
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Monday, November 10, 2008**

Charter School: Central PA Digital Learning Foundation CS
Address: 1500 4th Ave
Altoona, PA 16602
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Central PA Digital Learning Foundation CS

Date of Local Chartering School Board/PDE Approval: 6/1/07

Length of Charter: 5 years **Opening Date:** 8/26/02

Grade Level: K-12 **Hours of Operation:** 7:30 AM -7:30 PM Mon., 7:30 AM. - 5:00 PM Tues.-Fri.

Percentage of Certified Staff: 97.06% **Total Instructional Staff:** 34

Student/ Teacher Ratio: 5/1 **Student Waiting List:** 0

Attendance Rate/Percentage: 99.47 %

Enrollment: 138 **Per Pupil Subsidy:** Pder PDE 363 as submitted by District of Residency

Student Profile

American Indian/Alaskan Native: 3
Asian/Pacific Islander: 1
Black (Non-Hispanic): 5
Hispanic: 0
White (Non-Hispanic): 129
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 37.6%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 35

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	180	0	0	180	180	180	180
Instructional Hours	450	0	0	900	990	990	As per Breakdown Under Each Column

SECTION I. EXECUTIVE SUMMARY

Organization Description

Central PA Digital Learning Foundation CS - Charter Annual Report

On February 11, 2002 PDE granted a charter to the Central Pennsylvania Digital Learning Foundation Charter School. This charter school was the initiative of 12 member schools that had become disenchanted with the quality of cyber education. The sole purpose of Central Pennsylvania Digital Learning Foundation Charter School was to deliver a quality curriculum to students kindergarten through twelfth grade in a cost efficient system. Central Pennsylvania Digital Learning Foundation Charter School does not discriminate by race, religion or ethnicity for admission to our school.

Central Pennsylvania Digital Learning Foundation Charter School was organized into an Elementary (K-6), Middle (7-8) and Secondary (9-12) structure. Central Pennsylvania Digital Learning Foundation Charter School opened its doors in September of 2002 and grew to 185 students by January of 2003. Thirty-one schools were represented. There were three full-time Facilitators, 16 Mentors, one part-time Secretary, four part-time Technology Assistants and one part-time Web Designer. In addition, the Altoona Area School District Center for Advanced Technologies renders services "as needed."

There were 34 mentors and three full time facilitators for the 2007/2008 school term. There were 1 full time technology coordinator, 2 part-time tech aides, a full time secretary/billing clerk, and a part time secretary. The Center for Advance Technologies continues to be a valuable partner.

For the 2007-2008 school term, the curriculums are K-12 and Florida Virtual. The classical curriculum is being phased out to lack of interest and PSSA concerns. The K-12 and Florida Virtual curriculums are being expanded. A specialized curriculum for the functional levels of special education students is in place. A PSSA specific course has been developed by the facilitators and mentors. Other specialized courses include Probability and Statistics, Family and Consumer Science, Health, Reading, and Focus on Technology. The curriculum needs of our students are in constant review with adjustments made accordingly.

Core Purpose

Mission

CPDLF Mission

The Central Pennsylvania Digital Learning Foundation engages its students in a highly motivational, student-centered educational program that relies on the basic foundation of educational principles while utilizing the latest information and communications technology to promote student achievement while fostering higher order thinking and problem-solving skills. The Central Pennsylvania Digital Learning Foundation interacts with students via technology but also uses technology as a way to teach students to conduct in-depth research, collaborate with other students and faculty, and seek guidance from experts around the world.

The Central Pennsylvania Digital Learning Foundation assures that students will have the opportunity to master essential content and skills and will provide them with a strong foundation for preparing them for the workforce of today and the future. The Central Pennsylvania Digital Learning Foundation also utilizes its technology to provide additional learning activities to students of local schools who do not have access to certain educational opportunities. The goal of the Central Pennsylvania Digital Learning Foundation is to utilize its technological resources to provide educational learning opportunities throughout the area.

The Central Pennsylvania Digital Learning Foundation values the talents and needs of its individual students. Administrators and staff work closely with parents and students to deliver programs that meet the student's skills and talents while still providing a strong foundation in the

fundamentals of reading, writing and arithmetic based in the Pennsylvania Standards. Parents are active partners in the development of each student's instructional plan.

Vision

CPDLF Charter School will become a partner with the public school districts by providing an educational delivery system that can promote an alternative to the traditional educational process for some students. The goal of CPDLF Charter School is to provide an arena by which both charter and public school systems can work in concert with each other to maximize the educational potential of the students we serve. The CPDLF Charter School will provide opportunities to students that are not feasible by the traditional education methods, and will work with the public school systems to develop programs that are beneficial to all students.

Shared Values

The Central Pennsylvania Digital Learning Foundation values the talents and needs of its individual students. Administrators and staff work closely with parents and students to deliver programs that meet the student's skills and talents while still providing a strong foundation in the fundamentals of reading, writing and arithmetic based in the Pennsylvania Standards. Parents are active partners in the development of each student's instructional plan.

Academic Standards

K12 Curriculum

Central Pennsylvania Digital Learning Foundation (CPDLF) offers a complete K through 6th grade traditional curriculum based on a time-tested method of instruction covering six core subjects: Language Arts, Math, Science, History, Art, and Music. Each course includes online lessons, worksheets, and teacher guides that can be downloaded, as well as traditional material such as books, CD's and manipulatives. Courses assume a certain amount of background knowledge in the subject to ensure that the student is getting the full breadth of education from the K12 curriculum. A student's level of mastery is determined by administering a placement test. Middle School courses are taken based on a student's knowledge of a specific subject. Middle School courses are not listed by grade as the other grade-specific years.

