

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 Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Ake, Tonya M.	Yes	Elementary (K-6) - Level II	K-5	Math, ELA, Science, Social Studies	1560	100	0
2	Anderson, Kaelin K.	Yes	Special Education (PK-8); All Subjects (4-8); Science (7-8) - Level I	6-8	Science	1560	100	0
3	Anthony, Emma M.	Yes	Biology (7-12); General Science (7-12); Chemistry (7-12) - Level I	7-8	Science	1560	100	0
4	Bac, Kara	Yes	Elementary K-6, Special Education PK-12	6-8	Special Education - Math, ELA	1560	100	0
5	Baker, Jessica J.	Yes	Elementary (PK-4) - Level I	K-4	Math, ELA, Science, Social Studies	1560	100	0
6	Bannister, Judith F.	Yes	Elementary (K-6); Reading Specialist (PK-12) - Level II	6-8	Reading Specialist	1560	100	0
7	Barna, Jacquelyn F.	Yes	Social Studies (7-12); Business-Computer-Info Tech (PK-12); English (6-9) - Level I	6-8	ELA	1560	100	0
8	Baskwill, Paige N.	Yes	English 7-12	9-12	ELA	1560	100	0
9	Beates, Jameson E.	Yes	Social Studies 7-12	9-12	Social Studies	1560	100	0
10	Bechtel, Margaret J.	Yes	Elementary (K-6, 4-8); All Subjects (4-6); Math (7-8); Science (7-8); English Language Arts and Reading (7-8) - Level II	6-8	Science	1560	100	0
11	Beegle, Kelly J.	Yes	Math 7-12	9-12	Math	1560	100	0
12	Bender, Emily E.	Yes	Elementary (PK-4) - Level I	K-4	Math, ELA, Science, Social Studies	1560	100	0
13	Berger, Heather L.	Yes	Principal (PK-12) - Level I Special Education (PK-12); Elementary (K-6) - Level II	K-5	Elementary Assistant Principal	2000	100	0
15	Bernstein, Emily A.	Yes	Math (7-12) - Level I	9-12	Mathematics	1560	100	0
16	Bixler, Caitlyn W.	Yes	Elementary (K-6); Business-Computer-Info Tech (K-12) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
17	Blair, Carissa R.	Yes	Special Education PK-8	K-5	Special Education - Math, ELA	1560	100	0
18	Blickenstaff, K D.	Yes	Biology 7-12	9-12	Science	1560	100	0
19	Bogdan, Mark E.	Yes	Social Studies (7-12); English (7-12) - Level I	9-12	ELA	1560	100	0
20	Bost, Stephanie A.	Yes	ESL (PK-12) - Level II Mid-Level Math (6-9); Business-Computer-Info Tech (PK-12) - Level II	6-8	Mathematics	1560	100	0
21	Bouldin, Jolie R.	Yes	Art (PK-12) - Level I	K-12	Art	1560	100	0
22	Brown, Amanda R.	Yes	Elementary (K-6) - Level I Elementary (4-8); All Subjects (4-6); English Language Arts and Reading (7-8) - Level I	6-8	ELA	1560	100	0
23	Brown, Ashley M.	Yes	Special Education PK-12	9-12	Special Education - Math, ELA	1560	100	0
24	Brubaker, Sarah E.	Yes	Social Studies 7-12 Technology Education PK-12	K-12	Educational Technology	1560	100	0
25	Brudowsky, Amanda S.	Yes	Family-Consumer Science (PK-12) - Level I	9-12	FCS	1560	100	0
26	Burt, Judith L.	Yes	Special Education (PK-8); Elementary (PK-4) - Level I	6-8	Special Education - Math, ELA	1560	100	0
27	Butler, Caroline	Yes	Elementary K-6	K-5	Math	1560	100	0
28	Byers, Megan E.	Yes	Special Education (PK-12) - Level I	9-12	Special Education - Math, ELA	1560	100	0
29	Cabrera, Paula A.	Yes	Spanish (PK-12) Issued 4/1/2016 - Level I	9-12	Spanish	1560	100	0

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30	Carmack, Laurie	Yes	Art (PK-12); English (7-12); Special Education (PK-12) - Level II Instructional Technology Specialist (PK-12) - Level I Business-Computer-Info Tech (PK-12) - Level II	9-12	Special Education - Math, ELA	1560	100	0
31	Carroll, Erica W.	Yes	English (7-12) - Level II	9-12	ELA	1560	100	0
32	Carulli, Kaycee R.	Yes	Special Education (PK-8); Elementary (PK-4, 5-6) - Level I	K-5	Special Education - Math, ELA	1560	100	0
33	Casteel, Amanda E.	Yes	Elementary (K-6); General Science (7-12); Math (7-12); Mid-Level Math (6-9); Mid-Level Science (6-9) - Level II English (7-12) - Level II Biology (7-12) - Level II	9-12	Biology, Science	1560	100	0
34	Chacon, Andy W.	Yes	Special Education PK-12	K-5	Special Education - Math, ELA	1560	100	0
35	Chicchi, Kimberly	Yes	Business-Computer-Info Tech (PK-12); English (7-12); Social Studies (7-12); Special Education (7-12) - Level II Instructional Technology Specialist (PK-12) - Level I	9-12	Social Studies	1560	100	0
36	Cibello, Katlyn	Yes	Elementary PK-4 ESL PK-12	K-5	Math, ELA, Science, Social Studies	1560	100	0
37	Coates Jr., John A.	Yes	Business-Computer-Info Tech (K-12); Social Studies (7-12) - Level I	6-8	Educational Technology	1560	100	0
38	Coates, Cristin A.	Yes	Biology (7-12); General Science (7-12) - Level II	9-12	Science	1560	100	0
39	Cole, Jennifer T.	Yes	Elementary (4-8); All Subjects (4-6); English Language Arts and Reading (7-8) - Level I	6-8	ELA	1560	100	0
40	Cole, Michael V.	Yes	Environmental Education (PK-12); Biology (7-12) - Level II  Art (PK-12) - Level II	9-12	Biology, Science	1560	100	0
41	Cornacchia, Michelle	Yes	ESL (PK-12) - Level II Special Education (PK-12); Math (6-9); Elementary (K-6) - Level I	6-8	Special Education - Math, ELA	1560	100	0
42	Craig, Lauren	Yes	Elementary K-6. Special Education PK12, Reading Specialist PK-12, Mid-level English 6-9	6-12	Special Education - Math, ELA	1560	100	0
43	Cronce, Christopher D.	Yes	Elementary & Secondary School Counselor PK-12	6-8	School Counselor	1560	100	0
44	Cronrath, Holly A.	Yes	Biology 7-12	9-12	Science	1560	100	0
45	Cruz, Marisol	Yes	Elementary & Secondary School Counselor (PK-12) - Level I	K-5	School Counselor	1560	100	0
46	Davis, Kelsey N.	Yes	Elementary & Secondary School Counselor PK-12	K-5	School Counselor	1560	100	0
47	Degilio, Kristen	Yes	Elementary & Secondary School Counselor (PK-12) - Level II	9-12	School Counselor	1560	100	0
48	Deiningner, Stephanie T.	Yes	Art (K-12) - Level I	6-8	Art	1560	100	0
49	Dellert, Julie A.	Yes	Art Pk-12	K-12	Art	1560	100	0
50	DeMarco, Jennifer K.	Yes	Biology (7-12) - Level I	9-12	Biology	1560	100	0
51	Derr, Cody L.	Yes	Biology (7-12) - Level I	7-8	Science	1560	100	0
52	Desmond, Sarajane	Yes	English (7-12) - Level II	7-8	ELA	1560	100	0
53	Dewing, Clayton C.	Yes	Biology 7-12, General Science 7-12, Health & Physical Education (K-12)	9-12	Science	1560	100	0
54	Dewing, Katherine G.	Yes	Health & Physical Education (PK-12); Family-Consumer Science (PK-12) - Level I	9-12	Health & PE	1560	100	0
55	Diegel, Cristen M.	Yes	Special Education (PK-12); Elementary (K-6) - Level I	9-12	Special Education - Math, ELA	1560	100	0

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56	DiMauro, Samantha	Yes	English (7-12) - Level I Reading Specialist (PK-12) - Level I	6-8	ELA	1560	100	0
57	DiNardo Shaffert, Melissa J.	Yes	Communications (7-12); English (7-12) - Level II	9-12	ELA	1560	100	0
58	Dischinger, Wendy M.	Yes	Elementary K-6, English 7-12	9-12	ELA	1560	100	0
59	Dunning, Cody J.	Yes	Earth and Space Science 7-12, General Science 7-12	9-12	Science	1560	100	0
60	Ehrman, Audrey L.	Yes	Elementary & Secondary School Counselor (PK-12) - Level I	6-8	School Counselor	1560	100	0
61	Eichelberger, Milvana	Yes	Elementary (K-6); Reading Specialist (PK-12) - Level II	K-5	Reading Specialist	1560	100	0
62	Eppinger, Karen L.	Yes	English (7-12) - Level II, Principal PK-12 Elementary (K-6); Mentally and/or Physically Handicapped (K-12) - Level II	K-5	Asst Dir of Special Ed	2000	100	0
63	Fairman, Chelsea	Yes	Art (PK-12) - Level I	K-8	Art	1560	100	0
64	Finnegan, Jessica A.	Yes	School Nurse (PK-12) - Level I RN license from the PA Department of State Bureau of Professional and Occupational Affairs	K-12	School Nurse	1560	100	0
65	Flaherty, Stephanie L.	Yes	Elementary (K-6) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
66	Flannery, Alyssa A.	Yes	Elementary K-6, Mid Level English 6-9, Library Science PK-12	K-5	Math, ELA, Science, Social Studies	1560	100	0
67	Ford, Whitney E.	Yes	Elementary (K-6); Special Education (PK-12) - Level II	6-8	Special Education - Math, ELA	1560	100	0
68	Fratzola, Amanda	Yes	Elementary (K-6) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
69	Frederickson, Melissa L.	Yes	Art (K-12) - Level I	K-12	Art	1560	100	0
70	Freeland, Lauren D.	Yes	General Science 7-12, Environmental Science PK-12, Biology 7-12, Principal PK-12	9-12	Science	1560	100	0
71	Fritzges, Jessica A.	Yes	Elementary (K-6); Mid-Level Science (6-9); Earth and Space Science (7-12); Physics (7-12) - Level II	9-12	Science	1560	100	0
72	Gamoneda, Denise E.	Yes	Elementary (K-6); Special Education (PK-12) - Level II	K-5	Math, ELA, Science, Social Studies	1560	100	0
73	Garner, Krista D.	Yes	Elementary K-6, Mid Level Math 6-9, Special Education PK-12	6-8	Special Education - Math, ELA	1560	100	0
74	Gaughan, Amanda	Yes	Elementary (PK-4) - Level I	K-4	Math, ELA, Science, Social Studies	1560	100	0
75	Gentzyel, Kaetha L.	Yes	Elementary PK-4 , Special Education PK-8	6-8	Special Education - Math, ELA	1560	100	0
76	Gibb, Heather C.	Yes	Elementary K-6, Mid Level Math 6-9	K-5	Math, ELA, Science, Social Studies	1560	100	0
77	Gilga, Amy E.	Yes	Mid Level Math 6-9, Special Education PK-12	6-8	Special Education - Math, ELA	1560	100	0
78	Giovannangelo, Rachael	Yes	Elementary (K-6); Special Education (PK-12) - Level II	9-12	Special Education - Math, ELA	1560	100	0

