accompanying notes to financial statements.

**Reach Cyber Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balance-
Governmental Fund
Year Ended June 30, 2017**

	General Fund
Revenues	
Local educational agency assistance	\$ 9,944,211
Federal sources	215,796
Other revenues	20
Total revenues	10,160,027
Expenditures	
Instruction	5,852,184
Support services	2,136,693
Capital outlay	111,253
Total expenditures	8,100,130
Net Change In Fund Balance	2,059,897
Fund Balance - Beginning of Year	-
Fund Balance - End of Year	\$ 2,059,897

See accompanying notes to financial statements.

**Reach Cyber Charter School
 Reconciliation of the Statement of Revenues, Expenditures, and
 Changes in Fund Balances of Governmental Funds to the
 Statement of Activities
 Year Ended June 30, 2017**

Net Change in Fund Balances - Total Governmental Funds \$ 2,059,897

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which capital outlays exceeds depreciation in the current period.

Depreciation expense	(16,065)
Capital outlays	<u>111,253</u>

Change in Net Position of Governmental Activities \$ 2,155,085

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2017

Note 1 Background and Summary of Significant Accounting Policies

Reach Cyber Charter School (the School) is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997. The School was granted a charter which ends on June 30, 2019. The charter may be renewed for additional five year periods.

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

Government-Wide and Fund Financial Statements

The government-wide financial statements (the statement of net position and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental fund balance sheet and statement of governmental fund revenues, expenditures and changes in fund balance) report on the School's general fund.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

Fund Financial Statements

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The government reports the following major governmental fund:

General Fund – The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2017

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)

Amounts reported as program revenues include a per-student subsidy from local school districts as well as federal and state grants. Internally dedicated resources are reported as general revenues rather than as program revenues.

Method of Accounting

The School has adopted the provision of Statement No. 34 (“Statement 34”) of the Governmental Accounting Standards Board “*Basic Financial Statements – and Managements’ Discussion and Analysis – for State and Local Governments.*” Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net position and a statement of activities. It requires the classification of net position into three components – invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

- Invested in capital assets, net of related debt – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds.
- Restricted – This component of net position consists of constraints placed on asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- Unrestricted net position – This component of net position typically includes unrestricted liquid assets.

The School implemented GASB No. 54, *Fund Balance Reporting and Governmental Type Definition*. In the fund financial statements, governmental funds report the following classifications of fund balance:

- Nonspendable - includes amounts that cannot be spent because they are either not spendable in form or are legally or contractually required to be maintained intact. The School classified prepaid expenses and security deposit as being nonspendable as these items are not expected to be converted to cash.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2017

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Method of Accounting (Continued)

- Restricted - included amounts restricted by external sources, such as creditors or grantors, or by constitutional provision or enabling legislation.
- Committed - includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees.
- Assigned - includes amounts that the School intends to use for a specific purpose, but do not meet the definition of restricted or committed fund balance.
- Unassigned - includes all amounts that are not included in other spendable classifications.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the General Fund.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a general fund budget; therefore, the original budget filed and accepted by the Pennsylvania Department of Education is the final budget as well.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentration of Credit Risk

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's limit of \$250,000 with financial institutions.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2017

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Cash and Cash Equivalents

The School's cash is considered to be cash on hand and demand deposits.

Capital Assets

Capital assets, which include property, plant and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; furniture and fixtures (6-7 years) and equipment (3-6 years).

Advertising Costs

All costs associated with advertising and promotions are recorded as expenditures in the year incurred.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. The School adopted the provisions of ASC 740-10, *Accounting for Uncertainty in Income Taxes*. Management evaluated the School's tax positions and concluded that the School had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The School files a Return of Organizations Exempt from Income Tax annually. The School's return for 2016 is subject to examination by the IRS, generally for three years after it was filed.

Note 2 Cash

The School's cash and cash equivalents balance at June 30, 2017, was \$4,528,229. The actual amount of cash on deposit in the School's bank accounts at June 30, 2017 was the same. As of June 30, 2017, \$250,000 was insured by the Federal Deposit Insurance Corporation (FDIC) and \$4,278,229 was uninsured and uncollateralized.

Custodial Credit Risk-Deposits

Custodial credit risk is the risk that in the event of a bank failure, the School's uninsured deposits may not be returned. The School does not have a policy for custodial credit risk.

Note 3 Receivables

Receivables as of June 30, 2017 consist primarily of subsidies from federal, state, and local authorities. Receivables are shown net of an allowance for uncollectible accounts of \$95,000.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2017

Note 4 Capital Assets

Capital asset activity for the year ended June 30, 2017 was as follows:

	Balance, 7/1/16	Additions	Deletions	Balance, 6/30/17
Equipment and furniture	-	111,253	-	111,253
Less: accumulated depreciation	-	16,065	-	16,065
	\$ -	\$ 95,188	\$ -	\$ 95,188

Depreciation expense was \$16,065 for the year ended June 30, 2017.

Note 5 Funding

The School received funding from various local school districts on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis.

Note 6 Lease Commitment

The School entered into a lease agreement with Connections Education, LLC (CE) to lease a facility in Harrisburg, Pennsylvania under an operating lease agreement that expires August 31, 2022, plus two three-year renewal options. In addition to the basic rentals, the School is subject to additional costs including taxes, occupancy, and maintenance. Rent expense was \$89,167 for the year ended June 30, 2017.

Future minimum lease payments are as follows as of June 30, 2017:

Year ended June 30,	
2018	\$ 168,453
2019	185,262
2020	190,820
2021	196,544
2022	202,441
Thereafter	33,909
	\$ 977,429

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2017

Note 7 Retirement Plan

The School provides pension benefits for all of its employees through the Reach Cyber Charter School 403(b) Plan. Employees are required to participate from the date of employment, with a mandatory minimum contribution of 5%. The School will match the employees' contributions dollar for dollar up to 5% of their compensation. School contributions to the plan for the year ended June 30, 2017 totaled \$77,691.

Note 8 Risk Management

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks.

Note 9 Grants

The School participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2017 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

Note 10 Professional Services Agreement

The School entered into an agreement with Connections Educations, LLC (CE) for curriculum, school management services, instruction, technology and other services. The agreement expires on June 30, 2019.

Under the contract, CE will provide direct materials/services or procurement and payment of services for the following:

1. Instructional materials as approved by the board.
2. Administrative personnel, including health and other benefits, as approved
3. Educational support services for participating families.
4. Training and other professional development as approved by the Board.
5. Hardware and software as approved by the Board.
6. Technical support for any hardware and software provided under the contract.
7. Maintenance of student records.
8. Services to special needs students as required by law.
9. Administrative services including expenditures for a facility and capital, both
10. Financial, treasury and other reporting as required by law.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2017

Note 10 Professional Services Agreement (Continued)

- 11. Student recruiting and community education
- 12. General school management.

For all services, the School reimburses CE according to the terms of the contract based on documentation that is reviewed and approved by the Board. Total charges from CE amounted to \$6,575,489 for the year ended June 30, 2017.