The K12 curriculum is perfectly aligned to the Pennsylvania Standards. CPDLF promotes in-depth and inquiry-based teaching and learning by providing layers of guidance in each lesson to help both the student and the parent to prepare for and study each lesson effectively, including: clearly defined learning objectives, step-by-step, easy to follow procedures for hands-on activities, creative ideas for alternate teaching and studying approaches, and suggestions for optional activities and readings beyond the lesson. K12 works with CPDLF to provide a powerful partnership with parents and mentors that allows students to receive individual attention and a personalized course of instruction. Families get the flexibility and individual instruction of home schooling with the support and accountability of traditional education

Secondary (Grades 7-12) Program

The Central Pennsylvania Digital Learning Foundation delivers an online curriculum to the secondary school students. With the use of an education delivery platform, the CPDLF delivers courses that are developed in house and by the Florida Virtual School.

Each course meets the Pennsylvania content standards. Courses that were developed by the Florida Virtual School were matched to the Pennsylvania standards. Courses developed in house are developed around the standards.

The online curriculum is organized into modules and then into lessons within a module. Students will normally complete 2-4 lessons per week in a course. Students will read the information in the lesson, do practice work, view various websites, do supplemental readings and use a variety of educational media within a lesson. Every course requires the student to do Internet based research and work.

At the end of each lesson is an assessment. Assessments vary in length, content and delivery. Generally, at the end of every module, the student will take a timed test. The test requires that a student study and be prepared. Many courses will have quizzes between exams. Quizzes may or may not be timed and are generally taken once or twice by students. All other assessments are usually multiple submittals and are submitted using a variety of techniques. Some assessments are multiple choice, fill in the blank or true and false. These assessments are graded automatically by the educational delivery system and students receive feedback immediately. Other assessments are short essays or open essays. These assessments are graded by the instructor. To encourage mastery of content, the CPDLF allows for multiple submittal of work. This allows students to take instructor feedback and improve their work.

Instructors are available to students on a daily basis. When students need help with a topic, they contact their teacher through email. Instructors typically will respond through email, but at times will make phone appointments when more in depth instruction is needed. The education delivery system also has tools for improving communication with the teacher and student. In each class there is online whiteboards, discussion rooms, shared folders, chat rooms and instant messaging. Teachers will have times when they are online using the previously listed tools, as well as Elluminate (real time instruction), to do synchronous learning with one or many students.

The use of multiple media engages students in the learning process. Students use online course content, videos, DVDs, textbooks, literature books, software, and online resources for student instruction.

The online learning environment allows for individualized instruction for students, particularly students that are performing below the standards. The online environment allows students to have extra time in areas where necessary for the student. With the ability to submit assignments multiple times, teachers work with students to repeat concepts that are not mastered during the first try.

Strengths and Challenges

The Central Pennsylvania Digital Learning Foundation engages its students in a highly motivational, student centered educational program that will rely on the basic foundation of educational principles while utilizing the latest information and communications technology to promote student achievement while fostering a higher order thinking and problem-solving skills. The Central Pennsylvania Digital Learning Foundation interacts with students via technology but also uses technology as a way to teach students to conduct in-depth research, collaborate with other students and faculty, and seek guidance from experts around the world.

The Central Pennsylvania Digital Learning Foundation assures that students will have the opportunity to master essential content and skills and will provide them with a strong foundation for preparing them for the workforce of today and the future. The goal of the Central Pennsylvania Digital Learning Foundation is to utilize its technological resources to provide educational learning opportunities throughout the state.

The Central Pennsylvania Digital Learning Foundation values the talents and needs of its individual students. Administrators and staff work closely with parents and students to deliver programs that meet the student's skills and talents while still providing a strong foundation in the

fundamentals of reading, writing and arithmetic based in the Pennsylvania Standards. Parents are active partners in the development of each student’s instructional plan.

An improvement plan is in place to increase our test scores. Students will be provided with test taking skills materials as well as practice prompts. The mentors and facilitators throughout the year will emphasize the Pennsylvania Standards via assessments in each area of the curriculum. Monitoring the days absent will be scrutinized closely.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

CPDLF as part of its management contract follows the same process as Altoona Area School District in strategic planning, which involved many school and community personnel in developing the eStrategic Plan. These groups included representatives of the community, parents, staff, students, administration and the School Board. The core committee of representatives came from the Act 48 Committee because Act 48 specified the process and the makeup of this Committee. Additional representatives were sought because of the serious task of aligning the Strategic Plan, the Act 48 Plan, the Teacher Induction Plan, the Technology Plan and the Special Education Plan.

The basic process for Strategic Planning consisted of the use of subcommittees and assignments given to relevant personnel. These committees and personnel would meet on as needed. The work of these groups then was presented to the total committee for revision, comment, addition or deletions. Since active participation is crucial to the implementation of the eStrategic Plan, the eStrategic Plan Committee were given the task to review all data and initial drafts that emanated from the subcommittee and personnel assignment process.

The Director of Curriculum and Instruction, the Technology Coordinator, and the Director of Special Services compiled the work of the subcommittees into their assigned Plans. The Director of Secondary Academics/CEO of CPDLF had the responsibility to review and edit all Plans before final submission.