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79	Glasser, Sheryl A.	Yes	Special Education (PK-8); Elementary (PK-4, 4-8); Math (7-8); English Language Arts and Reading (7-8) - Level I	K-12	Special Education Lead	1560	100	0
80	Gornic, Amanda E.	Yes	Elementary (K-6); English (7-12); Mid-Level Math (6-9); Reading Specialist (PK-12) - Level II	9-12	Reading Specialist	1560	100	0
81	Graver, Rachel B	Yes	Elementary (K-6); Mid-Level Math (6-9) - Level II	K-12	Director of MTSS	2000	100	0
82	Graw, Ryan	Yes	Social Studies 7-12	9-12	Social Studies	1560	100	0
83	Graw, Sarah L.	Yes	English (7-12); Special Education (7-12) - Level I	9-12	Special Education - Math, ELA	1560	100	0
84	Gribbin, Andrew	Yes	Principal (PK-12) - Level I Elementary (K-6); Mid-Level Science (6-9) - Level II	6-8	Science	2000	100	0
85	Hartos, Leslie A.	Yes	School Psychologist PK-12	K-12	School Psychologist	1560	100	0
86	Hawke, Casey L.	Yes	Math (7-12) - Level I	9-12	Mathematics	1560	100	0
87	Heinrich, John R.	Yes	Social Studies 7-12	7-8	Social Studies	1560	100	0
88	Hembree, Toni M.	Yes	Social Studies (7-12) - Level I	9-12	Social Studies	1560	100	0
89	Hinshaw, Michael V.	Yes	Principal (PK-12) - Valid for 5 years of service	9-12	High School Assistant Principal	2000	100	0
90	Hitz, Cynthia E.	Yes	Early Childhood (PK-3); Elementary (K-6) - Level II	K-5	Math, ELA, Science, Social Studies	1560	100	0
91	Horn, Connie F.	Yes	Math (7-12) - Level I	7-8	Mathematics	1560	100	0
92	Howell, Marcella M.	Yes	Math 7-12	9-12	Mathematics	1560	100	0
93	Hoy, Shelby J.	Yes	Special Education PK-8, Elementary PK-4	6-8	Special Education - Math, ELA	1560	100	0
94	Hughes, Tyler D.	Yes	Math 7-12, Principal PK-12	7-8	Mathematics	1560	100	0
95	Hull Jr., James G.	Yes	School Psychologist (PK-12) - Level II	K-12	School Psychologist	1560	100	0
96	Jaskewicz, Susan M.	Yes	Elementary & Secondary School Counselor (PK-12) - Level I	9-12	School Counselor	1560	100	0
97	Jenkins, Kelli M.	Yes	Math (7-12) - Level I	9-12	Mathematics	1560	100	0
98	Johnson, Jessica M.	Yes	Elementary & Secondary School Counselor (PK-12) - Level I	6-8	School Counselor	1560	100	0
99	Johnson, Katie	Yes	English 7-12, Mid Level Citizenship 6-9	9-12	ELA	1560	100	0
100	Juka, Jill A.	Yes	Math (7-12) - Level I	9-12	Mathematics	1560	100	0
101	Kasales, Camilla J.	Yes	Principal (K-12) - Level I ESL (PK-12) - Level II Math (7-12) - Level II	9-12	Mathematics	1560	100	0
102	Keim, Amber L.	Yes	Biology (7-12); Math (7-12) - Level II	9-12	Mathematics	1560	100	0
103	Keith, Caitlin E.	Yes	General Science (7-12); Social Studies (7-12) - Level I  Elementary (4-8); All Subjects (4-6); Math (7-8); Social Studies (7-8) - Level I	9-12	Social Studies	1560	100	0
104	Kelly, Colleen A.	Yes	Math (7-12) - Level II	9-12	Mathematics	1560	100	0
105	Kennedy, Christine	Yes	Business-Computer-Info Tech (K-12); English (7-12); Marketing Distributive (K-12) - Level II	K-5	Educational Technology	1560	100	0
106	Kessel, Erin O.	Yes	Elementary (K-6) - Level II	K-5	Math, ELA, Science, Social Studies	1560	100	0



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107	Kioalicas, Krista M.	Yes	Elementary K-6, Special Education PK-12, English 7-12	9-12	Special Education - Math, ELA	1560	100	0
108	Klinger, Francesca L.	Yes	Special Education (PK-8); Elementary (PK-4) - Level I	K-5	Special Education - Math, ELA	1560	100	0
109	Knorr, Sheree-Lee S.	Yes	Principal (K-12); Superintendent (PK-12); Supervisor Special Education (PK-12) - Level II Elementary Principal (K-6) - Level I Elementary (K-6); Mentally and/or Physically Handicapped (K-12) - Level II	9-12	Special Education - Math, ELA	1560	100	0
110	Kominsky, Alyssa M.	Yes	English (7-12) - Level I	9-12	ELA	1560	100	0
111	Koschoff, Katelyn	Yes	Elementary (PK-4); Special Education (PK-8) - Level I	K-5	Special Education - Math, ELA	1560	100	0
112	Kraft, Samantha L.	Yes	Elementary (K-6) - Level II	K-5	Math, ELA, Science, Social Studies	1560	100	0
113	Kretchman, April	Yes	Mid Level Math 6-9, Mid Level Science 6-9, Mid Level English 6-9, Math 7-12, Principal PK-12	9-12	Mathematics	1560	100	0
114	Krzyzkowski, Tiffany	Yes	Health & Physical Education (PK-12) - Level I	K-5	Health & PE	1560	100	0
115	Lamison, Corynne L.	Yes	ESL (PK-12) - Level II Art (PK-12); Family-Consumer Science (PK-12) - Level II	K-12	ELL	1560	100	0
116	Lane, Stephanie	Yes	Elementary (K-6) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
117	Lavelle, Rachel M.	Yes	Secondary School Counselor (7-12) - Level I	9-12	School Counselor	1560	100	0
118	Lavin, Angela C.	Yes	Elementary (K-6); Mid-Level Math (6-9) - Level II	K-5	Math, ELA, Science, Social Studies	1560	100	0
119	LeCause, Nicole L.	Yes	Mentally and/or Physically Handicapped (K-12) - Level I	9-12	Special Education - Math, ELA	1560	100	0
120	Lee, Heather	Yes	English (7-12) - Level I  Social Studies (7-12); Spanish (PK-12) - Level I  Library Science (PK-12) - Level I	9-12	Spanish	1560	100	0
121	Leibig, Danielle M.	Yes	Elementary (K-6) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
122	Leibowitz, Benjamin P.	Yes	Elementary PK-4, English 7-12	9-12	ELA	1560	100	0
123	Lingle, Kayla B.	Yes	Social Worker License	K-12	School Social Worker	1560	100	0
124	Lisica, Rachael B.	Yes	Elementary & Secondary School Counselor (PK-12) - Level I	6-8	School Counselor	1560	100	0
125	Long, Sarah R.	Yes	Elementary K-6, Special Education PK-12	K-5	Special Education - Math, ELA	1560	100	0
126	Longstreet, Brittany L.	Yes	Math 7-12	9-12	Mathematics	1560	100	0
127	Lowery, Jenine J.	Yes	Principal (PK-12) - Level I English (7-12) - Level I Elementary School Counselor (K-6); Secondary School Counselor (7-12) - Level II	K-5	School Counselor	1560	100	0

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128	Malis, Sarah M.	Yes	Health & Physical Education (PK-12) - Level I Special Education (PK-12) - Level I Agriculture (PK-12) - Level I	9-12	Special Education - Math, ELA	1560	100	0
129	Mangiacarne, Katie L.	Yes	Elementary (K-6); Reading Specialist (PK-12) - Level II	K-5	Reading Specialist	1560	100	0
130	Marteney, Tina A.	Yes	English (7-12) - Level I	9-12	ELA	1560	100	0
131	Martin, Jessica M.	Yes	English (7-12) - Level I	9-12	ELA	1560	100	0
132	McConnell, Kelley J.	Yes	English (7-12); General Science (7-12); Mid-Level Science (6-9) - Level II	9-12	Dir of Data/ Student ASMT	2000	100	0
133	McCray, June E.	Yes	Elementary (K-6); Special Education (PK-12) - Level II	K-12	504 Coordinator	1560	100	0
134	McCurdy, Gregory C.	Yes	Elementary (K-6); Mentally and/or Physically Handicapped (K-12) - Level II Reading Specialist (PK-12) - Level II Supervisor Special Education (PK-12) - Level II	K-12	Special Education Director	2000	100	0
135	McDonald, Bridget M.	Yes	Social Worker License	K-12	School Social Worker	1560	100	0
136	McGahee, Karen	Yes	General Science (7-12) - Level I	9-12	Science	1560	100	0
137	McGee, Joseph A.	Yes	Social Studies (7-12) - Level I	9-12	Social Studies	1560	100	0
138	McMurray, John	Yes	Biology (7-12) - Level II	K-12	STEM Education Coordinator	2000	100	0
139	Melton, Chloe A.	Yes	Elementary (PK-4) - Level I	K-4	Math, ELA, Science, Social Studies	1560	100	0
140	Mentzer, Elece M.	Yes	Elementary K-6	K-5	Math, ELA, Science, Social Studies	1560	100	0
141	Miedel, Jamie L.	Yes	Elementary (K-6) - Level II	K-5	Elementary Lead Teacher	2000	100	0
142	Miller, Kayla M.	Yes	Elementary (PK-4); Special Education (PK-8) - Level I	6-8	Special Education - Math, ELA	1560	100	0
143	Minnick, Sarah A.	Yes	Social Studies (7-12) - Level I	9-12	Social Studies	1560	100	0
144	Morrison, Lindsay M.	Yes	English 7-12	9-12	ELA	1560	100	0
145	Mort, Ashley L.	Yes	Elementary K-6, Special Education PK-12	K-5	Special Education - Math, ELA	1560	100	0
146	Moyer, Travis A.	Yes	Math (7-12) - Level I	9-12	Mathematics	1560	100	0
147	Murray, Jennifer N.	Yes	Elementary (K-6); Special Education (PK-12) - Level I	9-12	Special Education - Math, ELA	1560	100	0
148	Naulty, Nicole M.	Yes	Social Studies (7-12) - Level I	7-8	Social Studies	1560	100	0
150	Neary, Kaitlyn	Yes	Elementary (4-8); Social Studies (7-8) - Level I  Special Education (PK-8) - Level I	6-8	Social Studies	1560	100	0
151	Neill, Sarah L.	Yes	Math 7-12	7-8	Mathematics	1560	100	0
152	Nelson, Caitlin J.	Yes	Elementary K-6	K-5	Math, ELA, Science, Social Studies	1560	100	0
153	Newcomer, Ashley	Yes	Emergency Certification: completing program to obtain certification - expected completion date June 2020, private school certification	9-12	Special Education - Math, ELA	1560	100	0
154	Newell, Maura C.	Yes	Special Education (PK-12); Elementary (K-6) - Level I	6-8	Special Education - Math, ELA	1560	100	0