Required Supplementary Information

**Reach Cyber Charter School
Governmental Fund Budgetary Comparison Schedule
Year Ended June 30, 2017**

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance With</u>
	<u>Original</u>	<u>Final</u>	<u>Revenues/ Expenditures</u>	<u>Budget</u>
Revenues				
Local educational agency assistance	\$ 8,922,097	\$ 8,922,097	\$ 9,944,211	\$ 1,022,114
Federal sources	199,000	199,000	215,796	16,796
Other revenues	-	-	20	20
Total revenues	<u>9,121,097</u>	<u>9,121,097</u>	<u>10,160,027</u>	<u>1,038,930</u>
Expenditures				
Instruction	6,179,251	6,179,251	5,852,184	327,067
Support services	2,425,040	2,425,040	2,136,693	288,347
Capital outlay	<u>215,000</u>	<u>215,000</u>	<u>111,253</u>	<u>103,747</u>
Total expenditures	<u>8,819,291</u>	<u>8,819,291</u>	<u>8,100,130</u>	<u>719,161</u>
Net Change in Fund Balance	301,806	301,806	2,059,897	1,758,091
Fund Balance, Beginning	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balance, Ending	<u>\$ 301,806</u>	<u>\$ 301,806</u>	<u>\$ 2,059,897</u>	<u>\$ 1,758,091</u>

See accompanying notes to financial statements.

Other Reports Required By Government Auditing Standards

**Independent Auditor's Report on Internal Control
Over Financial Reporting and on Compliance and
Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards***

To the Board of Trustees
Reach Cyber Charter School
Harrisburg, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Reach Cyber Charter School (the School) as of and for the year ended June 30, 2017 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated March 1, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Reach Cyber Charter School in a separate letter dated March 1, 2018.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion of the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "SD Associates P.C." in a cursive, slightly stylized font.

Certified Public Accountants
Elkins Park, Pennsylvania

March 1, 2018

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

Division of Federal Programs
Consolidated Program Review

2017-2018 School Year

Reach Cyber CS
750 East Park Drive
Suite 204
Harrisburg

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Jane Swan	7177048437	<input checked="" type="checkbox"/>
Business Manager:	Karen Yeslevage	7177048437	<input checked="" type="checkbox"/>
Title I Coordinator:	Jean Swenk/Erin Erdley	5707138694	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Jean Swenk/Erin Erdley	5707138694	<input type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Title IV Part A Coordinator:	Jean Swenk/Erin Erdley	5707138694	<input type="checkbox"/>
Ed-Flex Waiver Review Coordinator:	NA	NA	<input type="checkbox"/>
Title VI-B REAP Coordinator:	NA	NA	<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer(s): BJIrvin

Program Review Date: 05/17/2018

Title I

Component I: Appropriately State Certified

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

Section 1112(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of staff working in the Title I and Title II program and their certifications <input checked="" type="checkbox"/> Samples of valid level 1 or 2 certificates with appropriate content areas aligned with class schedules. <input 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="1381 451 2011 508" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1381 508 2011 789"> 4/16/2018 3:09:38 PM Federal Programs Specialist Erin Erdley All teachers at Reach Cyber Charter School who are funded with Title I or Title IIA funding are appropriately state certified/licensed in the subject area and grade level assigned. </td> </tr> </tbody> </table>	District Comments	4/16/2018 3:09:38 PM Federal Programs Specialist Erin Erdley All teachers at Reach Cyber Charter School who are funded with Title I or Title IIA funding are appropriately state certified/licensed in the subject area and grade level assigned.
District Comments								
4/16/2018 3:09:38 PM Federal Programs Specialist Erin Erdley All teachers at Reach Cyber Charter School who are funded with Title I or Title IIA funding are appropriately state certified/licensed in the subject area and grade level assigned.								
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
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equity Plan <input type="checkbox"/> Documentation of annual review of Equity Plan <input type="checkbox"/> Teachers are reassigned, if applicable <input type="checkbox"/> Changes to union contract are made, if applicable <input type="checkbox"/> Sample class schedules with applicable staff and student percentages		District Comments
						4/17/2018 11:31:00 AM Federal Programs Specialist Erin Erdley Reach Cyber Charter School is a single building school district at which all teachers are fully state certified/licensed. Only 11 out of 106 total staff (10.4%) have less than 3 years' experience.
						Monitor Comments
						5/31/2018 8:37:04 AM monitor Betty Jane Irvin The school was under the misunderstanding that this does not apply to them. They can check with their regional reviewer for additional help.
If you have additional comments to make about this section, enter them here:						

Component III: Foster Care

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

Section 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written transportation procedures		District Comments
						4/17/2018 11:32:27 AM Federal Programs Specialist Erin Erdley Unless specifically stated otherwise, the school's Homeless Education Procedures are also applicable to students in foster care. The Procedures include guidelines related to transportation services.
						Monitor Comments
						5/17/2018 9:57:20 AM monitor Betty Jane Irvin The school is a virtual school and therefore transportation is not required. However, in those instances where transportation is needed arrangements have been made by the need of transportation.
<p>If you have additional comments to make about this section, enter them here:</p>						

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		
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components: states how the LEA involves parents in the joint development of the Title I Plan (Title I Application) states how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1118(e) parent and family involvement activities to improve student academic achievement and school performance states how the LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><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.</p>	<p>Board Minutes approving Parent and Family Engagement Policy, Parent Policy and Compact Annual Evaluation Ticket</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1289 410 2011 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1289 467 2011 1063"> <p>4/17/2018 11:37:25 AM Federal Programs Specialist Erin Erdley The Parent and Family Engagement policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Parents and other stakeholders provide feedback at the annual Title I Parent Meeting and/or the Board meeting during which the policy is reviewed and approved. The Policy is Board approved each year and included in the school handbook which is available 24/7 via Connexus. The policy is distributed to all parents, students, and staff with the School-parent Compact via must read webmail with a read receipt request.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 11:37:25 AM Federal Programs Specialist Erin Erdley The Parent and Family Engagement policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Parents and other stakeholders provide feedback at the annual Title I Parent Meeting and/or the Board meeting during which the policy is reviewed and approved. The Policy is Board approved each year and included in the school handbook which is available 24/7 via Connexus. The policy is distributed to all parents, students, and staff with the School-parent Compact via must read webmail with a read receipt request.</p>
District Comments								
<p>4/17/2018 11:37:25 AM Federal Programs Specialist Erin Erdley The Parent and Family Engagement policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Parents and other stakeholders provide feedback at the annual Title I Parent Meeting and/or the Board meeting during which the policy is reviewed and approved. The Policy is Board approved each year and included in the school handbook which is available 24/7 via Connexus. The policy is distributed to all parents, students, and staff with the School-parent Compact via must read webmail with a read receipt request.</p>								

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>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</p> <ul style="list-style-type: none"> - barriers to greater participation in activities, - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers - Strategies to support successful school and family interactions <p>use the findings of the evaluation to design evidence based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies involve parents in the activities of the Title I schools</p>						
<p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>	☑	☐	☐	<p>☑ Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside</p>		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1297 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1297 180 2003 634"> <p>4/17/2018 11:42:39 AM Federal Programs Specialist Erin Erdley The school has recruited a group of Community Coordinators who are parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I. Parents are also invited to attend the annual Title I parent meeting and to serve on the Title I Planning committee during which budget and uses of Title funding are discussed.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 11:42:39 AM Federal Programs Specialist Erin Erdley The school has recruited a group of Community Coordinators who are parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I. Parents are also invited to attend the annual Title I parent meeting and to serve on the Title I Planning committee during which budget and uses of Title funding are discussed.</p>
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<p>4. If the LEA receives \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with LEA parent and Family Engagement Policy, including at least one of the following;</p> <ul style="list-style-type: none"> - Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies - Supporting programs that reach parents and family members at home, in the community, and at school - Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members 	☑	☐	☐	<p>☑ LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet</p>				