Planning sessions for the sStrategic Plan Committee and its subcommittees occurred after school or, when needed, on an Inservice Day.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Annetta Conway	Altoona Area School District	Middle School Teacher	Peer Selected/Teacher Association
Bill Thompson Sr.	Altoona Area School District	Business Representative	Board
Bruce Hazlett	Central PA Digital Learning Foundation	Administrator	Peer Selected/Teacher Association
Bryce Cossitor	Altoona Area School District		Dr. Mary Lou Ray/Technology Plan Author
Camilla Houy	Altoona Area School District		Dr. Mary Lou Ray
Carolyn Shipley	Altoona Area School District	Middle School Teacher	Peer Selected/Teacher Association

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Cathy Keefe	Altoona Area School District	Administrator	Peer Selected/Principal Association
Chris Carnahan	Central PA Digital Learning Foundation	Administrator	Peer Selected/Teacher Association
Cindy Geiner	Altoona Area School District	Parent	Building Principal
Dan Lersch	Altoona Area School District		Guidance Office
Dan Spinazzola	Altoona Area School District	Business Representative	Building Principal
David A Ellis	Altoona Area School District	Board Member	Board
David E Francis	Altoona Area School District	Board Member	Board
Debbie Tini	Altoona Area School District	Parent	Building Principal
Deborah A Bartley	Altoona Area School District		Dr. Mary Lou Ray
Dennis P Hallinan	Altoona Area School District	Board Member	Board
Drandi Maitland	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
E Preston Rice	Altoona Area School District	Secondary School Teacher	Peer Selected/Teacher Association
Eric R Irwin	Altoona Area School District	Board Member	Board
George Thomas Kattouf	Altoona Area School District	Special Education Representative	Administration/Author Special Education Plan
Heidi Douglass	Altoona Area School District	Parent	Building Principal
Janette Kelly	Altoona Area School District	Community Representative	Board
Jason Wasovich	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
Jay Hinish	Altoona Area School District	Parent	Building Principal
Jennifer Mikolajczyk	Altoona Area School District	Community Representative	Dr. Mary Lou Ray
John Fiore	Altoona Area School District	Secondary School Teacher	Peer Selected/Teacher Association
John Wilson	Altoona Area School District	Administrator	Peer Selected/Teacher Association
Kristin delGiudice	Altoona Area School District		Peer Selected/Teacher Association
Lori Gootz	Altoona Area School District	Parent	Building Principal
Lori Mangan	Altoona Area School District	Administrator	Peer Selected/Principal Association
Margaret L Henricks	Altoona Area School District	Board Member	Board
Marie Brennehan	Altoona Area School District		Peer Selected/Teacher Association
Mary J Kimmel	Altoona Area School District	Board Member	Board
Mary Jane	Altoona Area School District	Elementary School	Peer Selected/Teacher

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Hammers		Teacher	Association
Mary Lou Ray	Altoona Area School District		Dr. Dennis Murray
Maryann Joyce Bistline	Altoona Area School District	Board Member	Board
Michelle Sassano	Altoona Area School District		Guidance Office
Nancy Cherry	Altoona Area School District		Peer Selected/Teacher Association
Nanette Ansilinger	Altoona Area School District	Parent	Building Principal
Norm Miller	Central PA Digital Learning Foundation/Altoona Area School District	Administrator	Board
Patrick Labriola	Altoona Area School District	Administrator	Peer Selected/Teacher Association
Patty Burlingame	Altoona Area School District	Administrator	Peer Selected/Principal Association
Richard L Lockard	Altoona Area School District	Board Member	Board
Robert Duffett	Altoona Area School District	Administrator	Peer Selected/Principal Association
Samantha Weathersbee	Altoona Area School District	Parent	Building Principal
Scott Woomer	Altoona Area School District		Dr. Mary Lou Ray
Sharon Fasenmyer	Altoona Area School District	Administrator	Peer Selected/Principal Association
Sharon O'Donnell	Altoona Area School District	Parent	Building Principal
Sherry Buck	Altoona Area School District	Middle School Teacher	Peer Selected/Teacher Association
Sherry Wells	Altoona Area School District	Administrator	Peer Selected/Principal Association
Susan Holzer	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
Suzanne Ritchey	Altoona Area School District	Administrator	Peer Selected/Principal Association
Tina Swineford	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
Todd Kelly	Altoona Area School District	Community Representative	Dr. Mary Lou Ray
Vanessa Kattouf	Altoona Area School District		Guidance Office
Victor Gioioso	Altoona Area School District	Business Representative	Board
Vince DiLeo	Altoona Area School District	Administrator	Peer Selected/Principal Association
Walter Betar	Altoona Area School District	Board Member	Board

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Align curriculum to math standards and anchors

Description: Planned Instruction will be written to ensure that math standards and anchors are addressed developmentally within elementary grade levels and secondary courses.

Activities:

Activity	Description	
Align instructional lessons to standards/anchors/eligible content	Identify math standards within lesson plans to ensure that standards are addressed within daily lessons.	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$1,000.00

Activity	Description	
Develop Planned Courses	Develop Planned Instruction that is aligned to math standards and anchors as well as eligible content.	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$1,000.00

Activity	Description	
Scope and Sequence Development and Review	Continuously review curriculum scope and sequence to assure that math standards and eligible content are addressed	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$1,000.00

Strategy: Data Analysis

Description: Implement data analysis of math assessments.