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155	Nottingham, Margret	Yes	Elementary (K-6); English (7-12); Special Education (PK-12) - Level II	9-12	Special Education - Math, ELA	1560	100	0
156	ONeal, Heather	Yes	Art (PK-12); Mid-Level Math (6-9); Elementary (K-6) - Level II	6-8	Mathematics	1560	100	0
157	Oprean, Alaina C.	Yes	Elementary (PK-4) - Level I Special Education (PK-8) - Level I Elementary (5-6) - Level I	6	Social Studies	1560	100	0
158	Palm, Kimberly A.	Yes	English (7-12) - Level II	9-12	ELA	1560	100	0
159	Parker, Rachel R.	Yes	Secondary School Counselor (7-12) - Level II	K-12	Director of Counseling Services	2000	100	0
160	Pearson, Maria Elena	Yes	Elementary (K-6) - Level II	K-5	Math, ELA, Science, Social Studies	1560	100	0
161	Pearson, Michael P.	Yes	Elementary K-6	K-5	Math, ELA, Science, Social Studies	1560	100	0
162	Pepper, Dawn C.	Yes	Health & Physical Education (PK-12)	K-12	Health & PE	1560	100	0
163	Perez, Sheila E.	Yes	Early Childhood (PK-3); Special Education (PK-12) - Level II	K-12	Asst Dir of Special Ed	2000	100	0
164	Perri, Emily S.	Yes	Elementary (K-6) - Level II	K-5	Math	1560	100	0
165	Petrasic, Megan E.	Yes	Special Education (PK-8); Elementary (PK-4) - Level I	6-8	Special Education - Math, ELA	1560	100	0
166	Petta, Stephanie A.	Yes	English (7-12) - Level I	9-12	ELA	1560	100	0
167	Piaskowski, Jenna L.	Yes	Citizenship (7-12); Mid-Level Math (7-9); Social Studies (7-12); Mid-Level Science (7-9); Mid-Level English (7-9) - Level I	9-12	Social Studies	1560	100	0
168	Piekara, Kimberly	Yes	Elementary (K-6); Special Education (PK-12) - Level II Business-Computer-Info Tech (PK-12) - Level II	K-5	Math, ELA, Science, Social Studies	1560	100	0
169	Pierce, James M.	Yes	Elementary (K-6) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
170	Pizzani, Jennifer L.	Yes	Elementary (K-6) - Level II	K-5	ELA	1560	100	0
171	Poor, Cassandra	Yes	Elementary (K-6); Early Childhood (PK-3) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
172	Popovski, Laura M.	Yes	Secondary School Counselor (7-12); Elementary School Counselor (K-6) - Level II	9-12	School Counselor	1560	100	0
173	Pronio, Mary F.	Yes	Elementary (K-6); Mentally and/or Physically Handicapped (K-12) - Level II	3-12	Gifted	1560	100	0
174	Pulizzi, Christine	Yes	Elementary (K-6); Mid-Level English (6-9); Mid-Level Citizenship (6-9) - Level II	6-8	Social Studies	1560	100	0
175	Purnell, Christina K.	Yes	Elementary (K-6) - Level I	K-5	ELA	1560	100	0
176	Rafferty, Elizabeth A.	Yes	Elementary (K-6) - Level II	6	Social Studies	1560	100	0
177	Rankin, Racquel	Yes	Elementary & Secondary School Counselor (PK-12) - Level I	9-12	School Counselor	1560	100	0
178	Ream, Noah C.	Yes	Elementary 4-8,Elementary PK-4, All Subjects 4-6, Social Studies 7-8,	K-5	Math, ELA, Science, Social Studies	1560	100	0
179	Reider, Steve	Yes	Social Studies (7-12) - Level I	9-12	Social Studies	1560	100	0
180	Remaley, Catherine J.	Yes	Special Education (PK-8); Elementary (PK-4) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
182	Rieger, Jennifer M.	Yes	Early Childhood (PK-3); Elementary (K-6); Mid-Level Math (6-9)	K-5	Math, ELA, Science, Social Studies	1560	100	0

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 Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
183	Rigby, Paige L.	Yes	Special Education (PK-8); Elementary (PK-4)	K-5	Math, ELA, Science, Social Studies	1560	100	0
184	Ritchie, LeeAnn B.	Yes	Principal (PK-12); Supervisory Curriculum and Instruction (PK-12) - Level II English (7-12) - Level II	K-12	Lead Principal	2000	100	0
185	Roman, Stacey L.	Yes	School Counselor (PK-12) - Level I	9-12	School Counselor	1560	100	0
186	Romanchick Jr., Thomas J.	Yes	Elementary (4-8); Math (7-8) - Level I	6-8	Mathematics	1560	100	0
187	Rourke, Monica R.	Yes	Early Childhood (PK-3); Special Education (PK-12) - Level I	9-12	Special Education - Math, ELA	1560	100	0
188	Rubino, Tiffany M.	Yes	English 7-12, Communications (7-12)	6-8	ELA	1560	100	0
189	Russell Isaula, Sarah M.	Yes	Special Education (PK-12) - Level I	9-12	Special Education - Math, ELA	1560	100	0
200	Rychtarsky, Pamela L.	Yes	Math (7-12); Library Science (PK-12); Physics (7-12) - Level II	9-12	Mathematics	1560	100	0
201	Sargent, Lydia R.	Yes	Elementary (PK-4, 5-6)	K-6	Math, ELA, Science, Social Studies	1560	100	0
202	Sayers, Jennifer L.	Yes	English (7-12) - Level I	9-12	ELA	1560	100	0
203	Schaeffer, Deborah J.	Yes	Elementary (K-6); Mentally and/or Physically Handicapped (K-12) - Level II	K-5	Special Education - Math, ELA	1560	100	0
204	Schlosbon, Sarah M.	Yes	Elementary (4-8); English Language Arts and Reading (7-8) - Level I	6-8	ELA	1560	100	0
205	Schuster, Andrea A.	Yes	Elementary (K-6) - Level I	6	Mathematics	1560	100	0
206	Schwarz, Julie J.	Yes	Elementary (4-8); Science (7-8); English Language Arts and Reading (7-8) - Level I	4-5	Math, ELA, Science, Social Studies	1560	100	0
207	Seamon, Stacy E.	Yes	General Science (7-12)	6-8	Science	1560	100	0
208	Selby, Natalie J.	Yes	Elementary & Secondary School Counselor (PK-12)	K-12	School Counselor	1560	100	0
209	Shaffer, Kari R.	Yes	Early Childhood (PK-3); Elementary (K-6) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
210	Sheets, Jamie	Yes	Elementary & Secondary School Counselor (PK-12); English 7-12, Social Studies 7-12	9-12	School Counselor	1560	100	0
211	Shields, Rebecca A.	Yes	Health & Physical Education (PK-12) - Level I Elementary & Secondary School Counselor (PK-12) - Level I	6-8	Health & PE	1560	100	0
212	Shumbres, Steven A.	Yes	Social Studies 7-12	9-12	Social Studies	1560	100	0
213	Sibbett, Rebecca A.	Yes	Elementary (K-6); Special Education (PK-12)	K-5	Special Education - Math, ELA	1560	100	0
214	Sifford, Justin D.	Yes	English (7-12) - Level I	9-12	ELA	1560	100	0
215	Simko, Kelly M.	Yes	Business-Computer-Info Tech (PK-12) - Level II	9-12	Educational Technology	1560	100	0
216	Slother, Tania A.	Yes	Elementary (K-6, PK-4); Special Education (PK-8) - Level II	6-8	Special Education - Math, ELA	1560	100	0
217	Smith, Andrea M.	Yes	Math 7-12	9-12	Mathematics	1560	100	0
218	Smith, Brenda J.	Yes	Math (7-12) - Level I English (7-12); Business-Computer-Info Tech (PK-12) - Level I	9-12	Educational Technology	1560	100	0
219	Smith, Cody J.	Yes	Social Studies (7-12) - Level I	6-8	Middle School Lead	1560	100	0

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 Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assigmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
220	Smith, Grace	Yes	English (7-12) - Level II	N/A	Professional Development Coordinator	1560	100	0
221	Smith, Jordann L.	Yes	Business-Computer-Info Tech (PK-12) , Principal (PK-12)	N/A	Dir to Career Pathways	2000	100	0
222	Smith, Kelly A.	Yes	General Science (7-12); Biology (7-12) - Level I	6-8	Science	1560	100	0
223	Snead, Toshia K.	Yes	Elementary (K-6); Early Childhood (PK-3); Special Education (PK-12) - Level I	6-12	Transition Coordinator	1560	100	0
224	Snover, Eileen	Yes	ESL (PK-12) - Level II English (7-12) - Level II	K-12	ELL	1560	100	0
225	Spindler, Amber L.	Yes	Elementary (K-6); Reading Specialist (K-12); Special Education (K-12) - Level I	6-8	Special Education - Math, ELA	1560	100	0
226	Stanalonis, Melissa S.	Yes	Biology (7-12); General Science (7-12) - Level II	9-12	Science	1560	100	0
227	Starr, Julia	Yes	Biology (7-12); Special Education (PK-12); Mid-Level Science (6-9) - Level II	6-8	Science	1560	100	0
228	Steirer, Jessica	Yes	Elementary (K-6)	K-5	Math, ELA, Science, Social Studies	1560	100	0
229	Stephano, MaryGrace	Yes	Elementary (K-6) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
230	Stewart, Diane E.	Yes	Health & Physical Education (PK-12) - Level I  Math (7-12) - Level I	6-8	Mathematics	1560	100	0
231	Stoll, Courtney A.	Yes	English (7-12); Social Studies (7-12); Library Science (PK-12) - Level II	9-12	ELA	1560	100	0
232	Stone, Leah M.	Yes	Family-Consumer Science (PK-12); Math (7-12)			1560	100	0
233	Stroup, Lauren	Yes	Special Education (PK-8); Elementary (PK-4) - Level I	K-5	Special Education - Math, ELA	1560	100	0
235	Sweeney, Sarah E.	Yes	Spanish (PK-12)	K-12	Spanish	1560	100	0
236	Sweigart, Raelee L.	Yes	Math (7-12) - Level I	9-12	Mathematics	1560	100	0
237	Swidorski, Sara L.	Yes	Chemistry (7-12) - Level I	9-12	Chemistry	1560	100	0
238	Swope, Alicia D.	Yes	Principal (K-12) - Level I Elementary (K-6); Mid-Level Math (6-9) - Level II	9-12	High School Assistant Principal	2000	100	0
239	Swope, Ashley M.	Yes	School Nurse (PK-12) - Level I RN license from the PA Department of State Bureau of Professional and Occupational Affairs	K-12	School Nurse	1560	100	0
240	Talipan, Toni M.	Yes	Elementary (K-6); Early Childhood (PK-3) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
241	Taylor, Maria C.	Yes	Math 7-12	9-12	Mathematics	1560	100	0
242	Templeton, Bridget M.	Yes	Special Education (PK-12); Reading Specialist (PK-12)	9-12	Special Education - Math, ELA	1560	100	0
243	Thiel, Kathleen M.	Yes	Reading Specialist (PK-12); Social Studies (7-12); English (7-12) - Level II	6-8	ELA, Social Studies	1560	100	0
244	Thomas, Meaghan	Yes	English (7-12) - Level I	6-8	ELA	1560	100	0
245	Thompson, Angela C.	Yes	Business-Computer-Info Tech (PK-12), Principal (PK-12)	K-12	Educational Technology	1560	100	0
246	Thompson, Kimberly R.	Yes	Elementary (K-6); Mentally and/or Physically Handicapped (K-12); Reading Specialist (PK-12) - Level II	K-5	Reading Specialist	1560	100	0
247	Tinna, Kellie M.	Yes	Biology 7-12	9-12	Science	1560	100	0
248	Titus, Christine M.	Yes	English 7-12	9-12	ELA	1560	100	0

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 Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assigmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
249	Tomassone, David A.	Yes	Elementary (4-8); Math (7-8) - Level I	6-8	Mathematics	1560	100	0
250	Turner, Amy L.	Yes	Speech & Language Impaired (PK-12)	K-12	Speech & Language Pathologist	1560	100	0
251	Uniacke, Brian C.	Yes	Social Studies (7-12) - Level I	9-12	Social Studies	1560	100	0
252	Unrath, Kellee A.	Yes	General Science (7-12); Biology (7-12)	9-12	Science	1560	100	0
253	Vargas, Beth A.	Yes	Elementary (K-6) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
254	Verdes, Colette K.	Yes	Reading Specialist (PK-12)	K-12	Family Mentor	1560	100	0
255	Vernouski, Jessica A.	Yes	Elementary (K-6); Special Education (K-12); English (7-12) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
256	Vitorio, Lauren M.	Yes	Elementary (PK-4); Special Education (PK-8) - Level I	K-5	Math, ELA, Science, Social Studies	1560	100	0
257	Wagner, Nancy E.	Yes	Principal (PK-12) - Level I Elementary (K-6); Mid-Level Science (7-9); Mid-Level Math (7-9) - Level II	K-12	Dir of Family Srvcs	2000	100	0
258	Wallace, Denise B.	Yes	English 7-12	9-12	ELA	1560	100	0
259	Waterhouse, Rachel	Yes	English 7-12	9-12	ELA	1560	100	0
260	Weirich, Stephanie E.	Yes	Principal (PK-12) - Level I Elementary (K-6); Mid-Level Math (6-9); Mid-Level Science (6-9); Mid-Level English (6-9) - Level II	6-8	Mathematics, Science	1560	100	0
261	Wentzel, Nicole M.	Yes	Special Education (PK-12); Mid-Level Math (6-9) - Level II	6-8	Special Education - Math, ELA	1560	100	0
262	White, Sandra A.	Yes	Mentally and/or Physically Handicapped (K-12); Elementary (K-6) - Level II Mid-Level Math (6-9) -Level II	K-12	Relative Service Coordinator	1560	100	0
263	Wiedman, Erik A.	Yes	Elementary School Counselor (K-6); Secondary School Counselor (7-12) - Level I	9-12	School Counselor	2000	100	0
264	Williams, Andrew S.	Yes	Music (PK-12)	K-12	Music	1560	100	0
266	Williams, Brittni L.	Yes	Early Childhood (PK-3); Special Education (PK-12)	K-5	Special Education - Math, ELA	1560	100	0
267	Wissinger, Cassie L.	Yes	Elementary (K-6); English (7-12); Mid-Level Math (6-9) - Level II	K-5	Math, ELA, Science, Social Studies	1560	100	0
268	Yahner, Jaissa L.	Yes	Elementary (K-6) - Level II Special Education (PK-8) - Level II	K-5	Special Education - Math, ELA	1560	100	0
269	Ziegler, Gregory L.	Yes	Social Studies (7-12) - Level I	6-8	Social Studies	1560	100	0
270	Zimmer, Ashley N.	Yes	Elementary (K-6) - Level II	K-5	Math, ELA, Science, Social Studies	1560	100	0
271	Zisa, Stephanie M.	Yes	English (7-12); Social Studies (7-12)	6-8	Social Studies	1560	100	0