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>- 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</p> <p>- 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.)</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"/>	<p><input checked="" type="checkbox"/> Agendas and sign in sheets from meeting with parents to discuss the evaluation</p> <p><input checked="" type="checkbox"/> Surveys and collated results to demonstrate evaluation process</p>	<p>Board Minutes approving Parent and Family Engagement Policy, Parent Policy and Compact Annual Evaluation Ticket</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1293 708 2005 760" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1293 760 2005 1469"> <p>4/17/2018 11:48:01 AM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>The Parent and Family Engagement policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Parents and other stakeholders provide feedback on the policy and on parent involvement activities at the annual Title I Parent Meeting and/or the Board meeting during which the policy is reviewed and approved. Parents and staff also provide feedback on the school program, including parent involvement activities, at the Title I Planning Committee meeting. In addition, a survey is administered to parents each year to request feedback on the school's program and inform potential changes to the program and areas of improvement related to parent involvement activities.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 11:48:01 AM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>The Parent and Family Engagement policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Parents and other stakeholders provide feedback on the policy and on parent involvement activities at the annual Title I Parent Meeting and/or the Board meeting during which the policy is reviewed and approved. Parents and staff also provide feedback on the school program, including parent involvement activities, at the Title I Planning Committee meeting. In addition, a survey is administered to parents each year to request feedback on the school's program and inform potential changes to the program and areas of improvement related to parent involvement activities.</p>
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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 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		District Comments
						4/17/2018 2:10:36 PM Federal Programs Specialist Erin Erdley Though the school operates a schoolwide program, it does not consolidate funds.
						Monitor Comments
						5/16/2018 9:57:19 PM monitor Betty Jane Irvin The school does not consolidate state, local 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		
1. Audits 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 Uniform Grants Guidance Section 200.501	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Two most recent audit reports (federal programs only) <input type="checkbox"/> LEA response to findings <input type="checkbox"/> PDE follow-up review of findings <input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/17/2018 11:54:50 AM Federal Programs Specialist Erin Erdley This is only the school's second year in operation so only one audit is available. The school's single audit for the 1617 school year was recently completed and no findings were noted.</td> </tr> </tbody> </table>	District Comments	4/17/2018 11:54:50 AM Federal Programs Specialist Erin Erdley This is only the school's second year in operation so only one audit is available. The school's single audit for the 1617 school year was recently completed and no findings were noted.
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<p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$1500) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$1499)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th data-bbox="1640 131 2005 175" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1640 175 2005 740"> <p>4/17/2018 11:56:02 AM Federal Programs Specialist Erin Erdley The school has not purchased equipment, computing devices, or special purpose equipment with federal funds. The school does have written procedures for maintaining inventory records should the school use federal funds to purchase equipment in the future.</p> </td> </tr> <tr> <th data-bbox="1640 740 2005 784" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 784 2005 993"> <p>5/16/2018 9:58:35 PM monitor Betty Jane Irvin No equipment or related property was purchased with title I funds.</p> </td> </tr> </table>	District Comments	<p>4/17/2018 11:56:02 AM Federal Programs Specialist Erin Erdley The school has not purchased equipment, computing devices, or special purpose equipment with federal funds. The school does have written procedures for maintaining inventory records should the school use federal funds to purchase equipment in the future.</p>	Monitor Comments	<p>5/16/2018 9:58:35 PM monitor Betty Jane Irvin No equipment or related property was purchased with title I funds.</p>
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	2. LEA conducts a physical inventory of all items every two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that physical inventory was conducted within the last two years		<div data-bbox="1640 131 2001 175" style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">District Comments</div> <div data-bbox="1640 183 2001 813"> <p>4/17/2018 11:57:02 AM Federal Programs Specialist Erin Erdley The school has not purchased equipment, computing devices, or special purpose equipment with federal funds. The school does have written procedures for maintaining inventory records, including conducting physical inventory counts, should the school use federal funds to purchase equipment in the future.</p> </div> <div data-bbox="1640 821 2001 865" style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">Monitor Comments</div> <div data-bbox="1640 873 2001 1247"> <p>5/17/2018 10:10:28 AM monitor Betty Jane Irvin The school has not purchased any equipment but has a template ready should they need to do an inventory. Currently equipment is inventoried by the parent company, Pearson.</p> </div>
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		

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		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/17/2018 11:59:23 AM Federal Programs Specialist Erin Erdley Note this is only the school's second year in operation. The school has a Board policy regarding Records Retention and procedures for records retention are included in the school's Federal Programs Procedures Manual.</td> </tr> </tbody> </table>	District Comments	4/17/2018 11:59:23 AM Federal Programs Specialist Erin Erdley Note this is only the school's second year in operation. The school has a Board policy regarding Records Retention and procedures for records retention are included in the school's Federal Programs Procedures Manual.
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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.				
	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				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>6. Conflict of Interest UGG Sec 200.112</p>	<p>1. Conflict of Interest Requirement - the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <p>Standards of Conduct - (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)</p> <p>Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)</p> <p>Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)</p> <p>Mandatory Disclosure- (potential conflict disclosed in writing)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board Approved policy,</p> <p><input checked="" type="checkbox"/> self-disclosure form,</p> <p><input type="checkbox"/> resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)</p>		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
7. Allowability of Costs UGG Sec 200.43	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles: Necessary, reasonable and allocable Conform with federal law and grant terms Consistent with state and local policies Adequately documented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Review program expenditures <input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1638 131 2007 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1638 180 2007 529"> 4/17/2018 12:01:56 PM Federal Programs Specialist Erin Erdley The school's Federal Programs Procedures Manual includes a process for ensuring that budget items meet allowability of cost requirements. </td> </tr> </tbody> </table>	District Comments	4/17/2018 12:01:56 PM Federal Programs Specialist Erin Erdley The school's Federal Programs Procedures Manual includes a process for ensuring that budget items meet allowability of cost requirements.
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<p>8. Procurement UGG Sec 200.300</p>	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input 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" style="width: 100%; border-collapse: collapse;"> <tr> <th data-bbox="1638 131 2007 180" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1638 180 2007 391"> <p>4/17/2018 12:02:33 PM Federal Programs Specialist Erin Erdley School opting to take procurement extension.</p> </td> </tr> <tr> <th data-bbox="1638 391 2007 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1638 440 2007 610"> <p>5/16/2018 10:12:50 PM monitor Betty Jane Irvin School opted to take the Procurement extension.</p> </td> </tr> </table>	District Comments	<p>4/17/2018 12:02:33 PM Federal Programs Specialist Erin Erdley School opting to take procurement extension.</p>	Monitor Comments	<p>5/16/2018 10:12:50 PM monitor Betty Jane Irvin School opted to take the Procurement extension.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>9. Procurement extension</p> <p>EDGAR 80.36</p>	<p>1. Procurement the LEA must still maintain procurement procedures using more restrict thresholds:</p> <p>Any expenditure under \$100,000 price or rate quotes obtained by adequate number of qualified sources</p> <p>Bids obtained for costs over \$100,000</p> <p>Note: if opting not to take procurement extension mark N/A, and answer question 8.</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 and documentation that LEA is taking the Procurement extension</p>		<table border="1"> <thead> <tr> <th data-bbox="1640 131 2005 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2005 914"> <p>4/17/2018 12:03:55 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>The Federal Programs Procedures Manual includes the schools process for procuring goods and services using Federal Funds, as does the Board Policy for Procurement with Federal Grant Funds. The school is in the process of reviewing recently released State guidelines for procurement and making any necessary updates to the Procedures Manual and Procurement process.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 12:03:55 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>The Federal Programs Procedures Manual includes the schools process for procuring goods and services using Federal Funds, as does the Board Policy for Procurement with Federal Grant Funds. The school is in the process of reviewing recently released State guidelines for procurement and making any necessary updates to the Procedures Manual and Procurement process.</p>
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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="1640 131 2005 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2005 602"> <p>4/17/2018 12:14:49 PM Federal Programs Specialist Erin Erdley The school's Federal Programs Procedures Manual includes procedures related to cash management. The school has not earned interest in excess of \$500 related to federal funding.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 12:14:49 PM Federal Programs Specialist Erin Erdley The school's Federal Programs Procedures Manual includes procedures related to cash management. The school has not earned interest in excess of \$500 related to federal funding.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>11. Travel Reimbursement</p> <p>UGG Sec 200.474</p>	<p>1. Travel the District must have written travel policies for travel costs to be allowable</p> <p>Types of travel (single day, overnight or out-of-state)</p> <p>What expenses may be reimbursed (food, lodging, transportation, airfare)</p> <p>What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board approved policies available for review</p> <p><input type="checkbox"/> Samples of travel requests reviewed followed policy</p> <p><input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel</p>		