Activities:

Activity	Description	
Monitoring of Data Analysis	Develop monitoring procedures for staff and administrators to track progress on standards and eligible content that require additional instruction	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$1,000.00

Strategy: Utilize Technology

Description: Incorporate technology, software, and internet programs to enhance student learning.

Activities:

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Activity	Description	
Create Interactive Experiences	Staff will develop effective electronic presentations through the use of story boarding and other planning techniques.	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$780,000.00

Activity	Description	
Training on Technology Integration	Provide staff elective training on methods of utilizing technology integration as a means to enhance student learning of standards and the curriculum.	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$3,000.00

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Align Curriculum to Reading Standards and Anchors

Description: Planned instruction will be written to ensure that reading/language arts standards and anchors are addressed developmentally within elementary and secondary courses.

Activities:

Activity	Description	
Align instructional lessons to standards/anchors/eligible content	Identify reading standards within lesson plans to ensure that standards are addressed within daily lessons.	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$1,000.00

Activity	Description	
Develop Planned Courses	Written curriculum that follows Chapter Four requirements will be developed for reading/language arts content and skills.	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$1,000.00

Activity	Description	
Scope and Sequence Development and Review	Continuously review curriculum scope and sequence to assure that reading/language arts standards and eligible content are addressed.	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$1,000.00

Strategy: Data Analysis

Description: Implement data analysis of reading assessments.

Activities:

Activity	Description	
Monitoring Data Analysis	Develop monitoring procedures for staff and administrators to track progress on standards and eligible content that require additional instruction.	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$1,000.00

Strategy: Differentiate Instruction

Description: Learning will be differentiated to provide students with instruction and active engagement activities that address their capabilities and diverse needs.

Activities:

Activity	Description	
Intervention Strategies	Students at the strategic and intensive level will be provided with intervention instruction and materials that address their diverse needs.	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$1,000.00

Activity	Description	
Training on Differentiated Instruction	Professional education sessions will be offered to provide staff with the background knowledge to implement differentiated instruction procedures.	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$1,000.00

Strategy: Utilize Technology

Description: Staff will utilize technology software, hardware, internet and other resources as a means to enhance student learning.

Activities:

Activity	Description	
Create Interactive Learning Experiences	Staff will develop effective electronic presentations through the use of a variety of technology tools.	
Person Responsible	Timeline for Implementation	Resources
Norm Miller	Ongoing	\$1,000.00

Statement of Quality Assurance

Statement of Quality Assurance - Attachment

- Quality Assurance - N/A

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

SECTION IV. QUALITY OF SCHOOL DESIGN

1. Rigorous Instructional Program

Under the Pennsylvania Accountability System, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. For example:

Ø What curriculum does your charter school utilize?

Ø Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Ø How is the curriculum organized to meet the developmental and academic needs of students?

Ø How does the charter school promote in-depth and inquiry-based teaching and learning?

Ø What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

Ø What types of teaching strategies are used to actively engage students in the learning process?

K12 Curriculum

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Instructors are available to students on a daily basis. When students need help with a topic, they contact their teacher through email. Instructors typically will respond through email, but at times will make phone appointments when more in depth instruction is needed. The education delivery system also has tools for improving communication with the teacher and student. In each class there is online whiteboards, discussion rooms, shared folders, chat rooms and instant messaging. Teachers will have times when they are online using the previously listed tools, as well as Elluminate (real time instruction) to do synchronous learning with one or many students.

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The online learning environment allows for individualized instruction for students, particularly students that are performing below the standards. The online environment allows students to have extra time in areas where necessary for the student. With the ability to submit assignments multiple times, teachers work with students to repeat concepts that are not mastered during the first try.

Rigorous Instructional Program - Attachments

- Approval Letter Teacher Induction
- Professional Education 2008

English Language Learners

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The Central Pennsylvania Digital Learning Foundation adopted an ESL policy in November 2002. The CPDLF Handbook provides the following explanation of CPDLF's policy.

The CPDLF seeks to provide quality education to all students. In accordance with this precept, the CPDLF provides an appropriate planned instructional program for identified students whose primary language is not English.

The purpose of the English as a Second Language (ESL) Program is to increase the English language proficiency of eligible students so that they can attain Pennsylvania's academic standards and achieve academic success.

In compliance with Title 22 Sec. 4.26, the CPDLF provides an instructional program for each student identified as an English Language Learner (ELL). The English as a Second Language Program meets the three -pronged test of program compliance (Castaneda v. Pickard, 1981). (1) The ESL program is based on sound research-based education theory. (2) The ESL Program provides sufficient resources and is staffed by appropriate prepared personnel. (3) The ESL Program includes periodic program evaluation.

Procedures for identification of students whose native language is not English have been established by the CPDLF. The Home Language Survey is completed for every student and is filed in the student's permanent record folder through graduation. Results of the Home Language Survey determine the need for initial assessment of the student's English proficiency level.

At the current time there are no students identified as ELL, but a ESL teacher has been approved by the board in the event that we need to provide this service.