Total Number of Administrators (do not include CEO): 14 -Elementary (3), Secondary (5), Special Education (3), Lead Principal (1), Career Pathways (1), Family Services/MTSS (1) Counseling (1)

Total Number of Teachers: 203 EL Specilist (3);Counselors(14) ; School Nurses (2); School Psychologist (2); Speech Therapist (1) Others:31

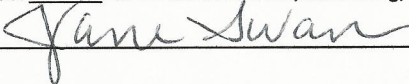
Total Number of Professional Staff : 270 Professional Staff: 268



**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2020**

Name of School Reach Cyber Charter School

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

CEO Signature 

**REVENUES**

<b>6000</b>		<b>REVENUE FROM LOCAL SOURCES</b>	
<b>6500</b>		<b>EARNINGS ON INVESTMENTS</b>	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	216,000.00
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
<b>6600</b>		<b>FOOD SERVICE REVENUE</b>	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
<b>6700</b>		<b>REVENUES FROM STUDENT ACTIVITIES</b>	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	17,675.00
	6790	Other Student Activity Income	
<b>6800</b>		<b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	
<b>6900</b>		<b>OTHER REVENUE FROM LOCAL SOURCES</b>	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	55,901,765.48
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
<b>7000</b>		<b>REVENUE FROM STATE SOURCES</b>	
<b>7100</b>		<b>BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES</b>	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
<b>7200</b>		<b>REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS</b>	



	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	1,776.52
	7990	Other Technology Grants	
<b>8000</b>		<b>REVENUE FROM FEDERAL SOURCES</b>	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	1,711,327.90
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	

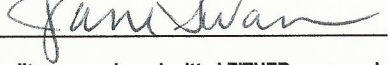


	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
<b>9000</b>		<b>OTHER FINANCING SOURCES</b>	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	
	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
<b>TOTAL REVENUES</b>			57,848,544.90

**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2020**

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	34,452,951.86
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	5,093,515.41
1300	VOCATIONAL EDUCATION	
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	5,303,921.36
	2110 Supervision of Pupil Personnel Services	
	2120 Guidance Services	
	2130 Attendance Services	
	2140 Psychological Services	
	2150 Speech Pathology and Audiology Services	
	2160 Social Work Services	
	2170 Student Accounting Services	
	2190 Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	566,449.44
	2210 Supervision of Educational Media Services	
	2220 Technology Support Services	
	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	
	2280 Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	4,795,474.91
	2310 Board Services	
	2320 Board Treasurer Services	
	2340 Staff Relations and Negotiations Services	
	2350 Legal Services	
	2360 Office of the Superintendent (Executive Director) Services	
	2370 Community Relations Services	
	2380 Office of the Principal Services	
	2390 Other Administration Services	
2400	SUPPORT SERVICES - PUPIL HEALTH	150,673.28
2500	SUPPORT SERVICES - BUSINESS	769,538.63
	2510 Fiscal Services	
	2520 Purchasing Services	
	2530 Warehousing and Distributing Services	
	2540 Printing, Publishing and Duplicating Services	
	2590 Other Support Services - Business	
2600	OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610 Supervision of Operation and Maintenance of Plant Services	
	2620 Operation of Buildings Services	
	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		<b>SUPPORT SERVICES - CENTRAL</b>	
	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		<b>OTHER SUPPORT SERVICES - CENTRAL</b>	
	2990	Pass-Thru Funds	
3000		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	
3100		<b>FOOD SERVICES</b>	
3200		<b>STUDENT ACTIVITIES</b>	223,458.01
	3210	School Sponsored Student Activities	
	3250	School Sponsored Athletics	
3300		<b>COMMUNITY SERVICES</b>	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		<b>SCHOLARSHIPS AND AWARDS</b>	
4000		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	417,940.50
4100		<b>SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL</b>	
4200		<b>EXISTING SITE IMPROVEMENT SERVICES</b>	
4300		<b>ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL</b>	
4400		<b>ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS</b>	
4500		<b>BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL</b>	
4600		<b>EXISTING BUILDING IMPROVEMENT SERVICES</b>	
5000		<b>OTHER EXPENDITURES AND FINANCING USES</b>	
5100		<b>DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES</b>	
5200		<b>FUND TRANSFERS</b>	
5300		<b>TRANSFERS INVOLVING COMPONENT UNITS</b>	
5400		<b>INTRAFUND TRANSFERS OUT</b>	
5800		<b>SUSPENSE ACCOUNT</b>	
5900		<b>BUDGETARY RESERVE</b>	
		<b>TOTAL EXPENDITURES</b>	51,773,923.41

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND  
BALANCE AS OF JUNE 30, 2019**

6,074,621.49

**Reach Cyber Charter School**  
**Financial Statements**  
**And**  
**Independent Auditor's Report**  
**Year Ended June 30, 2019**

**Reach Cyber Charter School**  
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**Year Ended June 30, 2019**

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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, 2019, 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 major fund of Reach Cyber Charter School as of June 30, 2019, 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*

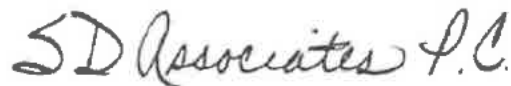
Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the 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 Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Reach Cyber Charter School's basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

## Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated March 4, 2020, 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 4, 2020

# Reach Cyber Charter School Management's Discussion and Analysis June 30, 2019

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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, 2019. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

## **Financial Highlights**

- Total revenues increased by approximately \$16,360,000 due primarily to increased enrollment.
- At the close of the current fiscal year, the School reports an ending fund balance of \$9,575,411. This balance was the result of a \$4,494,222 surplus for the year ended June 30, 2019.
- The School's cash balance at June 30, 2019 was \$11,622,324 representing an increase of \$567,766 from June 30, 2018.

## **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 four components: Management's Discussion and Analysis (this section), the basic financial statements, supplementary information, and single audit requirements.

### ***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.



# Reach Cyber Charter School Management's Discussion and Analysis June 30, 2019

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## Overview of the Financial Statements (Continued)

### *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.

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. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

### **Government-Wide Financial Analysis**

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods.

	<u>2019</u>	<u>2018</u>
<b>Assets</b>		
Current assets	\$ 16,505,435	\$ 12,810,129
Noncurrent assets	165,931	204,240
	<u>16,671,366</u>	<u>13,014,369</u>
 <b>Current Liabilities</b>	 <u>6,938,941</u>	 <u>7,737,857</u>
 <b>Net Position</b>	 <u>\$ 9,732,425</u>	 <u>\$ 5,276,512</u>

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 \$9,732,425 as of June 30, 2019.

**Reach Cyber Charter School  
Management's Discussion and Analysis  
June 30, 2019**

**Government-Wide Financial Analysis (Continued)**

The School's revenues are predominately local school district's funds based on the student enrollment. For the year ended June 30, 2019, the School's total revenues of \$43,157,274 exceeded expenditures of \$38,701,361 by \$4,455,913.

	<u>2019</u>	<u>2018</u>
<b>Revenues</b>		
Program revenues		
Local educational agency assistance	\$ 41,618,219	\$ 25,956,836
Federal sources	1,399,315	838,015
State sources	81,089	-
General revenues		
Other	<u>58,651</u>	<u>2,530</u>
Total revenues	<u>43,157,274</u>	<u>26,797,381</u>
<b>Expenditures</b>		
Instruction	28,522,547	17,361,619
Support services	10,048,774	6,272,152
Noninstructional services	82,042	-
Depreciation	<u>47,998</u>	<u>42,183</u>
Total expenditures	<u>38,701,361</u>	<u>23,675,954</u>
Change in net position	4,455,913	3,121,427
Net position, beginning	<u>5,276,512</u>	<u>2,155,085</u>
Net position, ending	<u>\$ 9,732,425</u>	<u>\$ 5,276,512</u>

**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 \$9,575,411.

**Budget Variations**

Actual revenues were \$6,945,216 higher than the budget due to increases as follows:

**Reach Cyber Charter School  
Management's Discussion and Analysis  
June 30, 2019**

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**Budget Variations (Continued)**

Local educational agency assistance	\$ 6,648,661
Federal sources	229,315
State sources	81,089
Other revenues	(13,849)
	<u>\$ 6,945,216</u>

Actual expenditures were \$4,320,370 higher than the budget due to increases (decreases) as follows:

Instruction	\$ 4,092,622
Support services	645,899
Noninstructional services	(121,458)
Capital outlay	(296,693)
	<u>\$ 4,320,370</u>

**Capital Asset and Debt Administration**

***Capital Assets***

As of June 30, 2019, the School's investment in capital assets for its governmental activities totaled \$157,014 (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 \$9,689 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 \$8,915,000 for fiscal year 2019-2020 due to increased enrollment.

**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, 2019**

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**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, 2019**

	Governmental Activities
<b>Assets</b>	
Cash and cash equivalents	\$ 11,622,324
Receivable from school districts, net of allowance	4,161,200
Federal subsidies receivable	658,556
State subsidies receivable	46,593
Prepaid expenses	16,762
Property and equipment, net	157,014
Security deposit	8,917
Total assets	16,671,366
<b>Liabilities</b>	
Accounts payable and accrued expenses	1,137,256
Accrued salaries and benefits	2,598,041
Compensated absences	41,391
Due to Connections Education, LLC	2,418,834
Due to school districts	743,419
Total liabilities	6,938,941
<b>Net Position</b>	
Invested in capital assets, net	157,014
Unrestricted	9,575,411
Total net position	\$ 9,732,425

See accompanying notes to financial statements.

**Reach Cyber Charter School  
Statement of Activities  
Year Ended June 30, 2019**

<u>Functions</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net (Expense) Revenue and Changes in Net Position</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Governmental Activities</u>
<b>Governmental Activities</b>				
Instruction	\$ 28,522,547	\$ 30,775,653	\$ 1,399,315	3,652,421
Support services	10,048,774	10,842,566	81,089	874,881
Noninstructional services	82,042	8,305	-	(73,737)
Depreciation expense	47,998	-	-	(47,998)
Total governmental activities	<u>\$ 38,701,361</u>	<u>\$ 41,626,524</u>	<u>\$ 1,480,404</u>	4,405,567
<b>General Revenues</b>				
Other revenues				<u>50,346</u>
<b>Change in net position</b>				4,455,913
<b>Net Position - Beginning of Year</b>				<u>5,276,512</u>
<b>Net Position - End of Year</b>				<u>\$ 9,732,425</u>

See accompanying notes to financial statements.