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> <ul style="list-style-type: none"> Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) Out of State Travel for workshops/conferences (200.474) Entertainment Costs (200.438) Equipment (200.439) Student Activity Costs Memberships, subscriptions, and Professional Activities (200.454) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives <input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures. 						
<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"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Consolidated Application Carryover section <input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th data-bbox="1640 959 2005 1011" style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td data-bbox="1640 1011 2005 1255"> <p>4/17/2018 12:05:07 PM Federal Programs Specialist Erin Erdley The school did not carryover any funds from 1617 to 1718.</p> </td> </tr> <tr> <th data-bbox="1640 1255 2005 1307" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 1307 2005 1474"> <p>5/16/2018 10:00:02 PM monitor Betty Jane Irvin The school did not carry over any funds.</p> </td> </tr> </table>	District Comments	<p>4/17/2018 12:05:07 PM Federal Programs Specialist Erin Erdley The school did not carryover any funds from 1617 to 1718.</p>	Monitor Comments	<p>5/16/2018 10:00:02 PM monitor Betty Jane Irvin The school did not carry over any funds.</p>
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<p>14. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1007 ESEA, amends Sec. 1113 ESEA</p>	<p>1. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span"</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application, Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:05:32 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not have to select schools via rank order.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:00:53 PM monitor Betty Jane Irvin The school is a single building and does not require rank order.</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"/>	<p><input checked="" type="checkbox"/> Consolidated Application, Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:05:41 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not have to select schools via rank order.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:11:55 PM monitor Betty Jane Irvin The school is a single building and does not require rank order.</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 checked="" type="checkbox"/> Consolidated Application, Selection of Schools		<table border="1"> <tr> <th data-bbox="1640 131 2001 180">District Comments</th> </tr> <tr> <td data-bbox="1640 180 2001 461">4/17/2018 12:05:49 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not have to select schools via rank order.</td> </tr> <tr> <th data-bbox="1640 461 2001 509">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 509 2001 716">5/16/2018 10:01:52 PM monitor Betty Jane Irvin The school is a single building and does not require rank order.</td> </tr> </table>	District Comments	4/17/2018 12:05:49 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not have to select schools via rank order.	Monitor Comments	5/16/2018 10:01:52 PM monitor Betty Jane Irvin The school is a single building and does not require rank order.
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	4. Allocations to each eligible school remain in rank order per the method established during the Consolidated Application submission and as analyzed in the bullets above, however variance in per pupil expenditure may vary and may only be in an anticipated format as this analysis is occurring mid-year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> The Title I budget, including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis		<table border="1"> <tr> <th data-bbox="1640 735 2001 784">District Comments</th> </tr> <tr> <td data-bbox="1640 784 2001 1065">4/17/2018 12:05:55 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not have to select schools via rank order.</td> </tr> <tr> <th data-bbox="1640 1065 2001 1114">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 1114 2001 1320">5/16/2018 10:02:26 PM monitor Betty Jane Irvin The school is a single building and does not require rank order.</td> </tr> </table>	District Comments	4/17/2018 12:05:55 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not have to select schools via rank order.	Monitor Comments	5/16/2018 10:02:26 PM monitor Betty Jane Irvin The school is a single building and does not require rank order.
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	5. Pre-kindergarten children are excluded from the poverty count of any school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PIMS Report on Economically Disadvantaged						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<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>	<p>1. LEA approved budget and records of expenditures of Title funds at the district level match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Title I A and D, Title II and Title III, and Title IV budgets</p> <p><input checked="" type="checkbox"/> LEA budget</p> <p><input checked="" type="checkbox"/> Statement of Expenditures for Title I A and D, Title II, Title III, and Title IV</p> <p><input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.</p>		<table border="1"> <thead> <tr> <th data-bbox="1640 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2003 565"> <p>4/17/2018 12:07:12 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>Note that Reach is a single building school district and funds are not allocated to separate buildings. There is one budget for Reach which includes Title I funding.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 12:07:12 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>Note that Reach is a single building school district and funds are not allocated to separate buildings. There is one budget for Reach which includes Title I funding.</p>
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	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 checked="" 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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1640 131 2005 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2005 984"> <p>4/17/2018 12:08:51 PM Federal Programs Specialist Erin Erdley Reach operates a schoolwide program for which Title I is used to provide supplemental interventions and additional services and contact to students who are identified as at risk. Note that this is the school's second year in operation and MOE calculations cannot be completed until this school year has been completed. Also note that Reach is a single building school district and does not allocate funds to separate buildings.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 12:08:51 PM Federal Programs Specialist Erin Erdley Reach operates a schoolwide program for which Title I is used to provide supplemental interventions and additional services and contact to students who are identified as at risk. Note that this is the school's second year in operation and MOE calculations cannot be completed until this school year has been completed. Also note that Reach is a single building school district and does not allocate funds to separate buildings.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	3. For Targeted Assistance Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Federal expenditures match Consolidated Application <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings. <input type="checkbox"/> Evidence of intent of Title I being met through availability of services to students at-risk of failing.		<table border="1"> <tr> <td data-bbox="1640 131 2005 180">District Comments</td> </tr> <tr> <td data-bbox="1640 180 2005 423">4/17/2018 12:09:34 PM Federal Programs Specialist Erin Erdley Reach Cyber Charter School operates a schoolwide program.</td> </tr> <tr> <td data-bbox="1640 423 2005 472">Monitor Comments</td> </tr> <tr> <td data-bbox="1640 472 2005 683">5/16/2018 10:03:22 PM monitor Betty Jane Irvin The school does not operate a targeted assistance program.</td> </tr> </table>	District Comments	4/17/2018 12:09:34 PM Federal Programs Specialist Erin Erdley Reach Cyber Charter School operates a schoolwide program.	Monitor Comments	5/16/2018 10:03:22 PM monitor Betty Jane Irvin The school does not operate a targeted assistance program.
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5/16/2018 10:03:22 PM monitor Betty Jane Irvin The school 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				
