

**CENTRAL PA DIGITAL LEARNING FOUNDATION CS**

Charter School Annual Report | 2022 - 2023

## School Profile

**LEA Name**

Central PA Digital Learning Foundation CS

**AUN**

108070001

**Address 1**

5580 Goods Lane

**Address 2**

Suite 1132

**City**

Altoona

**State**

PA

**Zip Code**

16602

**Chief Administrator Name**

Dr Malynda Maurer

**Chief Administrator Email**

mmaurer@cpdlf.org

**Chief Administrator Phone**

(814)682-5258

**Extension**

**Charter School Principal**

**Principal Name**

Deanna Mayers

**Principal Email**

principal@cpdf.org

**Principal Phone**

814-682-5258

**Extension**

x122

**Authorizing District(s)**

Cyber Charter - PDE is Authorizing Entity (CHECKED)

**Upload Current Charter (PDF only)**

Central PA Digital 2015 Renewal Decision.pdf

## Governance and Staff

### Board of Trustees Members

Name	Office	Check if New Member
Dr. Doug Arnold	Member	
Ms. Royce Ann Boyd	President	
Dr. Paul Gallagher	Secretary	
Dr. Robert Gildea	Vice President	
Ms. Cathy Harlow	Treasurer	(CHECKED)
Mr. William Kanich	Member	
Ms. Lisa Murgas	Member	
Dr. David Reeder	Member	
Dr. Allen Sell	Member	

### Explanation of Board of Trustees Changes

Mr. Scott Magnetti resigned as Board Member and Treasurer effective August 25, 2022. Ms. Cathy Harlow was appointed Board Member and Treasurer on September 8, 2022

### Board of Trustees Meeting Schedule

Location	Date	Time
Altoona Learning Center, 5580 Goods Ln, Altoona, PA 16602	2022-08-11	1:00 p.m.

Altoona Learning Center, 5580 Goods Ln, Altoona, PA 16602	2022-09-08	1:00 p.m.
Altoona Learning Center, 5580 Goods Ln, Altoona, PA 16602	2022-11-10	1:00 p.m.
Altoona Learning Center, 5580 Goods Ln, Altoona, PA 16602	2023-01-12	1:00 p.m.
Altoona Learning Center, 5580 Goods Ln, Altoona, PA 16602	2023-03-09	1:00 p.m.
Altoona Learning Center, 5580 Goods Ln, Altoona, PA 16602	2023-05-11	1:00 p.m.
Altoona Learning Center, 5580 Goods Ln, Altoona, PA 16602	2023-06-08	1:00 p.m.

**Upload Board Minutes**

CPDLF Link to Board Docs.pdf

**Leadership Team**

<b>Name</b>	<b>Title/Position</b>	<b>Check if New Member</b>
Aiko Malynda Maurer	Chief Executive Officer	
Deanna Mayers	Principal	
Kimberly Salyards	Director of Special Education	
Joan Horsey	Other	

Joe Lachendro	Other	
Karlie Shook	Business Manager	

There were no Leadership Changes (**CHECKED**)

**Upload of Professional Staff Member Roster (PDE-414 Form)**

PDE 414 - July 31 2023 for 2022-23.xls

**Quality of Teaching and Other Staff**

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
<b>Chief Executive Officer</b>	1	1	0	0	0	1
<b>Chief Administrative Officer</b>	0	0	0	0	0	0
<b>Principal</b>	1	1	0	0	0	1
<b>Assistant Principal</b>	0	0	0	0	0	0
<b>Classroom Teacher (including Master Teachers)</b>	17	17	0	0	6	11
<b>Specialty Teacher (including Master Teachers)</b>	1	1	0	0	0	1

<b>Special Education Teacher (including Master Teachers)</b>	5	5	0	0	0	5
<b>Special Education Coordinator</b>	1	1	0	0	0	1
<b>Counselor</b>	1	1	0	0	0	1
<b>Psychologist</b>	1	1	0	0	1	2
<b>School Nurse</b>	1	1	0	0	0	1
<b>IT Director</b>	1	1	0	0	0	1
<b>Business Administrator</b>	1	1	0	0	0	1
<b>ISD, Curriculum Developers, Tech Support</b>	2	2	0	0	1	1
<b>HR Manager</b>	1	1	0	0	0	1
<b>Student Support Manager, Facilities Manager</b>	0	0	0	0	0	0
<b>Business Office, Administrative Support Staff, Teaching Assistants</b>	5	5	1	0	2	4
<b>Other</b>						