**Reach Cyber Charter School  
Balance Sheet-Governmental Fund  
June 30, 2019**

	General Fund
<b>Assets</b>	
Cash and cash equivalents	\$ 11,622,324
Receivable from school districts, net of allowance	4,161,200
Federal subsidies receivable	658,556
State subsidies receivable	46,593
Prepaid expenses	16,762
Security deposit	8,917
Total assets	\$ 16,514,352
<b>Liabilities</b>	
Accounts payable and accrued expenses	\$ 1,137,256
Accrued salaries and benefits	2,598,041
Compensated absences	41,391
Due to Connections Education, LLC	2,418,834
Due to school districts	743,419
Total liabilities	6,938,941
<b>Fund Balances</b>	
Nonspendable	25,679
Unassigned	9,549,732
Total fund balances	9,575,411
Total liabilities and fund balances	\$ 16,514,352

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, 2019**

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**Total Fund Balance for Governmental Funds** \$ 9,575,411

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	263,261	
Accumulated depreciation and amortization	<u>(106,247)</u>	
		<u>157,014</u>

**Total Net Position of Governmental Activities** \$ 9,732,425

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, 2019**

	General Fund
<b>Revenues</b>	
Local educational agency assistance	\$ 41,618,219
Federal sources	1,399,315
State sources	81,089
Other revenues	58,651
Total revenues	43,157,274
<b>Expenditures</b>	
Instruction	28,522,547
Support services	10,048,774
Noninstructional services	82,042
Capital outlay	9,689
Total expenditures	38,663,052
<b>Net Change In Fund Balance</b>	4,494,222
<b>Fund Balance - Beginning of Year</b>	5,081,189
<b>Fund Balance - End of Year</b>	\$ 9,575,411

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, 2019**

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**Net Change in Fund Balances - Total Governmental Funds** \$ 4,494,222

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	(47,998)
Capital outlays	<u>9,689</u>

**Change in Net Position of Governmental Activities** \$ 4,455,913

**Reach Cyber Charter School**  
**Notes to Financial Statements**  
**June 30, 2019**

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**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 expired on June 30, 2019. The School is going through the charter renewal process and expects to receive a new charter agreement. The School will continue to operate through the process.

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:

**Reach Cyber Charter School**  
**Notes to Financial Statements**  
**June 30, 2019**

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

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

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

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, 2019**

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**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, 2019**

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**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).

**Compensated Absences**

It is the School's policy to permit employees to accumulate earned but unused vacation and sick pay benefits. There is no liability for unpaid accumulated sick leave since the School does not have a policy to pay any amounts when employees separate from service. Employees will be paid for prorated unused vacation for that calendar year only based on the number of full calendar months worked that year.

**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 returns for 2018, 2017 and 2016 are subject to examination by the IRS, generally for three years after they were filed.

**Note 2 Cash and Cash Equivalents**

The School's cash and cash equivalents balance at June 30, 2019, was \$11,622,324. The actual amount of cash on deposit in the School's bank accounts at June 30, 2019 was \$13,832,256. As of June 30, 2019, the School's bank balance was exposed to custodial credit risk as follows:

**Reach Cyber Charter School**  
**Notes to Financial Statements**  
**June 30, 2019**

**Note 2 Cash and Cash Equivalents (Continued)**

Uninsured and collateralized with securities held by the pledging bank's trust department, not in the School's name \$ 13,582,256

Insured amount \$ 250,000

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, 2019 consist primarily of subsidies from federal, state, and local authorities. Receivables are shown net of an allowance for uncollectible accounts of \$396,085.

**Note 4 Capital Assets**

Capital asset activity for the year ended June 30, 2019 was as follows:

	Balance, 7/1/18	Additions	Deletions	Balance, 6/30/19
Equipment and furniture	253,571	9,689	-	263,260
Less: accumulated depreciation	58,248	47,998	-	106,246
	<u>\$ 195,323</u>	<u>\$ (38,309)</u>	<u>\$ -</u>	<u>\$ 157,014</u>

Depreciation expense was \$47,998 for the year ended June 30, 2019.

**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. The School also leases additional space on a month-to-month basis. In addition to the basic rentals, the School is subject to additional costs including taxes, occupancy, and maintenance. Rent expense was \$191,262 for the year ended June 30, 2019.

**Reach Cyber Charter School**  
**Notes to Financial Statements**  
**June 30, 2019**

**Note 6 Lease Commitment (Continued)**

Future minimum lease payments are as follows as of June 30, 2019:

Year ended June 30,	
2020	\$ 411,400
2021	467,858
2022	481,893
2023	80,707
	\$ 1,441,858

**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, 2019 totaled \$609,613.

**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, 2019 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 expired on June 30, 2019 in conjunction with the charter expiration and will remain in effect until a new agreement is signed upon the School receiving a new charter agreement.



**Reach Cyber Charter School**  
**Notes to Financial Statements**  
**June 30, 2019**

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**Note 10 Professional Services Agreement (Continued)**

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 by the Board where required
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 of which require Board approval
10. Financial, treasury and other reporting as required by law
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 \$17,563,271 for the year ended June 30, 2019.

**Required Supplementary Information**

**Reach Cyber Charter School  
Governmental Fund Budgetary Comparison Schedule  
Year Ended June 30, 2019**

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance With</u> <u>Budget</u>
	<u>Original</u>	<u>Final</u>	<u>Revenues/ Expenditures</u>	
<b>Revenues</b>				
Local educational agency assistance	\$ 34,969,558	\$ 34,969,558	\$ 41,618,219	\$ 6,648,661
Federal sources	1,170,000	1,170,000	1,399,315	229,315
State sources	-	-	81,089	81,089
Other revenues	-	72,500	58,651	(13,849)
Total revenues	<u>36,139,558</u>	<u>36,212,058</u>	<u>43,157,274</u>	<u>6,945,216</u>
<b>Expenditures</b>				
Instruction	24,429,925	24,429,925	28,522,547	(4,092,622)
Support services	9,402,875	9,402,875	10,048,774	(645,899)
Noninstructional services		203,500	82,042	121,458
Capital outlay	306,382	306,382	9,689	296,693
Total expenditures	<u>34,139,182</u>	<u>34,342,682</u>	<u>38,663,052</u>	<u>(4,320,370)</u>
<b>Net Change in Fund Balance</b>	2,000,376	1,869,376	4,494,222	2,624,846
<b>Fund Balance, Beginning</b>	<u>5,081,189</u>	<u>5,081,189</u>	<u>5,081,189</u>	<u>-</u>
<b>Fund Balance, Ending</b>	<u>\$ 7,081,565</u>	<u>\$ 6,950,565</u>	<u>\$ 9,575,411</u>	<u>\$ 2,624,846</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, 2019 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 4, 2020.

**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.

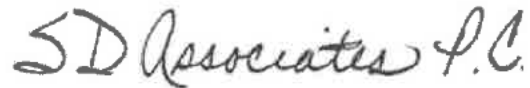
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

**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 slanted font.

Certified Public Accountants  
Elkins Park, Pennsylvania

March 4, 2020

## Single Audit Requirements

**Reach Cyber Charter School  
Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2019**

Federal Grantor/ Pass-Through Grantor	Federal CFDA Number	Pass- Through Grantor's Number	Grant Period	Program or Award	Accrued (Deferred) Revenue 7/1/2018	Total Received for the Year	Revenue Recognized	Federal Expenditures	Accrued (Deferred) Revenue 6/30/2019
U.S. Department of Education									
<u>Pass-Through PA Department of Education</u>									
Title I - Improving Basic Programs	84.010	013-191150	7/1/18-9/30/19	\$ 901,962	\$ -	\$ 632,077	\$ 901,962	\$ 901,962	\$ 269,885
Title I - Improving Basic Programs	84.010	013-181150	7/1/17-9/30/18	617,265	393,151	393,151	-	-	-
					393,151	1,025,228	901,962	901,962	269,885
Title II - Improving Teacher Quality	84.367	020-191150	7/1/18-9/30/19	103,664	-	70,129	103,664	103,664	33,535
Title II - Improving Teacher Quality	84.367	020-181150	7/1/17-9/30/18	72,867	42,371	42,371	-	-	-
					42,371	112,500	103,664	103,664	33,535
Title IV - Student Support and Academic Enrichment	84.424	144-191150	7/1/18-9/30/19	44,925	-	38,889	41,879	41,879	2,990
Title IV - Student Support and Academic Enrichment	84.424	144-181150	7/1/17-9/30/18	10,000	2,667	2,667	-	-	-
					2,667	41,556	41,879	41,879	2,990
<u>Pass-Through Capital Area Intermediate Unit</u>									
Title III - Language Instruction	84.365	N/A	7/1/18-6/30/19	1,091	-	1,091	1,091	1,091	-
Individuals with Disabilities Education									
Act Part B	84.027	N/A	7/1/18-6/30/19	350,459	-	-	350,459	350,459	350,459
Individuals with Disabilities Education									
Act Preschool	84.173	N/A	7/1/18-6/30/19	260	-	-	260	260	260
Total Special Education Cluster					-	-	350,719	350,719	350,719
Total U.S. Department of Education					\$ 438,189	\$ 1,180,375	\$ 1,399,315	\$ 1,399,315	\$ 657,129

See notes to schedule of expenditures of federal awards.



**Reach Cyber Charter School**  
**Notes to Schedule of Expenditures of Federal Awards**  
**Year Ended June 30, 2019**

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**Note 1 Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Reach Cyber Charter School (the School) under programs of the federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

**Note 2 Summary of Significant Accounting Policies**

(1) Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

(2) Pass-through entity identifying numbers are presented where available.

**Note 3 Indirect Cost Rate**

The School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

**Independent Auditor's Report on Compliance for  
Each Major Program and on Internal Control Over  
Compliance Required by the Uniform Guidance**

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

**Report on Compliance for Each Major Federal Program**

We have audited Reach Cyber Charter School's (the School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2019. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with requirements of laws, regulations, contracts, and grants applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

**Opinion on Each Major Federal Program**

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

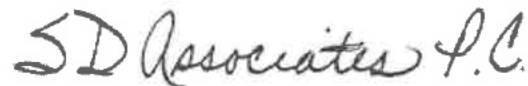
## Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Certified Public Accountants  
Elkins Park, Pennsylvania

March 4, 2020



## FISCAL CONTROLS

Date of Approval: 2/5/2020

### Purpose

The Board believes in implementing and following fiscal management practices to ensure that the School's funds are appropriately managed in order to support the School's mission and avoid any liability that could be attributed to the Board resulting from mismanagement.

### Policy

School funds will be budgeted, accounted for, expended, and maintained in an appropriate fashion and in accordance with Federal and State requirements. The following procedures have been established to facilitate this.

### Procedure

#### A. Budgets

Working with Connections Academy, LLC<sup>3</sup>, its educational services provider, and the School's Business Manager, the School's Treasurer will coordinate the preparation of an annual operating budget with estimated revenue and expenditures in the spring prior to May 1 for the following fiscal year, defined as the twelve-month period ending June 30, unless otherwise required by law or other contract. The Board shall plan to review and approve the budget prior to May 1 of each year. Working with Connections Academy, LLC, the Business Manager will prepare a fiscal year forecast based upon updated assumptions before the opening of the new School year. Approved annual operating budgets will be submitted to the all appropriate entities required by law in the format required by statute and/or regulation and by required deadlines.

Approved budgets will be used to monitor the financial activities of the year via the monthly financial reports. In addition, working with Connections Academy, LLC, the Business Manager, as necessary, will prepare cash flow analysis, budget projections, and budget revisions for upcoming fiscal years for review.

As part of the budget process, and/or at the time of hiring or increasing the compensation of the Chief Executive Officer (CEO) of the School, the Board will review a comparison of salaries for chief executives (principal, director, administrator, etc.) at other similar schools and make a determination, to be recorded in the minutes of the Board, that the proposed compensation is reasonable.

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<sup>3</sup> Connections Academy LLC is the current educational services provider. This function would be carried out by the new provider upon a change in the provider.