<p>17. Maintenance of Effort (MOE)</p>	<p>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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Maintenance of Effort Letter indicating compliance/non-compliance</p>		<table border="1"> <thead> <tr> <th data-bbox="1640 131 2005 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2005 667"> <p>4/17/2018 12:10:12 PM Federal Programs Specialist Erin Erdley Reach is in its second year of operation and therefore only has one year of expenditures completed (1617 school year). Once the 1718 school year is complete, the school will ensure to comply with maintenance of effort requirements.</p> </td> </tr> <tr> <th data-bbox="1640 667 2005 716">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 716 2005 1000"> <p>5/16/2018 10:04:24 PM monitor Betty Jane Irvin This is only the second year that the school has been an operation and therefore the MOE letter is not available.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 12:10:12 PM Federal Programs Specialist Erin Erdley Reach is in its second year of operation and therefore only has one year of expenditures completed (1617 school year). Once the 1718 school year is complete, the school will ensure to comply with maintenance of effort requirements.</p>	Monitor Comments	<p>5/16/2018 10:04:24 PM monitor Betty Jane Irvin This is only the second year that the school has been an operation and therefore the MOE letter is not available.</p>
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<p>18. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113 ESEA, 42 U.S.C 11432</p> <p>Sec. 9103</p>	<p>1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page</p> <p><input checked="" type="checkbox"/> Consolidated Application Title I budget</p> <p><input type="checkbox"/> Statement of expenditures for homeless</p>		<table border="1"> <thead> <tr> <th data-bbox="1640 1016 2005 1065">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 1065 2005 1450"> <p>4/17/2018 12:16:33 PM Federal Programs Specialist Erin Erdley Reach reserved an appropriate amount of funds for Homeless students. Note that, to date, no expenditures have been incurred related to this set aside.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 12:16:33 PM Federal Programs Specialist Erin Erdley Reach reserved an appropriate amount of funds for Homeless students. Note that, to date, no expenditures have been incurred related to this set aside.</p>		
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA reserved appropriate funds for Neglected Institution served.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page <input checked="" type="checkbox"/> Consolidated Application Title I budget <input type="checkbox"/> Statement of expenditures for Neglected Institution		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:10:39 PM Federal Programs Specialist Erin Erdley Reach has no participating neglected institutions for which to reserve funds.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:05:04 PM monitor Betty Jane Irvin The school does not serve any neglected institutions.</p>
	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 checked="" type="checkbox"/> Consolidated Application Reservation of Funds page <input checked="" type="checkbox"/> Consolidated Application Title I budget <input type="checkbox"/> Statement of expenditures for Foster		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:11:12 PM Federal Programs Specialist Erin Erdley Reach did not reserve funds for foster students. Based on needs assessment, number of identified foster students is low and did not require a set-aside amount.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:05:27 PM monitor Betty Jane Irvin The school did not set aside funds for foster students.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	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 checked="" type="checkbox"/> Consolidated Application Reservation of Funds <input type="checkbox"/> Spreadsheet demonstrating calculations		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:11:05 PM Federal Programs Specialist Erin Erdley Reach did not set-aside salary and fringe benefits.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:11:08 PM monitor Betty Jane Irvin The school did not set aside funds for salary and benefits.</p>
	5. The LEA may reserve funds at the LEA-level for Priority and Focus schools and associated requirements. The LEA does NOT need to reserve 20% for Priority and Focus schools (only applies to those LEAs that set aside 20%, all others mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Statement of expenditures for interventions		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:11:26 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and is not Priority or Focus and therefore reservation of funds is not required.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:05:50 PM monitor Betty Jane Irvin The school has not been designated as priority or focus.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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		<table border="1"> <tr> <th data-bbox="1640 131 2001 180">District Comments</th> </tr> <tr> <td data-bbox="1640 180 2001 703"> 4/17/2018 12:12:09 PM Federal Programs Specialist Erin Erdley Reach has reserved at least 1% of its Title I allocation for 1718 for parent and family engagement initiatives. Note that Reach is a single building school district which does not allocate the reserved funds across multiple schools or buildings. </td> </tr> </table>	District Comments	4/17/2018 12:12:09 PM Federal Programs Specialist Erin Erdley Reach has reserved at least 1% of its Title I allocation for 1718 for parent and family engagement initiatives. Note that Reach is a single building school district which does not allocate the reserved funds across multiple schools or buildings.		
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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		<table border="1"> <tr> <th data-bbox="1640 719 2001 768">District Comments</th> </tr> <tr> <td data-bbox="1640 768 2001 979"> 4/17/2018 12:12:21 PM Federal Programs Specialist Erin Erdley Reach does not receive Title I, Part D funding. </td> </tr> <tr> <th data-bbox="1640 979 2001 1027">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 1027 2001 1201"> 5/16/2018 10:07:25 PM monitor Betty Jane Irvin School does not receive Title I, part D funding. </td> </tr> </table>	District Comments	4/17/2018 12:12:21 PM Federal Programs Specialist Erin Erdley Reach does not receive Title I, Part D funding.	Monitor Comments	5/16/2018 10:07:25 PM monitor Betty Jane Irvin School does not receive Title I, part D funding.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>20. Community Eligibility Provision (CEP) 7 CFR 245.9(f)(7)(iii)</p>	<p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 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"/>	<p><input checked="" type="checkbox"/> Consolidated Application Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:12:35 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not participate in Community Eligibility Provision.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:07:55 PM monitor Betty Jane Irvin The school does not participate in the CEP program.</p>
	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:12:46 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not participate in Community Eligibility Provision.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:08:33 PM monitor Betty Jane Irvin The school does not participate in the CEP program.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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.		<div data-bbox="1640 131 2005 175" style="background-color: #cccccc; padding: 2px;">District Comments</div> <div data-bbox="1640 183 2005 493"> <p>4/17/2018 12:12:52 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not participate in Community Eligibility Provision.</p> </div> <div data-bbox="1640 501 2005 545" style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> <div data-bbox="1640 553 2005 751"> <p>5/16/2018 10:08:45 PM monitor Betty Jane Irvin The school does not participate in the CEP program.</p> </div>
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditures aligned to transferred into subprogram <input checked="" type="checkbox"/> Consolidated Application, Transferability page		<div data-bbox="1640 1027 2005 1071" style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> <div data-bbox="1640 1079 2005 1382"> <p>5/17/2018 10:54:47 AM monitor Betty Jane Irvin Part of the Title IV funding has recently been transferred to Title I. Plans are to use Title IV for the projects anticipated in next years funding.</p> </div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	2. Evidence of Non-public school consultation to discuss transferred amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect consultation occurred		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1642 131 2003 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 180 2003 427"> 4/17/2018 12:13:19 PM Federal Programs Specialist Erin Erdley Reach is not required to consult with non-public schools. </td> </tr> <tr> <th data-bbox="1642 427 2003 475" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 475 2003 683"> 5/16/2018 10:10:15 PM monitor Betty Jane Irvin The school has no participating non-public schools. </td> </tr> </tbody> </table>	District Comments	4/17/2018 12:13:19 PM Federal Programs Specialist Erin Erdley Reach is not required to consult with non-public schools.	Monitor Comments	5/16/2018 10:10:15 PM monitor Betty Jane Irvin The school has no participating non-public schools.
District Comments											
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Monitor Comments											
5/16/2018 10:10:15 PM monitor Betty Jane Irvin The school has no participating non-public schools.											
If you have additional comments to make about this section, enter them here:											