<b>Totals</b>	39	39	1	0	10	32
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**Explanation of Substantial Differences**

From 21-22 to the 22-23 school year, enrollment decreased so we decreased the number of teaching staff. In the 22-23 school year, we had a business support person resign and Student Records Officer terminated, we only filled the Student Records position. We also terminated a tech support person and did not fill that position. Due to decline in enrollment at the end of 22-23, we also did not offer an assignment to 6 of our teachers for the 23-24 school year. The school psychologist that we contracted with retired. That contract was replaced with two different contracts.



## **Fiscal Matters**

### **Major Fundraising Activities**

n/a

### **Fiscal Solvency Policies**

No new policies or procedures involving fiscal solvency were implemented during the 2022-23 school year.

### **Accounting System**

CPDLF uses accounting software call CSIU. This has been the software utilized since 2016-2017. CSIU has upgraded their platform to web-based and CPDLF migrated to this platform in May 2022.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances**

See attached.

### **Upload Statements of Revenues, Expenditures & Fund Balances**

Preliminary Statements of Revenues, Expenditures & Fund Balances (2022-23.xlsx)

## **Financial Audit Basics**

### **Audit Firm**

Young Oakes & Brown Co.

### **Date of Last Audit**

2022-09-26

### **Fiscal Year Last Audited**

2021-22

### **Explanation of the Report**

An audit involves performing procedures to obtain audit evidence about the amounts and disclosure 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

**Upload Financial Audit Document(s)**

Central PA Digital Learning Foundation 2022 Audit Report.pdf

**Financial Audit Citations**

<b>Financial Audit Citations Description</b>	<b>Response</b>
None	None

**Federal Programs Consolidated Review**

**Federal Programs Consolidated Review Document(s)**

Yes

**Upload Available Federal Programs Consolidated Review Document(s)**

108070001\_Assessment\_75716800\_Reviewed.pdf

108070001\_Assessment\_37688846\_Reviewed\_Fiscal.pdf

**Title I Status**

Yes

**Title I First Year Status**

No

**Date of Last Federal Programs Consolidated Review**

2023-05-12

**School Years Reviewed**

2022-23

**Federal Programs Consolidated Review Report**

108070001\_Assessment\_75716800\_Reviewed.pdf

108070001\_Assessment\_37688846\_Reviewed\_Fiscal.pdf

**Consolidated Review/Annual Report**

See attached

**Federal Programs Consolidated Review Citations**

<b>Findings</b>	<b>Corrective Action(s) Taken</b>
See Attached -finding were due to documentation uploaded for 21-22 school year and not 22-23.	Working on corrective actions listed in attached report.

## Special Education

### Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Special Education Director (KS)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	0	n/a	n/a
Special Education Coordinator (BW)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	0	n/a	n/a
Special Education Elementary Instructor (CM)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	12	5	12
Special Education Secondary Learning Guide(DM)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	5	12	21
Special Education Secondary Learning Guide(TN)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	15	12	21
Special Education Secondary Learning Guide(TW)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	12	12	21
Special Education Secondary Learning Guide(LW)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	12	12	21

### Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
School Psychologist	10min/week	Outside contractor (DT)	10 or fewer
School Psychologist	30 min/week	Outside contractor (SE)	10 or fewer

School Psychologist	10 min/week	Outside contractor (BM)	3
Therapy Source/Speech Therapy	4 hrs/week	Outside contractor	7
Therapy Source/OT	3.5 hrs/week	Outside contractor	6
Therapy Source/Learning Support	34 hrs/week	Outside contractor	14
Therapy Source/Emotional Support	6 hrs/week	Outside contractor	7
Blair Therapies/ST	3.25 hrs/week	Outside contractor	6
Blair Therapies/OT	1.25 hrs/week	Outside contractor	2
Journey Center/AS	1.5 hrs/week	Outside contractor	3
Journey Center/ES	0.75 hrs/week	Outside contractor	2
Connecting the Pieces/AS	10 min/week	Outside contractor	1
Appalachia IU8/SW	1.25 hrs/week	Outside contractor	2

**Special Education Cyclical Monitoring**

**Date of Last Special Education Cyclical Monitoring**

2021-01-04

## Upload Link to Report (Optional)

### Special Education Cyclical Monitoring Report

Central\_PA\_Digital\_Learning\_Foundation\_CS\_Executive\_Summary\_CS\_2020.pdf

### Administrative Procedures for Internal Controls of IEP Development

CPDLF Special Education Processes and Procedures\_revJuly2022.pdf

## Special Education Personnel Development

### Autism

Training not offered.