## **B. Controls, Budget, and Fiscal**

The School will maintain the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accordance with amounts specified in the board-adopted budget, (2) the School's funds are managed and held in a manner that provides a high degree of protection of the School's assets, and (3) all transactions are recorded and documented in an appropriate manner:

### **1. Segregation of Duties**

The School will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. These expenditures will primarily be those expenditures not covered under the monthly invoice from Connections Academy, LLC. The monthly invoices from Connections Academy, LLC will be approved and/or ratified by action of the Board. Proposed expenditures that are not preapproved via Board action of a contracted amount shall be approved by the CEO or designee, who will review to determine whether it is consistent with the Board-adopted budget. An approved signer on the account, typically the Business Manager, will sign or otherwise approve purchase orders, check request forms, credit card expenses, or invoices. All check requests or purchase orders over Ten Thousand (\$10,000) Dollars must be co-signed by two appropriate designees who are either approved as a signatory on the School's checking account, or serve on the School's Senior Leadership Team. All checks over Twenty Thousand (\$20,000) Dollars must be co-signed by either the Board President or Board Treasurer. Dual approval through electronic methods is also acceptable. Payments for invoices for operational services contracted by the School, and previously approved by the Board, including those for services provided by Connections Academy, LLC, do not need to be countersigned or dually approved. Payments for invoices for operational services contracted by the School, and previously approved by the Board, to be paid via electronic funds transfer may be completed by an approved signatory on the School's checking account pursuant to the completion of the electronic funds transfer approval policy. For all funds transferred electronically, a confirmation will be performed by the signatory to validate the funds are in receipt by the vendor within 24 hours.

All transactions will be posted on an electronic general ledger by the Business Manager or Business Office staff.

### **2. Banking Arrangements/Reconciliation**

The School will maintain its accounts at a federally insured commercial bank or credit union in the State of operation as approved by the Board in compliance with the respective state law. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments. For all funds, the Board must appoint and approve all individuals authorized to sign checks in accordance with these policies. Bank statements from private banking institutions will be sent directly to the School's bookkeeper or Treasurer if none, for reconciliation. A report of the reconciliation will be provided to the Board Treasurer on a monthly basis.

### **3. Purchasing Procedures**

This section applies to purchases made by the School, and does not apply to purchases made by Connections Academy, LLC pursuant to the Professional Services Agreement with the School. All purchases over Ten Thousand (\$10,000) Dollars must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Business Manager shall not approve purchase orders or check requests lacking such documentation and must comply with the School's Procurement Policy. Documentation shall be attached to all check and purchase order requests showing that at least two (2) vendors were contacted and such documentation shall be maintained for three (3) years. If specialty goods are not available through multiple vendors, documentation may include this information in lieu of a cost comparison.

No public funds shall be expended for the purchase of alcoholic beverages.

The CEO or designee may purchase supplies, materials, equipment, and services up to the amounts specified in the approved budget or per an approved Board action, while ensuring the above procedures

### **4. Electronic Funds Transfer (EFT) for Vendors**

For any new vendor requesting payment by outgoing transfer from the School's checking account, the vendor and corresponding invoice must be reviewed and approved by the Principal to validate the authenticity of the vendor and related service or product invoiced to the school. Once approved by the Principal, the vendor and electronic funds transfer (EFT) instructions must be reviewed and approved by the School Board Treasurer or Board Chair to validate the accuracy and authenticity of the vendor and EFT instructions prior to the wiring of any outgoing funds. For any pre-existing vendor receiving outgoing EFTs for invoice payment and requesting a change in EFT instructions (i.e., to a new bank account or banking institution), the new EFT instructions must be verbally confirmed with the vendor by the Treasurer. Once confirmed, the details will be reviewed and approved by both the Treasurer and Board Chair to validate the accuracy and authenticity of the EFT instructions prior to the wiring of any outgoing funds.

### **5. Record Keeping**

Transaction ledgers, invoices, receipts, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by a local contracted bookkeeper or by Connections Academy, LLC, in accordance with state law and as required in the professional services agreement signed by the School in a secure location for at least seven (7) years as set out in the Records Retention Policy, or as long as required by applicable law, whichever is longer. Appropriate back up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the School.

**6. Fixed Assets**

The local contracted bookkeeper or Connections Academy, LLC shall establish and maintain and regularly update a listing of all computers, equipment and furniture purchased by the School of a value of over One Thousand (\$1,000) Dollars. This list shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the School's assets. The School shall maintain a segregated list of assets that were purchased with non-public funds, where applicable.

**7. Cash Collections**

All incoming checks or cash will be verified and entered into a deposit log in accordance with any internal control procedures developed by the school. All checks will be restrictively endorsed promptly. Receipts will be issued upon request. When checks are taken for deposit, the person taking the checks will sign a separate log with the date and total amount taken for deposit. The deposit log will be provided to the person reviewing the bank statements for comparison with the deposit record on the bank statements. All cash and checks will be kept locked in the School office prior to deposit. Deposits should be made as soon as possible on receipt of checks and/or cash and with a target of within twenty-four (24) hours of receipt.

**8. Attendance Accounting**

The Principal will establish and maintain an appropriate attendance accounting system to ensure the School receives appropriate attendance credit. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the applicable state regulations.

**9. Annual Audit**

The Board shall annually contract for the services of an independent public accountant to perform an annual fiscal audit in compliance with State law. The audit shall cover the business of the School during the full fiscal year; be a financial audit conducted in accordance with generally accepted auditing standards; and, include, but not be limited to, (1) an analysis of the School's compliance with applicable laws and regulations; (2) any recommendations for improvement by the School; (3) any other comments deemed pertinent by the auditor, including the auditor's opinion regarding the financial statements; (4) an audit of the accuracy of the School's financial statements, (5) an audit of the School's attendance accounting records, and (6) an audit of the School's internal controls practices. If the School receives over Seven Hundred Fifty Thousand (\$750,000) Dollars from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit shall be completed and submitted to the Board for review at a public meeting as soon as reasonably possible following the close of the fiscal year for which the audit is conducted and as mandated by state, charter or other law. Copies of the Audit will also be forwarded to any entities or public agencies, as required by the respective state's Charter School law, the charter and state regulations.

The Audit engagement and review process may be conducted by the Board's Audit/Finance Committee on behalf of the Board.

## **10. Fiscal Reports**

Working with Connections Academy, LLC<sup>3</sup>, its educational services provider, the following reports will be prepared for the School by the Business Manager on a monthly basis, and reported to the Board and/or its Treasurer:

- Revenue and Expense Statement and supporting schedules for the current fiscal year – showing actual results for the months already past and forecasts for future months
- Balance Sheet
- Connections Academy, LLC Invoices – showing the fees for the month, drawn off of the revenue and expense statement and the accounts payable detail report

The following reports shall be made available to the Board and/or its Treasurer upon request:

- Bank Reconciliation – listing all of the deposits and withdrawals for the period under review with descriptive headings
- Accounts Payable Detail – showing the vendor name, the invoice amount, who paid the invoice, and when; in addition, the Board Treasurer will receive a copy of all invoices on this schedule
- Payroll Registers if applicable
- Enrollment & Attendance Reports – showing the demographic makeup of the students who have enrolled in the School as well as other related statistical data

## **11. Property and Liability Insurance**

Connections Academy, LLC shall ensure that the School retains appropriate property and liability insurance coverage in accordance with the respective state law. Board Directors and Officers liability insurance shall also be obtained. Insurance will be kept in force at all times with any minimum limits as outlined in the charter, state law, and professional services agreement between the School and Connections Academy, LLC.

## **12. Contract Signing Authority**

Unless otherwise authorized or designated by the Board, all contracts entered into by the School for a monetary amount over Five Thousand (\$5,000) Dollars shall require the signature of the CEO, or designee. All other routine contracts for the operation of the School in a monetary amount of less than Five Thousand (\$5,000) Dollars may be signed by a member of the School's Senior Leadership Team. All orders for payment of money to a member of the Board may only be drawn for travel expenses, or subsistence allowances.



### **13. Corporate Tax Returns**

The Board will annually engage someone to prepare and submit the annual tax returns (Form 990) for the corporation. The Board (and/or the Audit/Finance Committee of the Board) will annually review its policies and practices to be sure it is complying with any regulations or requirements of the Internal Revenue Service. Prior to submission of the tax returns, the financial consultants and/or staff of the school will review the tax returns for accuracy. Following completion of a final draft of the tax returns, the Board will review and approve the returns at a meeting prior to the submission deadline. Appropriate extensions may be filed when needed.

Typically, an annual extension from the November deadline to February is expected as the annual audit has not been conducted prior to November 15. Other extensions may be filed if necessary to allow for Board review of the tax returns prior to submission.

### **14. Petty Cash**

At the direction of the Board, a petty cash fund, not to exceed Three Hundred (\$300) Dollars, may be established with an appropriate ledger to be reconciled monthly by the independent bookkeeper or Treasurer, who shall not be authorized to expend petty cash.

### **15. Communication**

Communications containing confidential information will be sent to Board Treasurer via an encrypted email process requiring unique login credentials.

## **Related Documents**

Records Retention Policy,  
Board Designee Policy,  
Check Request Form,  
Purchase Order Form  
Conflict of Interest Policy





**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
<b>Superintendent:</b>	Jane Swan	7177048437	<input checked="" type="checkbox"/>
<b>Business Manager:</b>	Karen Yeslevage	7177048437	<input checked="" type="checkbox"/>
<b>Title I Coordinator:</b>	Jean Swenk/Erin Erdley	5707138694	<input checked="" type="checkbox"/>
<b>Title II Part A Coordinator:</b>	Jean Swenk/Erin Erdley	5707138694	<input type="checkbox"/>
<b>Title III Coordinator:</b>			<input type="checkbox"/>
<b>Title IV Part A Coordinator:</b>	Jean Swenk/Erin Erdley	5707138694	<input type="checkbox"/>
<b>Ed-Flex Waiver Review Coordinator:</b>	NA	NA	<input type="checkbox"/>
<b>Title VI-B REAP Coordinator:</b>	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		<b>District Comments</b>
						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				
<p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equity Plan</li> <li><input type="checkbox"/> Documentation of annual review of Equity Plan</li> <li><input type="checkbox"/> Teachers are reassigned, if applicable</li> <li><input type="checkbox"/> Changes to union contract are made, if applicable</li> <li><input type="checkbox"/> Sample class schedules with applicable staff and student percentages</li> </ul>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1436 380 2003 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1436 431 2003 711"> <p>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.</p> </td> </tr> <tr> <th data-bbox="1436 711 2003 756" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1436 756 2003 1008"> <p>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.</p> </td> </tr> </tbody> </table>	District Comments	<p>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.</p>	Monitor Comments	<p>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.</p>
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<p>If you have additional comments to make about this section, enter them here:</p>										

**Component III: Foster Care**

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

Section 1111(g)(1)(E)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
1. The LEA developed transportation procedures for students in foster care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written transportation procedures		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1211 375 2009 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1211 431 2009 675"> <p>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.</p> </td> </tr> <tr> <th data-bbox="1211 675 2009 724" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1211 724 2009 979"> <p>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> </td> </tr> </tbody> </table>	District Comments	<p>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.</p>	Monitor Comments	<p>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>
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If you have additional comments to make about this section, enter them here:										

## Component IV: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <p>states how the LEA involves parents in the joint development of the Title I Plan (Title I Application)</p> <p>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</p> <p>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"/>	<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.	Board Minutes approving Parent and Family Engagement Policy, Parent Policy and Compact Annual Evaluation Ticket	<b>District Comments</b>
						<p>4/17/2018 11:37:25 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 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"> <li>- barriers to greater participation in activities,</li> <li>- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers</li> <li>- Strategies to support successful school and family interactions</li> </ul> <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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> 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%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1293 128 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1293 180 2003 638"> <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"> <li>- Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies</li> <li>- Supporting programs that reach parents and family members at home, in the community, and at school</li> <li>- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members</li> </ul>	<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</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 2003 760" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1293 760 2003 1464"> <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
If you have additional comments to make about this section, enter them here:						

**Component V: Schoolwide Programs**

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

Section 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Financial reports		<table border="1"> <thead> <tr> <th data-bbox="1478 505 2003 557">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1478 557 2003 802">                     4/17/2018 2:10:36 PM                      Federal Programs Specialist Erin Erdley                      Though the school operates a schoolwide program, it does not consolidate funds.                 </td> </tr> <tr> <th data-bbox="1478 802 2003 854">Monitor Comments</th> </tr> <tr> <td data-bbox="1478 854 2003 1027">                     5/16/2018 9:57:19 PM                      monitor Betty Jane Irvin                      The school does not consolidate state, local and federal funds.                 </td> </tr> </tbody> </table>	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.
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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"> <tr> <td style="text-align: center;"><b>District Comments</b></td> </tr> <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> </table>	<b>District Comments</b>	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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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
2. Equipment and Related Property  UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$1500) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$1499)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1642 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 180 2003 740">           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.         </td> </tr> <tr> <th data-bbox="1642 740 2003 789" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 789 2003 997">           5/16/2018 9:58:35 PM            monitor Betty Jane Irvin            No equipment or related property was purchased with title I funds.         </td> </tr> </tbody> </table>	District Comments	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.	Monitor Comments	5/16/2018 9:58:35 PM monitor Betty Jane Irvin No equipment or related property was purchased with title I funds.
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5/16/2018 9:58:35 PM monitor Betty Jane Irvin No equipment or related property was purchased with title I funds.											