Basic Guidelines for the ESL Program include the following:

1. ELL student will be enrolled upon receipt of a local address and proof of immunizations.
2. Individual needs of students as determined by the assessment in reading, writing, listening, and speaking will be addressed.
3. Appropriately, certified teachers provide instruction to the ELL.
4. Instructional resources will be comparable to the resources provided other Language Arts subjects. Appropriate accommodations will be provided for other content areas.
5. The ESL Program will be monitored and evaluated by its effectiveness to meet the student's academic needs.
6. The ELL shall be required to meet established academic standards and graduation requirements with accommodations as adopted by the Board.
7. ELL student shall have access and be encouraged to participate in all academic and extracurricular activities provided by the district.
8. Communication with parents shall include information about assessment, academic achievement and other related education issues in the language understood by the parent whenever possible.

English Language Learners - Attachment

- ELL Report

Graduation Requirements

Graduation requirements for grades 9 through 12 require the student to earn at least 22.5 credits for the standard diploma. Graduates from the Central Pennsylvania Digital Learning Foundation have successfully completed all state and local student academic standards assessments as set forth in Chapter Four and the Central Pennsylvania Digital Learning Foundation’s Plan, a culminating high school research project that demonstrates the application, analysis, synthesis, and evaluation of knowledge in this project. Students may present the project as a speech, a PowerPoint presentation, a visual, a videotape, or demonstration.

A minimum of 22.5 credits of academic work for the standard diploma and 25 credits for the merit diploma as outlined below:

22.5 Credit Standard	25 Credit Merit
English (4)	English (4)
Soc. Studies (3)	Soc. Studies (4)
Math (4)	Math (4)
Science (4)	Science (4)
Foreign Language (2)	Foreign Language (3)
Phys. Ed. (1)	Phys. Ed (1)
Health (1)	Health (1)
Computer Course (1)	
Community Service (.5)	Community Service (.5)
Arts History (.5)	Art History (.5)
PSSA (.5)	PSSA (.5)
Electives (1)	Electives (2.5)

Students successfully complete each planned course with a grade of 70 or higher and demonstrate mastery of the State and local student academic standards associated with each planned course of instruction. All new students are required to pass an online study skills course.

Students may earn a merit diploma by demonstrating advanced proficiency on PSSA.

Graduating students must demonstrate proficiency in reading, writing and mathematics on either the state assessments administered in grade 11 or 12, or local assessments aligned with academic standards and state assessments under Section 4.52 (relating to the local assessment system).

Graduating students have also participated in a Community Service Program volunteering a minimum of 45 hours.

Special Education

Central PA Digital Learning Foundation

Special Education

The Central Pennsylvania Digital Learning Foundation cyber charter school utilizes a variety of identification procedures and instructional strategies available for special needs students in a cyber setting. One example is the CPDLF website, which describes the process and procedures for enrollment of new students, as well as access to our annual public notice, and a link to PATTAN.

The CPDLF provides a Special Education Program in accordance with federal and state regulations and guidelines to insure the provision of a free and appropriate public education to all school-age children in need of such services.

Special education services are available to students who have been identified by an Individualized Education Program (IEP) team, based upon recommendations in a multi-disciplinary evaluation (ER), to need special education.

The CPDLF's Special Education Program is individualized to meet the needs of each child, as well as providing specifically designed instruction. CPDLF staff meet with parents to ensure a cyber school setting will provide an appropriate education in the least restrictive environment. We deliver special education and related services for CPDLF students at no cost to the parent.

Special education services are provided according to the primary education needs of the child, not the category or disability. We provide support for students who primarily need assistance with the acquisition of academic skills. However, other related services are available to the child to enhance participation in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy...etc.

CPDLF has established a series of checks and balances throughout our program to insure all children receive the services they need. CPDLF will:

1. Send the parent a Permission to Evaluate or Permission to Re-evaluate Letter (if the child has been evaluated previously for special education services) and a copy of Procedural Safeguards.
2. Evaluate the child using a Multi-disciplinary Evaluation (which includes a parental input form) following receipt of a signed Permission to Evaluate/Re-evaluate Letter from the parent and or guardian.
3. Send an Evaluation/Re-evaluation Report to the parent.
4. Send the parent an Invitation to Participate in the IEP or other meeting with a copy of Procedural Safeguards.
5. Meet with the parent and develop an IEP that will provide optimal learning opportunities for the child.
6. Send the parent a Prior Written Notice Form when or if the IEP team proposes to initiate or change the child's identification, evaluation, or educational placement.

7. After IEP implementation, CPDLF will:

- Review and rewrite all IEPs annually.
- Re-evaluate children with disabilities who are identified as being mentally retarded at least once every two years.
- Re-evaluate children with disabilities at least once every three years.

The CPDLF's instructional strategies for educating special education students consist of a variety of techniques. Students are provided with a strong support system consisting of numerous contact people: a mentor (or mentors), facilitator, principal, chief administrative officer, LEA, and specialist or related service staff if needed. The parent and child are contacted on a weekly basis via phone to discuss their educational progress. Contact by email and phone is available on a daily basis for parents and students. Face to face conferencing is also available if needed.

Parents and students have the option to take and use a CPDLF computer and printer and an email account is set up for constant feedback and communication. Internet service is reimbursed and additional ink is available to ensure printing runs smoothly. Quarterly reports are completed by the special education mentor to keep families updated about progression or regression.

Communication between the special education mentor, facilitator, LEA, and supervisor occur on a weekly basis. Meetings are held on a monthly basis for mentors to discuss education strategies for children with special needs. Re-evaluations or initial evaluations may be performed to better assess a student's needs if the team feels it is necessary and appropriate.