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.	Not applicable - Reach is a single building school district and does not allocate funds to separate school buildings.				

Comments

The LEA is to complimented on their preparation for this monitoring visit. Documentation was readily available. The only finding was the lack of an equity plan. The staff enthusiastically shared how the program operates and appears to be very student and parent centered.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of a needs assessment with data indicating large class sizes or justification for the types of professional development activities offered.		<div style="text-align: center;">District Comments</div> <p>4/17/2018 12:47:39 PM Federal Programs Specialist Erin Erdley Professional Development needs assessment is ongoing throughout the school year. Planning Committee meetings are held to discuss plans, including professional development to be funded with Title. Staff and families can also provide informal feedback throughout the year. Staff also provided feedback in evaluating 1617 Goals and 1718 suggestions for the Title IIA Performance Goal Report. The Schoolwide Plan submitted June 2017 further explains the schools process for needs assessment including data reviewed and related goals.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets, invitations</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:48:55 PM Federal Programs Specialist Erin Erdley All parents are invited to attend the annual Title I parent meeting and to serve on the Title I Planning Committee during which budget and uses of Title I and Title IIA funding are discussed. Staff also attend the committee meetings. PLCs meet weekly and departments meet monthly throughout the school year to discuss needs and ways to address needs and to attend or provide professional development. See List of Technical Assistance and Schoolwide Planning Meetings for a list of meetings held with different stakeholders throughout the school year, including PLC meetings, during which planning for Title I and IIA and data-driven needs assessment are discussed.</p>
<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.</p> <p>Detailed list of ESSA-authorized activities:</p> <p>Teacher/principal evaluation.</p> <p>Recruitment and retention.</p> <p>Class size reduction.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title II activities</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:49:21 PM Federal Programs Specialist Erin Erdley Title IIA funds are used only for those professional development activities that are supplemental to the schools required professional development and meet Allowability requirements.</p>

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. The LEA utilizes appropriately state certified teachers to reduce class size.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class-size reduction teacher rosters <input type="checkbox"/> List of CSR staff and their certifications <input type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers)		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:49:39 PM Federal Programs Specialist Erin Erdley Reach does not use Title IIA funds for class size reduction.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:15:22 PM monitor Betty Jane Irvin School does not use title II funds for class-size reduction.</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		
<p>If you have additional comments to make about this section, enter them here:</p>						

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1268 483 2009 544" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1268 544 2009 1114"> <p>4/17/2018 12:56:09 PM Federal Programs Specialist Erin Erdley All parents are invited to attend the annual Title I parent meeting and to serve on the Title I Planning Committee during which budget and uses of Title funding are discussed. Staff also attend the committee meetings. PLCs meet weekly and departments meet monthly throughout the school year to discuss needs and ways to address needs and to attend or provide professional development. See List of Technical Assistance and Schoolwide Planning Meetings for a list of meetings held with different stakeholders throughout the school year, including PLC meetings, during which planning for Title funding and data-driven needs assessment were discussed.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 12:56:09 PM Federal Programs Specialist Erin Erdley All parents are invited to attend the annual Title I parent meeting and to serve on the Title I Planning Committee during which budget and uses of Title funding are discussed. Staff also attend the committee meetings. PLCs meet weekly and departments meet monthly throughout the school year to discuss needs and ways to address needs and to attend or provide professional development. See List of Technical Assistance and Schoolwide Planning Meetings for a list of meetings held with different stakeholders throughout the school year, including PLC meetings, during which planning for Title funding and data-driven needs assessment were discussed.</p>
District Comments								
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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 checked="" type="checkbox"/> Consolidated application Selection of Schools ranking page		<p style="text-align: center;">District Comments</p> <p>4/17/2018 12:56:19 PM Federal Programs Specialist Erin Erdley Reach is a single building school district and does not allocate funds to separate school buildings.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/16/2018 10:16:15 PM monitor Betty Jane Irvin Reach as a single building school district.</p>
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;">District Comments</p> <p>4/17/2018 12:57:52 PM Federal Programs Specialist Erin Erdley In addition to meetings listed in #1 of this section, Parent Outreach and Events provide families and school staff opportunities to come together face-to-face and for the school to coordinate with local community organizations for learning activities. Parent meetings and committee meetings provide venues for stakeholders to provide feedback on those activities.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section		<p align="center">District Comments</p> <p>4/17/2018 12:58:13 PM Federal Programs Specialist Erin Erdley Reach did not budget any Title IVA funding for Effective Use of Technology.</p>
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 align="center">District Comments</p> <p>4/17/2018 12:58:36 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000. Note that comprehensive needs assessment is completed as part of the schoolwide planning process and yearly evaluation. The most recent schoolwide update was submitted in June 2017 and approved by the state</p> <p align="center">Monitor Comments</p> <p>5/16/2018 10:20:04 PM monitor Betty Jane Irvin School did not receive more than \$30,000.</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 checked="" type="checkbox"/> Consolidated application well-rounded narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section		<p align="center">District Comments</p> <p>4/17/2018 12:59:02 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.</p> <p align="center">Monitor Comments</p> <p>5/16/2018 10:17:02 PM monitor Betty Jane Irvin School did not receive more than \$30,000.</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 checked="" type="checkbox"/> Consolidated application safe and healthy narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/17/2018 12:59:09 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/16/2018 10:19:24 PM monitor Betty Jane Irvin School did not receive more than \$30,000.</td> </tr> </tbody> </table>	District Comments	4/17/2018 12:59:09 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.	Monitor Comments	5/16/2018 10:19:24 PM monitor Betty Jane Irvin School did not receive more than \$30,000.
District Comments										
4/17/2018 12:59:09 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.										
Monitor Comments										
5/16/2018 10:19:24 PM monitor Betty Jane Irvin School did not receive more than \$30,000.										
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 checked="" type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/17/2018 12:59:15 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/16/2018 10:19:37 PM monitor Betty Jane Irvin School did not receive more than \$30,000.</td> </tr> </tbody> </table>	District Comments	4/17/2018 12:59:15 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.	Monitor Comments	5/16/2018 10:19:37 PM monitor Betty Jane Irvin School did not receive more than \$30,000.
District Comments										
4/17/2018 12:59:15 PM Federal Programs Specialist Erin Erdley The school did not receive more than \$30,000.										
Monitor Comments										
5/16/2018 10:19:37 PM monitor Betty Jane Irvin School did not receive more than \$30,000.										
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
Reach	5/17/2018	Scott Stuccio	Marketing Outreach
Reach Cyber Charter School	5/17/2018	Brad Testa	Asst. HS Principal
Reach Cyber Charter School	5/17/2018	Christy Purnell	ES Reading Specialist
Reach Cyber Charter School	5/10/2018	Clara Keeports	Office Manager
Reach Cyber Charter School	5/17/2018	Cody Smith	Master Teacher of MS
Reach Cyber Charter School	5/17/2018	David Tomassone	MS Math Teacher
Reach Cyber Charter School	5/17/2018	Erin Erdley	Programs Coordinator
Reach Cyber Charter School	5/17/2018	Grace Smith	Professional Development Coordinator
Reach Cyber Charter School	5/17/2018	Jane Swan	Principal
Reach Cyber Charter School	5/17/2018	John Murray	STEM Manager
Reach Cyber Charter School	5/17/2018	Karen Yeselavage	Business
Reach Cyber Charter School	5/17/2018	Kimberly Polonsky	Social Worker
Reach Cyber Charter School	5/17/2018	LeeAnn Ritchie	ES Principal
Reach Cyber Charter School	5/17/2018	Michael Hinshaw	Asst.HS Principal
Reach Cyber Charter School	5/17/2018	Nancy Wagner	Middle School Principal
Reach Cyber Charter School	5/17/2018	Rachel Parker	Guidance Manager
Reach Cyber Charter School	5/17/2018	Raelee Sweigart	Math Specialist

**Division of Federal Program
Consolidated Program Review
2017-2018 School Year
Reach Cyber CS**

Reach Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	<u>Jane Swan</u>	<input checked="" type="checkbox"/>
Parent:	<u>Beth Gallent</u>	<input checked="" type="checkbox"/>
Parent:	<u>Nikki Williams</u>	<input checked="" type="checkbox"/>
Parent:	<u> </u>	<input type="checkbox"/>
Parent:	<u> </u>	<input type="checkbox"/>
Parent:	<u> </u>	<input type="checkbox"/>

Program Reviewers:	BJIrvin	Visit Date:	5/17/2018
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Title I: School Level

Component I: Appropriately State Certified

The Local Education Agency (LEA) and the Title I School has professional standards for paraprofessionals working in a program supported with Title I and Title II funds.