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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		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1640 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2003 813"> <p data-bbox="1640 180 2003 212">4/17/2018 11:57:02 AM</p> <p data-bbox="1640 212 2003 302">Federal Programs Specialist Erin Erdley</p> <p data-bbox="1640 302 2003 797">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> </td> </tr> <tr> <th data-bbox="1640 813 2003 862" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 862 2003 1243"> <p data-bbox="1640 862 2003 894">5/17/2018 10:10:28 AM</p> <p data-bbox="1640 894 2003 943">monitor Betty Jane Irvin</p> <p data-bbox="1640 943 2003 1243">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> </td> </tr> </tbody> </table>	District Comments	<p data-bbox="1640 180 2003 212">4/17/2018 11:57:02 AM</p> <p data-bbox="1640 212 2003 302">Federal Programs Specialist Erin Erdley</p> <p data-bbox="1640 302 2003 797">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>	Monitor Comments	<p data-bbox="1640 862 2003 894">5/17/2018 10:10:28 AM</p> <p data-bbox="1640 894 2003 943">monitor Betty Jane Irvin</p> <p data-bbox="1640 943 2003 1243">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>
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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		<b>District Comments</b> 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.
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="1640 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2003 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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8. Procurement UGG Sec 200.300	1. Procurement the LEA maintains purchasing procedures  Micro-purchases (purchase up to \$3,500)  Small Purchase (between \$3,500-\$150,000)  Sealed Bids (purchases over \$150,000 with formal advertising)  Competitive Proposals (more than one source submitting a proposal)  Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source)  Note: if opting to take procurement extension mark N/A, and answer question 9.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels  <input type="checkbox"/> Evidence that procurement procedures were followed for 3-5 tested random expenditures.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th data-bbox="1640 131 2003 180" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1640 180 2003 391">           4/17/2018 12:02:33 PM            Federal Programs Specialist Erin Erdley School opting to take procurement extension.         </td> </tr> <tr> <th data-bbox="1640 391 2003 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 440 2003 610">           5/16/2018 10:12:50 PM            monitor Betty Jane Irvin School opted to take the Procurement extension.         </td> </tr> </table>	District Comments	4/17/2018 12:02:33 PM Federal Programs Specialist Erin Erdley School opting to take procurement extension.	Monitor Comments	5/16/2018 10:12:50 PM monitor Betty Jane Irvin School opted to take the Procurement extension.
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9. Procurement extension  EDGAR 80.36	1. Procurement the LEA must still maintain procurement procedures using more restrict thresholds:  Any expenditure under \$100,000 price or rate quotes obtained by adequate number of qualified sources  Bids obtained for costs over \$100,000  Note: if opting not to take procurement extension mark N/A, and answer question 8.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels and documentation that LEA is taking the Procurement extension		<table border="1"> <thead> <tr> <th data-bbox="1640 131 2001 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2001 919">           4/17/2018 12:03:55 PM            Federal Programs Specialist Erin Erdley            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.         </td> </tr> </tbody> </table>	District Comments	4/17/2018 12:03:55 PM Federal Programs Specialist Erin Erdley 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.
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<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 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2003 597"> <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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<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> <p>Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c))</p> <p>Out of State Travel for workshops/conferences (200.474)</p> <p>Entertainment Costs (200.438)</p> <p>Equipment (200.439)</p> <p>Student Activity Costs</p> <p>Memberships, subscriptions, and Professional Activities (200.454)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives</p> <p><input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>						
<p>13. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127 ESEA</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>		<table border="1"> <tr> <th data-bbox="1640 959 2003 1013" style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td data-bbox="1640 1013 2003 1256"> <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 1256 2003 1310" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 1310 2003 1472"> <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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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> <td data-bbox="1640 131 2005 180"><b>District Comments</b></td> </tr> <tr> <td data-bbox="1640 180 2005 464">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> <td data-bbox="1640 464 2005 513"><b>Monitor Comments</b></td> </tr> <tr> <td data-bbox="1640 513 2005 719">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>	<b>District Comments</b>	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.	<b>Monitor Comments</b>	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> <td data-bbox="1640 735 2005 784"><b>District Comments</b></td> </tr> <tr> <td data-bbox="1640 784 2005 1068">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> <td data-bbox="1640 1068 2005 1117"><b>Monitor Comments</b></td> </tr> <tr> <td data-bbox="1640 1117 2005 1323">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>	<b>District Comments</b>	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.	<b>Monitor Comments</b>	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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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	2. For Schoolwide Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2003 985">           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.         </td> </tr> </tbody> </table>	District Comments	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.
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	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.		<b>District Comments</b> 4/17/2018 12:09:34 PM Federal Programs Specialist Erin Erdley Reach Cyber Charter School operates a schoolwide program. <b>Monitor Comments</b> 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="1642 123 2005 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 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="1642 667 2005 724">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 724 2005 1003"> <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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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>											
<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="1642 1008 2005 1065">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 1065 2005 1458"> <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>		
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>											



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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>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" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>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 style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>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"/>	<input checked="" type="checkbox"/> Consolidated Application Selection of Schools		<p style="text-align: center;"><b>District Comments</b></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;"><b>Monitor Comments</b></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"/>	<input checked="" type="checkbox"/> Consolidated Application Selection of Schools		<p style="text-align: center;"><b>District Comments</b></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;"><b>Monitor Comments</b></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.		<p style="text-align: center;"><b>District Comments</b></p> <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> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/16/2018 10:08:45 PM monitor Betty Jane Irvin The school does not participate in the CEP program.</p>
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		<p style="text-align: center;"><b>Monitor Comments</b></p> <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>

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"> <thead> <tr> <th data-bbox="1642 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 180 2003 423">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 423 2003 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 472 2003 675">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.
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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.		<p style="text-align: center;"><b>District Comments</b></p> <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>	☑	☐	☐	<p>☑ Meeting notices, agenda, sign-in sheets, invitations</p>		<p style="text-align: center;"><b>District Comments</b></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>	☑	☐	☐	<p>☑ Expenditure printouts indicating detailed Title II activities</p>		<p style="text-align: center;"><b>District Comments</b></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)		<b>District Comments</b>
						4/17/2018 12:49:39 PM Federal Programs Specialist Erin Erdley Reach does not use Title IIA funds for class size reduction.
						<b>Monitor Comments</b>
3. LEA has submitted the Performance Goal Output Report for Title II.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.		
4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries		
If you have additional comments to make about this section, enter them here:						

## Title IV, Part A

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

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

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets		<p style="text-align: center;"><b>District Comments</b></p> <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>

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;"><b>District Comments</b></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;"><b>Monitor Comments</b></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;"><b>District Comments</b></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 style="text-align: center;"><b>District Comments</b></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 style="text-align: center;"><b>District Comments</b></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 style="text-align: center;"><b>Monitor Comments</b></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 style="text-align: center;"><b>District Comments</b></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 style="text-align: center;"><b>Monitor Comments</b></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.
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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.
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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



# Title I: School Level

## Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. All instructional paraprofessionals working in a Title I and Title II program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment		<p style="text-align: center;"><b>District Comments</b></p> <p>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;"><b>Monitor Comments</b></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;"><b>District Comments</b></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	<div style="text-align: center; background-color: #cccccc; padding: 2px;"><b>District Comments</b></div> <p>4/17/2018 1:03:27 PM Federal Programs Specialist Erin Erdley 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>
If you have additional comments to make about this section, enter them here:						

**Component II: Transition Plan**

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

Sec. 1112(b)(8)  
 Sec. 1112(b)(10)  
 Sec. 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. The School implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1329 448 2003 500" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1329 500 2003 706">           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"> <li>Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> School Parent and Family Engagement policy, Parent meeting agenda &amp; sign-in sheets, and method of distribution</p>	<p>Parent Policy and Compact Annual Evaluation IssueAware Ticket, Board minutes approving Policy</p>	<table border="1"> <thead> <tr> <th style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td> <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 style="text-align: center;">Monitor Comments</th> </tr> <tr> <td> <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"> <li>• Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement</li> <li>• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I.</li> <li>• Provide Title I parents</li> </ul>						

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

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<ul style="list-style-type: none"> <li>States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).</li> </ul>								
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1419 660 2003 711" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1419 711 2003 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"> <li>- describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and</li> </ul>	☑	☐	☐	<p>☑ School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution</p>		<p style="text-align: center;"><b>District Comments</b></p> <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>

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>	☑	☐	☐	<p>☑ Title I meeting agenda &amp; sign-in sheets</p> <p>☐ Staff/Parent meeting agendas and sign-in sheets</p>	<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 2003 215" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1419 215 2003 948"> <p>4/17/2018 1:10:48 PM</p> <p>Federal Programs Specialist Erin Erdley</p> <p>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</p> <p>Federal Programs Specialist Erin Erdley</p> <p>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 &amp; 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 2003 215" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1419 215 2003 847"> <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>	☑	☐	☐	<p>☑ Staff/Parent meeting agendas and sign-in sheets</p> <p>☐ 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="1419 164 2003 215" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1419 215 2003 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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<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>								

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;"><b>District Comments</b></p> <p>4/17/2018 1:16:09 PM Federal Programs Specialist Erin Erdley 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;"><b>District Comments</b></p> <p>4/17/2018 1:17:47 PM Federal Programs Specialist Erin Erdley 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 521" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1524 521 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>
District Comments								
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
If you have additional comments to make about this section, enter them here:						

## Component V: Targeted Assistance

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

Sec. 1009 of ESSA 1115

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

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



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



**Component VI: Fiscal Requirements**

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Semi-annual time certifications</p>		<p style="text-align: center;"><b>District Comments</b></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. 2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Time logs</p> <p><input type="checkbox"/> Staff schedules</p> <p><input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval</p>		<p style="text-align: center;"><b>District Comments</b></p> <p>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>           4/17/2018 1:22:08 PM            Federal Programs Specialist Erin Erdley            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..         </td> </tr> </tbody> </table>	District Comments	4/17/2018 1:22:08 PM Federal Programs Specialist Erin Erdley 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..
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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.



October 12, 2018

Ms. Jane Swan  
Chief Executive Officer  
Reach Cyber CS  
750 East Park Drive  
Suite 204  
Harrisburg, Pa 17111

Dear Ms. Swan:

I have been informed that your agency has resolved the noncompliance with timelines for initial evaluation of students that had been identified as a result of the State Performance Plan follow up monitoring. This has been corrected as of September 25, 2018 by your agency.