Students are provided, at no cost, textbooks and workbooks or online modules depending upon the curriculum in which they enroll. Instructional CD's, manipulatives, assistive technology devices, tutoring, and specially designed instruction are also provided to ensure each child's success. Parents are provided with lesson manuals as guides to aid in instruction and access to websites and facilitators, and educational counselors through the specific curriculum.

Higher measures of technology have been incorporated to assist instruction. Web cameras have been used for speech and language instruction, oral reading, and, if necessary, extended school year goals and objectives. The Central Pennsylvania Digital Learning Foundation continues to monitor, evaluate, and modify the identification procedures and instructional strategies employed in delivering each special needs student's individual program in the cyber setting.

A major component of the school design is how the charter school addresses programming for special needs students. Special Education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide Special Education services or contract out to the chartering School District, the Intermediate Unit, or another outside agency.

Special Education - Attachment

- Special Education Handbook

Special Education Program Profile - Chart I

Central PA Digital Learning Foundation CS - Charter Annual Report

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Emily Virkler	1.00	Mixed Category	Cyber Charter School	16	All Disability Categories
Jane Fellingner	.45	Mixed Category	Cyber Charter School	9	All Disability Categories
Gayle Fratangeli	.45	Mixed Category	Cyber Charter School	10	All Disability Categories

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
none	N/A	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Emily Virkler, Special Education Facilitator	Cyber Charter School	1
Norman J. Miller, Chief Executive Officer	Cyber Charter School	.45
Tom Kattouf, Special Education Consultant	Cyber Charter School	.45
Jennifer Mikolajczyk, Elementary Principal	Cyber Charter School	.45
Janette Kelly, Secondary Principal	Cyber Charter School	.45
Jane Fellingner, Special Education Mentor	Cyber Charter School	.45
Gayle Fratangeli, Special Education Mentor	Cyber Charter School	.45
Gregory Burns, Special Education Science Mentor	Cyber Charter School	.45

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Steve Keith	Teacher-Direct Instruction	.45
Connie Traficante	LEA	.45
April Morelli	School Psychologist	.45
Dona Messner	Transition Coordinator	.45
Lynne Ruggles	Speech and Language Pathologist	.45
Jennifer Snyder	Reading Specialist	.45
Maureen Repko	Counseling Services	.45
Dee Dunn	School Psychologist	.45
Denise Meyers	Teacher-Direct Instruction	.45
Carol Hewitt	School Psychologist	.45
Peggi Irvin-Houtz	Speech and Language Pathologist	.45
Jeff Danel	Orientation and Mobility Specialist	.45

Robin MisLevey	Hearing Specialist	.45
Michelle Link	Physical Therapist	.45

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA/PASA	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA/PASA	Yes	Yes	Yes	No	No	Yes	Yes

Student Assessment

A.) CPDLF utilized the PSSA in grades 3-4-5-6-7-8-11 for Reading and Mathematics and the PSSA in grades 8 and 11 for Writing. In addition, CPDLF used the grade 12 retest opportunity for mathematics, Reading, and Writing.

In grade 3 reading and math there was only one student tested who was not proficient.

In Grade 4 reading and math there was only one student tested who was proficient on both.

In grade 5 Mathematics, school wide average percent of 29% proficient. In grade 5 Reading, school wide average percent of 43%. There were only 7 students tested in this grade.

In grade 6 Mathematics, school wide average percent of 33% proficient. In grade 6 Reading, school wide average percent of 50%. There were 12 students tested in this grade.

In grade 7 Mathematics, school wide average percent of 25% proficient. In grade 8 Reading, school wide average percent of 33%. There were 8 students tested in this grade.

In grade 8 Mathematics, school wide average percent of 50% proficient an increase from the previous year by 17%. In grade 8 Reading, school wide average percent of 36% .

In grade 11 Mathematics, school wide average percent of 13%. In grade 11 Reading, school wide average percent of 35%.

Worth noting are the following points:

The results of these assessments influence development of annual measurable goals in as much as CPDLF examines curricula to assure standards alignment and presence of eligible content and the comparison of average student performances by grade levels.

The student progress plan features the use of mentor evaluations of individual student's assignments and projects, unit and module tests and the use of semester and final examinations in courses.

Even with both of the above strategies in place, the transient nature of the cyber-school's population makes long-term application of the strategies difficult at best.

Special needs students (N=10) represented 20% of the student population.

To the school's credit, participation rate was 98.5%.

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Based on these results CPDLF implemented a Problem of the Week course that all student were required to take to help them better prepare for testing.

B.)Strategies are in place for students who are at risk of failure and those not making reasonable progress are as follows:

Students are counseled by mentors and encouraged to perform.

Students are tutored by additional mentors with hopes of increasing performance.

Students and parents are counseled by facilitators as a means of additionally assessing and evaluating performance or lack thereof.

Students are provided with course modifications and/or pace modifications allowing for some degree of performance success.

Student Assessment - Attachment

- Local Test Data

Teacher Evaluation

Non-Tenured Mentors are evaluated four times a year by the following:

1. Appropriate Facilitator
2. Appropriate Principal
3. Chief Executive Officer

Tenured Mentors are evaluated one time a year by the following:

1. Appropriate Facilitator
2. Appropriate Principal
3. Chief Executive Officer

Non-Tenured Facilitators are evaluated four times a year by the following:

1. Appropriate Principal
2. Chief Executive Officer

Tenured Facilitators are evaluated one time a year by the following:

1. Appropriate Principal
2. Chief Executive Officer

Training for evaluators on special education is held during each summer. The CPDLF Special Education Facilitator is the presenter.