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. All instructional paraprofessionals working in a Title I and Title II program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment		<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:00:39 PM Federal Programs Specialist Erin Erdley Reach Cyber Charter School does not hire paraprofessionals.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/17/2018 10:58:15 AM monitor Betty Jane Irvin School does not hire paraprofessionals to work in their cyber school.</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	School Handbook excerpt	<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:02:15 PM Federal Programs Specialist Erin Erdley All parents are sent the Parents Right to Know letter via must read webmail with a read receipt request at the beginning of the school year. The webmail was sent to all families on 9/28/2017. The parents are also alerted of their right to request information regarding the professional qualifications of their child's teacher(s) via the General Handbook which is available 24/7 on Connexus and of which families must certify receipt during enrollment.</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	Certified Status IssueAware Ticket	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1323 131 2007 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1323 180 2007 602"> <p>4/17/2018 1:03:27 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>When/if students are taught by a teacher who is not fully state certified/ licensed, parents are notified. A Certified Status IssueAware Ticket is used to track this requirement by reviewing staff assignments every 4-6 weeks to determine if a notice is required to be sent. A notice was sent on 4/9/2018 to parents of students taught by a substitute teacher who was not fully certified in the area in which the teacher was subbing.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 1:03:27 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>When/if students are taught by a teacher who is not fully state certified/ licensed, parents are notified. A Certified Status IssueAware Ticket is used to track this requirement by reviewing staff assignments every 4-6 weeks to determine if a notice is required to be sent. A notice was sent on 4/9/2018 to parents of students taught by a substitute teacher who was not fully certified in the area in which the teacher was subbing.</p>
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If you have additional comments to make about this section, enter them here:								

Component II: Transition Plan

The Title I School will support, coordinate, and integrate Title I services with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs. The Title I School will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

Sec. 1112(b)(8)

Sec. 1112(b)(10)

Sec. 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. The School implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 4/17/2018 1:03:49 PM Federal Programs Specialist Erin Erdley Though Reach does not serve pre-K students, the school implements strategies to facilitate effective transitions for students. </td> </tr> </tbody> </table>	District Comments	4/17/2018 1:03:49 PM Federal Programs Specialist Erin Erdley Though Reach does not serve pre-K students, the school implements strategies to facilitate effective transitions for students.
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Component III: Parent and Family Engagement

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

- Sec. 1116(b)(1-4)
- Sec. 1116(c)(1-5)
- Sec. 1116(d)(1-2)
- Sec. 1116(e)(1-5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>1. 1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Required components:</p> <ul style="list-style-type: none"> • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved. 	<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	Parent Policy and Compact Annual Evaluation IssueAware Ticket, Board minutes approving Policy	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1413 548 2011 605" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1413 605 2011 1133"> <p>4/17/2018 1:06:37 PM Federal Programs Specialist Erin Erdley The Parent and Family Engagement Policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. The yearly evaluation and any revisions to the policy are tracked via IssueAware ticket (the school's internal tracking system). The Policy is approved by the Board, included in the school Handbook which is available 24/7 on Connexus, and is distributed to all parents, students, and teachers via must read webmail with a read receipt request.</p> </td> </tr> <tr> <th data-bbox="1413 1133 2011 1190" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1413 1190 2011 1503"> <p>5/31/2018 8:40:16 AM monitor Betty Jane Irvin The school did not have a separate school level parent engagement policy. They used the same one for both LEA and school level. Please note that there are different components for each of these in the new ESEA requirements.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 1:06:37 PM Federal Programs Specialist Erin Erdley The Parent and Family Engagement Policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. The yearly evaluation and any revisions to the policy are tracked via IssueAware ticket (the school's internal tracking system). The Policy is approved by the Board, included in the school Handbook which is available 24/7 on Connexus, and is distributed to all parents, students, and teachers via must read webmail with a read receipt request.</p>	Monitor Comments	<p>5/31/2018 8:40:16 AM monitor Betty Jane Irvin The school did not have a separate school level parent engagement policy. They used the same one for both LEA and school level. Please note that there are different components for each of these in the new ESEA requirements.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement • Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> ○ Timely information about Title I programs ○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards ○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. • If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> • Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. • Describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. • States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> • Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. • States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. • States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<ul style="list-style-type: none"> States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). 								
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets		<table border="1"> <thead> <tr> <th data-bbox="1419 660 2001 711">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1419 711 2001 1005"> <p>4/17/2018 1:07:03 PM Federal Programs Specialist Erin Erdley All enrolled parents are invited to an annual Title I Parent Meeting via must read webmail with a read receipt request. The 1718 meeting was held 12/13/2017 via LiveLesson.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 1:07:03 PM Federal Programs Specialist Erin Erdley All enrolled parents are invited to an annual Title I Parent Meeting via must read webmail with a read receipt request. The 1718 meeting was held 12/13/2017 via LiveLesson.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>3. 3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall</p> <ul style="list-style-type: none"> - describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and 	☑	☐	☐	<p>☑ School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1419 159 2005 215" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1419 215 2005 808"> <p>4/17/2018 1:08:26 PM Federal Programs Specialist Erin Erdley In conjunction with the Parent and Family Engagement Policy, the School-Parent Compact is developed and reviewed and revised annually by several groups of stakeholders, including parents. The yearly evaluation and any revisions to the policy and compact are tracked via IssueAware ticket (the school's internal tracking system). The Compact is included with the Policy in the school Handbook which is available 24/7 on Connexus. The policy and compact are also distributed to all parents, students, and teachers via must read webmail with a read receipt request.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 1:08:26 PM Federal Programs Specialist Erin Erdley In conjunction with the Parent and Family Engagement Policy, the School-Parent Compact is developed and reviewed and revised annually by several groups of stakeholders, including parents. The yearly evaluation and any revisions to the policy and compact are tracked via IssueAware ticket (the school's internal tracking system). The Compact is included with the Policy in the school Handbook which is available 24/7 on Connexus. The policy and compact are also distributed to all parents, students, and teachers via must read webmail with a read receipt request.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>- address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their child's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.</p>						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>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.</p>	<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	<p>Caretaker and Learning Coach Message Boards, Reach Schoolhouse Message Boards, Learning Coach Link_Sept_2017 Newsletter, Reach School Newsletter November Final, Learning Coach Link website, Family 411 Website, Connexus Gradebook screenshots, Connexus Parent/Learning Coach Homepage</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1419 164 2005 215" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1419 215 2005 950"> <p>4/17/2018 1:10:48 PM Federal Programs Specialist Erin Erdley Parent and family involvement and engagement are critical to the success of the school and integral to improving student academic achievement. The school is in constant contact with parents and Connexus provides real-time student achievement data, message boards, newsletters, and websites to connect parents to the school and to each other, and a virtual library and Learning Coach Central website and Family 411 Website full of resources to help families understand challenging academic standards, state and local academic assessments, student progress and improving achievement of their children. Families can view their child's progress on Connexus 24/7 via the Connexus GradeBook and LC Connexus Homepage.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 1:10:48 PM Federal Programs Specialist Erin Erdley Parent and family involvement and engagement are critical to the success of the school and integral to improving student academic achievement. The school is in constant contact with parents and Connexus provides real-time student achievement data, message boards, newsletters, and websites to connect parents to the school and to each other, and a virtual library and Learning Coach Central website and Family 411 Website full of resources to help families understand challenging academic standards, state and local academic assessments, student progress and improving achievement of their children. Families can view their child's progress on Connexus 24/7 via the Connexus GradeBook and LC Connexus Homepage.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>5. Title I Schools shall provide materials and training to help parents to work with their children to improve their childrens achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events</p> <p><input checked="" type="checkbox"/> Workshops</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1419 164 2001 215" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1419 215 2001 844"> <p>4/17/2018 1:12:09 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>The resources noted above in Component III.4 offer families access to materials and training to help parents work with their children and their children's teachers to improve student achievement. In addition to those resources, all parents and students complete New and Returning Student and Learning Coach Orientation each year. Training Tutorials for parents and students are also available on Connexus, Family 411 and Learning Coach Central. Parent Outreach and Events include Back-to-School days during which staff and parents can meet to discuss student achievement and parent involvement.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 1:12:09 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>The resources noted above in Component III.4 offer families access to materials and training to help parents work with their children and their children's teachers to improve student achievement. In addition to those resources, all parents and students complete New and Returning Student and Learning Coach Orientation each year. Training Tutorials for parents and students are also available on Connexus, Family 411 and Learning Coach Central. Parent Outreach and Events include Back-to-School days during which staff and parents can meet to discuss student achievement and parent involvement.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets</p> <p><input type="checkbox"/> SPAC skits and staff agendas and sign in sheets</p>	<p>New Teacher Orientation Getting Started with Families section; Teacher Central Website; Back to School Teacher Orientation Agendas</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1417 162 2007 214" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1417 214 2007 987"> <p>4/17/2018 1:14:08 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>Teachers are required to complete a new teacher orientation online which includes a section on connecting with families. Back to School Orientation held at the beginning of the school year for all teachers included information on Welcome Calls to families, preparation for assisting with Back to School events with families, and details about daily checklists for teachers including communicating with families. Teachers work closely with families throughout the school year via phone, webmail, or face-to-face. The Teacher Central Website offers teachers 24/7 access to resources and best practices, including how to engage families and provide families with the support and resources needed to succeed. Teachers may also attend parent and family outreach events.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 1:14:08 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>Teachers are required to complete a new teacher orientation online which includes a section on connecting with families. Back to School Orientation held at the beginning of the school year for all teachers included information on Welcome Calls to families, preparation for assisting with Back to School events with families, and details about daily checklists for teachers including communicating with families. Teachers work closely with families throughout the school year via phone, webmail, or face-to-face. The Teacher Central Website offers teachers 24/7 access to resources and best practices, including how to engage families and provide families with the support and resources needed to succeed. Teachers may also attend parent and family outreach events.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>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.</p>	☑	☐	☐	<p>☑ Transition Plan</p> <p>☑ Parent training materials, evaluations, agendas, calendar of events</p> <p>☑ Staff/Parent meeting agendas and sign-in sheets</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:16:09 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>The resources noted above in Component III.4 and 5 offer families access to materials and training and parent involvement programs and activities to encourage and support families in more fully participating in the education of their children. Parent Outreach and Events held throughout the year included field trips and coordination with local programs to provide parents and students with collaborative learning activities and allowing them to connect with other families and staff in a face-to-face environment.</p>
<p>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.</p>	☑	☐	☐	<p>☑ Translated documents such as fliers, letters, web site postings</p> <p>☐ Translated Schoolwide Plan</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:17:47 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>The school has not had to translate documents. A copy of the school handbook is available in Spanish and the school has translation services available when needed.</p>
<p>If you have additional comments to make about this section, enter them here:</p>						