As you know, federal regulations require states to monitor local education agency's compliance with federal and state requirements for special education. Your response to the monitoring and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

Ann Hinkson-Herrmann  
Director

## Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: Reach Cyber CS

Chief Executive Officer: Ms. Jane Swan

Special Education Director/Coordinator: Jennifer Berry-Probst

BSE Special Education Adviser: Jessica Keener-Haas

Date of Report: November 27, 2018

Date Final Report Sent to LEA: March 26, 2018

**Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA**

First Visit Date: April 04, 2018

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 1: Policies, Practices, and Procedures</b>			
	N					1. <b>FSA-ASSISTIVE TECHNOLOGY AND SERVICES</b>  <b>Standard:</b> The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP	The LEA will create a procedure to outline the process for the provision of Assistive Technology use for students with disabilities.  Evidence of Change: The BSE adviser will review the procedure to ensure that it meets regulatory requirements.	03/26/2019 BSE staff	
Y						1A. <b>FSA-HEARING AIDS</b>  <b>Standard:</b> Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. <b>FSA-POSITIVE BEHAVIOR SUPPORT</b>  <b>Standard:</b> LEA complies with the positive behavior support policy requirements.			
Y						3. <b>FSA-CHILD FIND</b>  <b>Standard:</b> LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. <b>FSA-CONFIDENTIALITY</b>  <b>Standard</b> The LEA is in compliance with confidentiality requirements.			
		X				5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
Y						8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  <b>Standard:</b> The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  <b>Standard:</b> The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b>  <b>Standard:</b> The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>	The LEA will create a procedure that outlines the process for ESY eligibility, as well as, review for target and non-target students to meet regulatory requirements.  Evidence of Change: The BSE adviser will review the procedure to ensure it meets regulatory requirements.	03/26/2019 IU staff, BSE Staff	
Y						13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>			
Y						15. <b>FSA-PARENT TRAINING</b>  <b>Standard:</b> Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						<b>INTERVIEW RESULTS (Parent)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 1 0 1 0 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.  Always Sometimes Rarely Never Don't Know Does not Apply			
					2 2 0 1 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
9	1	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
5	3	2				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
		X				21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.  The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff	
						<b>Topical Area 2: Delivery of Service</b>			
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.	The LEA will create a procedure to ensure the timely provision for FAPE for transfer students with disabilities.  Evidence of Change: The BSE adviser will review the procedure to ensure that it meets the regulatory requirements.	03/26/2019 BSE Staff	
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	04/25/2018 BSE Staff	04/25/2018
						<b>CLASSROOM OBSERVATIONS</b>			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 2 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 1 0 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					0 2 3 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 2 1 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	1	0				GE 80. Is the student making progress within the general education curriculum?			
8	1	1				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	2				GE 80b. If yes, in what ways?  Very actively participates; very articulate in class. Interaction with peers, live lesson participation. Social skills have really improved and has been able to really focus. Guidance Academic improvement and growth, completing assignments on a timely basis. Building rapport with teachers. Completing assignments successfully. Completing work successfully, demonstrates understanding.			
0	0	9				GE 80c. If no, what does this student need that he/she is not receiving in your class? Struggled with assignments.			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
9	0	1				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
3	1	6				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
3	1	6				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	7				SE 95c. If yes, what reasons were discussed for recommending removal? Low grades, related services. Modified assignments, small groups. Did not have prerequisite skills for some of the courses.			
0	0	7				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Parent request. Number of small group settings. About one hour/day.			
4	0	6				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
6	0	4				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
9	1	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						<b>Topical Area 3: Performance Indicators</b>			
		X				5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				6. <b>FSA-GRADUATION RATES (SPP)</b>  <b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X				7. <b>FSA-DROPOUT RATES (SPP)</b>  <b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. <b>FSA-SUSPENSION RATES</b>  <b>Standard:</b> The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b>  <b>Standard:</b> Students with disabilities are provided for in the least restrictive environment			
		X				16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b>  <b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. <b>FSA-LOCAL ASSESSMENT</b>			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
4	4	2			50%	FR 194. PTRE-Consent Form is present in the student file	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU staff, PaTTAN Staff, BSE Staff	
4	0	6				FR 195. Demographic data			
4	0	6				FR 196. Reason for reevaluation			
4	0	6				FR 197. Types of assessment tools, tests and procedures to be used			
4	0	6				FR 198. Contact person's name and contact information			
3	1	6			25%	FR 199. Parent has selected a consent option	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU staff, PaTTAN Staff, BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU staff, PaTTAN Staff, BSE Staff	
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
0	0	10				FR 201. Agreement to Waive Reeevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
8	2	0			20%	FR 207. RR is present in the student file	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
6	2	2			25%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 210. Demographic data			
7	1	2			13%	FR 211. Date IEP team reviewed existing evaluation data	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
8	0	2				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 214. Aptitude and achievement tests	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
7	1	2			13%	FR 215. Current classroom based assessments and local and/or state assessments	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
8	0	2				FR 217. Teacher recommendations			
8	0	2				FR 218. Lack of appropriate instruction in reading			
8	0	2				FR 219. Lack of appropriate instruction in math			
8	0	2				FR 220. Limited English proficiency			
7	1	2			13%	FR 221. Conclusion regarding need for additional data is indicated	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	2	7			67%	FR 222. Reasons additional data are not needed are included	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 223. Determination whether the child has a disability and requires special education			
8	0	2				FR 224. Disability category(ies)			
8	0	2				FR 225. Summary of findings includes student's educational strengths and needs			
7	1	2			13%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
7	1	2			13%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
5	0	5				FR 228. Interpretation of additional data			
1	0	9				FR 229. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 230. Indication of process(es) used to determine eligibility			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
1	0	9				FR 233. Effects of the student's environment, culture, or economic background			
1	0	9				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
1	0	9				FR 238. Statement for all 6 items			
8	0	2				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
5	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
5	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
4	0	0	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
3	0	2	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	4	1	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	5	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	5	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
1	1	8				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
8	1	1			11%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance focusing on Indicator 13, to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
3	0	7				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance focusing on Indicator 13, to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
8	2	0			20%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance focusing on Indicator 13, to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019	
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
10	0	0				FR 257. IEP is present in the student file			
6	4	0			40%	FR 258. IEP was completed within timelines	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 259. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
3	0	7				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
10	0	0				FR 263. Parents			
7	2	1			22%	FR 264. Student	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
8	2	0			20%	FR 265. General Education Teacher	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 266. Special Education Teacher	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	3	0			30%	FR 267. Local Education Agency Representative	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	1	9			100%	FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
0	0	10				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	1	9			100%	FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN staff and/or BSE Staff	
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
6	3	1			33%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	The LEA will train all special education staff on the proper completion of paperwork, specifically focusing on Indicator 13 requirements.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN staff and/or BSE Staff	
9	1	0			10%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	4	1			44%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
5	4	1			44%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
3	2	5			40%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1			33%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
8	1	1			11%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	2	1			22%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	<p>The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 292c. Annual goals are related to the student's transition services	The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
1	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
2	0	8				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
9	1	0			10%	FR 304. Description of when periodic reports on progress will be provided to parents	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 305. Documentation of progress reporting on Annual Goals	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
1	0	9				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
9	0	1				FR 307. Program Modifications and Specially-Designed Instruction			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	0	1				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
5	1	4			17%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
6	0	4				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
9	0	1				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
8	2	0			20%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
1	1	8			50%	FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
9	1	0			10%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
7	0	3				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
10	0	0				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
5	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
5	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
2	0	3	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
4	0	1	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	1	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	4	0			P 32b. If no, what training or support would assist you?  Laws and regulations.			
5	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
5	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
5	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
5	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	5	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	5	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		4	1			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
8	2	0				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	3	4				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	7				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
5	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
4	0	0	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	1				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
7	2	1				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
4	2	4				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
7	0	3				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
9	1	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Grades are outstanding; participates in live lessons. Benefiting with same curriculum as peers, social interactions with peers, help from teachers. Small group interactions and appropriate curriculum levels. Grade level, common core, socialize with peers, help from teachers. Success at grade level, maintaining good grades. Co-taught classes - general and special education teachers. Would benefit if logged in and participated more. Socially Direct instruction and call for help. Participates independently and is joining in with the group.</p>			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
5	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
5	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					5 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	1				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
8	0	2				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
5	0	5				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
3	1	6				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	7				GE 79c. If yes, what reasons were discussed for recommending removal? Learning support. Academic support, instruction. Academic support.			
0	0	7				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Per IEP. Ability to attend to instruction during that length. Attention span to task, productivity.			
5	0	5				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
0	1	9				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
8	0	2				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
2	0	3	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
5	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
4	0	0	1			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
5	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	5	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	3	1			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
1	0	9				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
4	0	1	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
4	0	0	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
3	2	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	2	0			P 50c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Academic help. Needs assistance in reading & math, needs focus. Needs			
0	0	2	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Unsure Based on specific class needs. Team discussion.			
4	0	0	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways?  High functioning and needs to be with peers. Likes English. Varying instructional approaches. Gets socialization after class. Happier with school, improving, getting more services.			
0	0	5	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					3 1 0 0 0 1	P 59. I am satisfied with the transition services developed for my child.  Always Sometimes Rarely Never Don't Know Does not Apply			
					2 2 0 0 0 1	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.  Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
10	0	0				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
9	1	0			10%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	<p>The LEA will train all special education staff on the proper completion of paperwork.</p> <p>Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.</p>	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	3	0			30%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 336. Educational placement recommended (including amount and type)	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	3	0			30%	FR 339. Parent has selected a consent option	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will train all special education staff on the proper completion of paperwork.  Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						<b>INTERVIEW RESULTS (Parent)</b>			
0	0	5	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 1 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.  Always Sometimes Rarely Never Don't Know Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
					5 0 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program.  Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		1 1 1 1 1 1	P 66. Tell me anything you really like about your child's special education program.  a. modifications e. instructional materials f. less inclusion g. staff open to suggestions, good communication j. student ratios n. other Having fun but learning.			
		3	0		1 1	P 67. Tell me anything you would like to change about the program.  a. modifications g. staff open to suggestions, good communication			
		0	0		2 2 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school.  a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Doing better than in public school. Concern to get math credit - needs help &/or modifications. Accommodations were not being provided for the first semester. I asked for a meeting to discuss this and now they are provided.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Other Non-compliance Issues</b>			
						<b>Topical Area 9: Other Improvement Plan Issues</b>			
						FSA 19A Teacher Survey Results	Based on the results of the teacher survey, the LEA will submit an improvement plan that focuses on regular education staff training for accommodations and modifications for students with disabilities  The LEA will submit the improvement plan no later than 7/10/2018.	07/10/2018  IU staff, PaTTAN Staff and/or BSE Staff	06/18/2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						19A Personnel Training	<p>Implement an information sharing process for special education case managers to meet with general education staff serving students on their caseload to review and discuss individual student SDIs listed on IEPs at the beginning of the school year.</p> <p>Implement a formal sign-off page for each individual student in which the staff (including related service providers) working with that student acknowledges that they have reviewed and will implement the SDIs listed on the student's IEP. This will occur at the beginning of the year, after the annual IEP is held and after a revision to the IEP is made.</p> <p>Provide formal training to all general education staff employed at Reach Cyber Charter School in regard to disability awareness and strategies for implementing accommodations and modifications for students with disabilities as well as students channeled through the child find process.</p> <p>Evidence of Change: The BSE adviser will review all training information including powerpoints and any other training documents related to the above. The adviser will review sign off sheets to ensure that the staff was involved with the training.</p>	06/01/2019  IU Staff, BSE Staff	





March 26, 2018

Ms. Jane Swan  
Chief Executive Officer  
Reach Cyber CS  
750 East Park Drive  
Suite 204  
Harrisburg, Pa 17111

Dear Ms. Swan:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Reach Cyber CS the week of February 12, 2018.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Jessica Keener-Haas, the Chairperson of the compliance monitoring team.

Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

Ann Hinkson-Herrmann  
Director

Attachments: Executive Summary  
Appendix: Detailed Report of Findings, Including Corrective Actions Required

CC: Chairperson  
Jill Deitrich  
CS Monitoring File



## **Executive Summary BSE Compliance Monitoring Review of the 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.

<b>FSA</b>	<b>In Compliance</b>	<b>Out of Compliance</b>
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		

<b>IMPROVEMENT PLAN REQUIRED*</b>	<b>Yes</b>	<b>No</b>
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:

<b>Sections of the FILE REVIEW</b>	<b>In Compliance</b>	<b>Out of Compliance</b>	<b>NA</b>
Essential Student Documents Are Present and Were Prepared Within Timelines	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
<b>TOTALS</b>	<b>836</b>	<b>87</b>	<b>937</b>

### 3. TEACHER AND PARENT INTERVIEWS

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

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

### 4. CLASSROOM OBSERVATIONS

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

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

### 5. EDUCATIONAL BENEFIT REVIEW

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

## PART II CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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