CPDLF Inservice coincides with the Inservice of the Altoona Area School District. Facilitators have the opportunity to attend all sessions.

Mentors have meeting to address the unique instructional techniques in a Cyber environment:

Tuesday, July 24, 2006	Summer A.M. Workshop (8-11)
Thursday, August 2, 2006	Summer A.M. Workshop (8-11)
Tuesday, October , 2006	"Meet The Mentor"/CPDLF Open House (4-6)
Tuesday, October 30, 2006	Progress Book training for staff (4-6)

Tuesday, December 4, 2006 Mentor Meeting
 Tuesday, January 16, 2007 Mentor Meeting
 Tuesday, March 18, 2007 Mentor Meeting
 Tuesday, May 20, 2007 Mentor Meeting

Teacher Evaluation - Attachment

- Mentor Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

As a transition from a regional to a state board of directors, the following changes were made during the 2007-2008 school year. Dr. Lee Swinsburg representing Williamsburg Community School District replaced Mr. William Wade representing Northern Bedford County School District. Mr. G. Brian Toth representing Bellwood-Antis School District replaced Dr. Arleen Multhauf representing West Branch Area School District. Dr. Thomas Estep, III representing Northern Cambria School District replaced Mrs. Mary Beth Whited representing Penn Cambria School District. Also, the Parent representative changed from Ms. Lisa Gill to Mrs. Jeanne Werking. Furthermore concerning CPDLF's Board President, Dr. Lee Swinsburg from Williamsburg Community School District was elected Board President. Dr. Janette Kelly replaced Mr. John Wilson as secondary principal and Mrs. Jennifer Mikolajczyk replaced Dr. Vincent DiLeo.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Dennis Murray	Board Member
Dr. Paul Gallagher	Vice President
Mr. G. Brian Toth	Treasurer
Dr. Lee Swinsburg	President
Dr. Thomas Estep, III	Secretary
Mr. Richard Bernazzoli	Board Member
Dr. Joseph DiBartola	Board Member
Dr. William Miller	Board Member
Mr. Thomas Bradley	Board Member
Mrs. Kris Hallinan	Board Member
Dr. Michael Dillon	Board Member
Mrs. Jeanne Werking	Parent Representative

Professional Development (Governance)

The Board of Trustees are Public School Superintendents and are very knowledgeable of governance issues.

Coordination of the Governance and Management of the School

The Board of Trustees under the direction of the President Dr. Lee Swinesburg works within the organizational structure. Formal meetings occur every other month. The every day operation of the school is coordinated by the CEO. The relationship between the Board of Trustees and the staff is outstanding. The implementation of this school was a team effort to deliver a superior

program to students who wanted a cyber education. Cooperation and communication are the mainstays of the relationship.

The relationship with PDE is also positive. The staff of PDE is very knowledgeable and helpful. The guidance of Mr. Gregory Spadafore is outstanding. PDE has always been available to assist when necessary.

Coordination of the Governance and Management of the School - Attachment

- 2007-2008 CPDLF Board Meetings

Community and Parent Engagement

A parent, Mrs. Jeanne Werking, sits as an active member of the Board of Trustees of the Central PA Digital Learning Foundation. In the 2007-2008 school term there was an orientation meeting and three state-wide field trips for students and their parents. Parents of special education students were invited to four parent trainings, which were made available in person at CPDLF or online via Elluminate. Secondary special education students and their parents were also invited to attend a field trip at Hiram G. Andrews. CPDLF also has formed a Parent Advisory Committee which meets four times during the school year. The Parent Advisory Committee meetings were also made available on the internet via Elluminate during the 2007-2008 school year.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

N/A — There are no fund raising activities.

Fiscal Solvency Policies

CPDLF currently has a budgetary reserve which was designated by the Board of Trustees for contingencies such as future special education expenditures and computer replacements.

The Board of Trustees:

- Approves the budget each year
- Approves every check and all travel requests (at their monthly meeting)
- Meets every other month and is updated on enrollment numbers particularly as they relate to the cyber charter's financial stability.

The Board of Trustees adopted an investment policy in October of 2006. The President of the Board of Trustees and the Chief Executive Officer closely monitor revenues and expenditures and report solvency to the Board regularly.

Accounting System

The accounting system (Quickbooks) was set up using the PA State Chart of Accounts. Revenues and expenditures are coded according to the Manual of Accounting and Related Financial Procedures. The approved budget has been entered and financial information is reported to PDE in accordance with GAAP.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues and Expenditures 07-08

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

Audit firm: Young, Oakes, Brown & Co, PC
Period ending 06/30/07. Completion date of 11/15/07 audit
Unqualified opinion and no findings

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- Young Oakes Brown 2007 Audit

Citations and follow-up actions for any State Audit Report

A representative from the State Attorney General's office is currently performing an audit. After completion of the audit, PDE will be notified concerning the results.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

The Central Pa. Digital Learning Foundation rents space and facilities from the Altoona Area School District's Center for Advanced Technology. Computers are purchased through the PEPPM plan of the State.