Component IV: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.</p>		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1524 472 2003 524">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1524 524 2003 1252"> <p>4/17/2018 1:19:04 PM Federal Programs Specialist Erin Erdley The Schoolwide Plan is developed and reviewed and revised on an annual basis by multiple stakeholders using prior year data, including evaluation of all federal and state supplementary programs/services, to determine the effectiveness and impact on student achievement. Updates take into account student achievement data, perception data (including feedback from Parent meetings, Planning Committee Meetings, and parent and employee surveys), demographic data, etc. The SWP was first submitted to the state in June 2017 and approved 7/10/2017.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 1:19:04 PM Federal Programs Specialist Erin Erdley The Schoolwide Plan is developed and reviewed and revised on an annual basis by multiple stakeholders using prior year data, including evaluation of all federal and state supplementary programs/services, to determine the effectiveness and impact on student achievement. Updates take into account student achievement data, perception data (including feedback from Parent meetings, Planning Committee Meetings, and parent and employee surveys), demographic data, etc. The SWP was first submitted to the state in June 2017 and approved 7/10/2017.</p>
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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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Semi-annual time certifications</p>		<p style="text-align: center;">District Comments</p> <p>4/17/2018 1:19:39 PM Federal Programs Specialist Erin Erdley Semi-annual certifications are completed for personnel whose salaries are funded through Title funding as required. Note that the school operates a schoolwide program and 100% of all staff time is devoted to the single cost objective of schoolwide academic improvement.</p>
	<p>2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP</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;">District Comments</p> <p>4/17/2018 1:20:05 PM Federal Programs Specialist Erin Erdley As noted above, Reach operates a schoolwide program and all staff time is devoted 100% to a single cost objective of schoolwide academic improvement. All staff funded with Title funds complete semi-annual certifications which are included above.</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		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>4/17/2018 1:22:08 PM Federal Programs Specialist Erin Erdley</p> <p>Reach is a single building school district which uses one budget for the entity. The 1718 Board Approved Budget includes estimated/planned budgets approved by the Board prior to the beginning of the school year which includes Title Funding. Grant expenditures are tracked throughout the school year, including specific salary and benefits for personnel funded with grant funds..</p> </td> </tr> </tbody> </table>	District Comments	<p>4/17/2018 1:22:08 PM Federal Programs Specialist Erin Erdley</p> <p>Reach is a single building school district which uses one budget for the entity. The 1718 Board Approved Budget includes estimated/planned budgets approved by the Board prior to the beginning of the school year which includes Title Funding. Grant expenditures are tracked throughout the school year, including specific salary and benefits for personnel funded with grant funds..</p>
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<p>4/17/2018 1:22:08 PM Federal Programs Specialist Erin Erdley</p> <p>Reach is a single building school district which uses one budget for the entity. The 1718 Board Approved Budget includes estimated/planned budgets approved by the Board prior to the beginning of the school year which includes Title Funding. Grant expenditures are tracked throughout the school year, including specific salary and benefits for personnel funded with grant funds..</p>									
If you have additional comments to make about this section, enter them here:									

Comments

The school was well prepared. The only two compliance issue was the lack of a separate school level parent engagement policy.



Executive Summary BSE Compliance Monitoring Review of the Reach Cyber CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of February 12, 2018, the Reach Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, student file reviews, and interviews of parents and general and special education teachers).

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	1	1
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	0	1
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	0	1
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	0	0
SPP/APR Indicator 13 (Transition)	1	1
Disproportionate Representation that is the Result of Inappropriate Identification		

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

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2. **FILE REVIEW** (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Reach Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	71	14	75
Evaluation/Reevaluation: Process and Content	176	10	594
Individualized Education Program: Process and Content	482	50	268
Procedural Safeguards: Process and Content	107	13	0
TOTALS	836	87	937

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	238	13	84
Program Implementation: Special Ed Teacher Interviews	296	9	149
Program Implementation: Parent Interviews	123	7	57
TOTALS	657	29	290

4. CLASSROOM OBSERVATIONS

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

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	0	0	0

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review		X

PART II CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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