Future Facility Plans and Other Capital Needs

The Central Pa. Digital Learning Foundation intends to occupy office space in the Center for Advanced Technology and upgrade computers and software as needed. As a cyber school, space requirements are minimal.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

The Central PA Digital Learning Foundation maintains health and safety records and they are kept at the Center for Advanced Technology in a separate locked filing cabinet. Fire prevention is non-applicable in a Cyber environment.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments

- Request for Reimbursement and Report of School Health Services School Year 2006-2007
- Wellness Policy

Current School Insurance Coverage Policies and Programs

1. Worker's Compensation — State Worker's Insurance Fund— Policy #04746186 — Policy Period 8/1/08 to 8/1/09
2. Fleet SystemSure Computer Insurance — American Bankers Ins. Co. of Fl. — Policy #FT 1000172-2 — Policy Period 11/1/07 to 11/1/08
3. Errors & Omission Policy — ESL, Inc. — Policy # EDU B173774— Policy Period 7/30/08 to 7/30/09

4. Commercial General Liability — Essex Ins. Co. — Policy #3CW4004 — Policy Period 10/17/07 — 10/17/08
5. Highmark — Policy #1198305 — Policy Period 7/1/2008 to 6/30/2009

Current School Insurance Coverage Policies and Programs - Attachments

- State Workers Insurance Fund
- American Bankers Insurance
- Educator's Legal Liability Insurance
- Essex Insurance Company

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There were 34 mentors in the 2007-2008 school term. Of those mentors, 33 are returning for the 2008-2009 school year.

Quality of Teaching and Other Staff - Attachments

- PDE-414 2007-2008
- Professional Development Report 2007-2008

Student Enrollment

The Central Pennsylvania Digital Learning Foundation is a public school and admission is open to all students. Enrollment is first open to all returning students, then students in our regional charter, and finally open to all students in the state of Pennsylvania. Enrollment is based on the order when complete applications are received at the CPDLF.

Students are permitted to enter for Kindergarten. Students are required to be 5 years old by September 30 of the school year. Students entering first grade must be 6 years old by September 30 of the school year.

The Application/Enrollment Process is as follows:

- 1) After speaking to a Facilitator at the school or visiting the website, families are encouraged to follow the Visitor button to take a tour of the appropriate curriculum: K12 or Florida Virtual School. Students and parents/guardians are invited to investigate the various showcase lessons for each of the core subject areas: Math, Science, English, and Social Studies.
- 2) Families make an online application or stop at the school to apply.
- 3) An enrollment packet is mailed or given to the family to be completed.
- 4) The family returns the enrollment packet completed in its entirety.
- 5) CPDLF uses the signed Records Request form from the enrollment packet to request a transcript from the applicant's school in the district of residence.
- 6) Upon receipt of student records, a Facilitator phones the applicant family to schedule an interview. In the meantime, the Facilitator examines the student records and determines whether or not testing for curricular placement is necessary.
- 7) At the interview, a Facilitator explains the school's policies and standard operating procedures for a student to obtain lessons and for a parent/guardian to monitor student participation in the lessons.
- 8) Student, parent and Facilitator all sign the Terms of Agreement which delineates the expected behaviors for the student to successfully participate in the lessons, whether on line or textbook based.
- 9) Based on the need for testing to determine the student's placement, the Facilitator schedules such a session with the family/student.

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- 10) The Facilitator gives a demonstration of accessing the online lesson or of receiving the lesson in the traditional textbook with lesson plans provided for the parent/guardian.
- 11) The student and parent agree to the terms of enrollment and the Facilitator signs the enrollment form assigning the first day of school and the beginning of the Orientation Course.
- 12) The Facilitator takes a digital photo of the student to be included with his/her file.

Grade	Initial Enroll	Add	Drop	Moved
K	4	0	2	0
1	3	0	0	0
2	5	0	0	1
3	6	0	3	0
4	1	1	1	0
5	3	0	0	1
6	8	0	1	1
7	10	4	4	1
8	13	4	8	0
9	26	2	12	0
10	35	8	12	2
11	43	3	8	1
12	23	6	12	0

As CPDLF enters its 6th year, an enrollment trend has been difficult to discern because of the:

- Lack of data, the school being relatively new
- Transient nature of the cyber-student

CPDLF staff, however, has noted the following:

1. An unsuccessful student will leave the cyber-school when confronted with procedural alternatives meant to define and predict success.
2. Not a single case can be found thus far of an unsuccessful student being supported by an involved parent.

Based on exit interviews and discussions with students and parents, students who enrolled early in the school year had a much better chance at being successful. Students who transferred in mid-year found difficulties in learning how to adapt to the new learning environment. CPDLF has developed an online Orientation course and requires that each new family take the course. The Orientation Course contains activities and lessons designed to ensure success in the cyber environment. The course has activities for the student, the parent, and the parent and student functioning as a team. In addition, CPDLF holds Orientation Workshops during the summer months prior to the beginning of school in order that students and parents might diminish the learning curve. For students enrolling after the first day of school, the enrolling CPDLF officer holds a private orientation session for the family to accomplish the same task.

Transportation

N/A - No transportation this year.

Food Service Program

N/A Cyber School

Student Conduct

No suspensions or expulsions to report.

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Central PA Digital Learning Foundation CS within Appalachia IU 8 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Norman J. Miller

Title Mr.

Phone 814-940-6989

Fax 814-940-6990

E-mail njmiller@cpdlf.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name Dr. Paul Gallagher

Title Dr.

Phone 814-940-6989

Fax 814-940-6990

E-mail pgallagher@tigerwires.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Frank J. Meloy

Title Dr.

Phone 814-946-8218

Fax 814-946-8549

E-mail meloy@aasdcats.com

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page