### BehaviorSupport

Description of Training			
Creating Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Kim Salyards/Special Ed Director		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	PaTTAN video	Special Ed case managers/team

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### Training Date Complete

2022-11-03

Special Ed 110322 meeting & PBSP training attendance (Responses) - Form Responses 1.pdf

Special Ed Meeting w\_PBSP Training Agenda 110322.pdf

### Paraprofessional

Training not offered.

### Transition

Training not offered.

### ScienceofLiteracy

Training not offered.

## ParentTraining

<b>Description of Training</b>			
Parent training given to families at every new and annual IEP meeting			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Ed Coordinator		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Who Participated (Audience)</b>
0.25 hrs	~50/school year	CPDLF Special Ed Case Managers	Parents/students

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### Training Date Complete

2023-05-30

CPDLF Spec Ed Personnel Dev Parent Training 2022-23.pdf

Spec Ed Personnel Dev Blank 2022-23.pdf

## IEPDevelopment

<b>Description of Training</b>			
Using the QIESSP tool to review ES services			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Brad Theys IU8 /Kim Salyards Special Ed Director		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Who Participated (Audience)</b>
1.5	1	IU08	Special Ed Case Managers/Team

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### Training Date Complete

2023-02-02

Special Ed Team Professional Dev\_ the QIESSP 020223.pdf

Special Ed Team Professional Dev\_ the QIESSP 020223 (1).pdf

## Special Education Program Profile

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LW	Secondary	Full-time (1.0)	07/14/2023 01:34 PM

<b>Building Name</b>		
Central PA Digital Learning Foundation CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TW	Secondary	Full-time (1.0)	07/14/2023 01:33 PM

<b>Building Name</b>		
Central PA Digital Learning Foundation CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.24



<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TN	Secondary	Full-time (1.0)	07/14/2023 01:32 PM

<b>Building Name</b>		
Central PA Digital Learning Foundation CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DM	Secondary	Part-time (0.5)	07/14/2023 01:29 PM

<b>Building Name</b>		
Central PA Digital Learning Foundation CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CM	Elementary	Part-time (0.5)	07/14/2023 01:30 PM

<b>Building Name</b>		
Central PA Digital Learning Foundation CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.24

## Facilities and Agreements

### Fixed assets acquired by the Charter School during the past fiscal year

Fixed Asset Description	Location	Capital Expenditure
N/A	N/A	N/A

### Facility Plans and Other Capital Needs

#### The Charter School's plan for future facility development and the rationale for the various components of the plan

CPDLF does not plan to expand its facilities during the 23-24 school year. Improvements to the current facility will be made to provide better security and confidential office space that is lacking in our current facility.

### Memorandum of Understanding

Organization	Purpose
Altoona Area School District	To provide services of a certified school nurse.
Logan Township Police Department	To foster a relationship of cooperation and mutual support

### Upload of Memorandum of Understanding Document(s)

MOU for ALC\_- signed.pdf

MOU-Central PA Digital Learning Foundation Charter School - Nurse 2022-2023 school year signed.pdf

## Articulation Agreements

### Partnering Institution

St. Francis University

**Agreement Type**

**Program/Course Area**

Dual Enrollment Undergraduate

**Upload Articulation Agreement**

St Francis Dual Enrollment Agreement CPDLF MOU.pdf

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**Partnering Institution**

Harrisburg Area Community College

**Agreement Type**

**Program/Course Area**

Dual Enrollment Undergraduate

**Upload Articulation Agreement**

HACC Central PA Digital Learning FoundationMOU. Digital Signatures (1).pdf

## Management Survey

### Charter School Management Survey

#### Charter School Name

Central PA Digital Learning Foundation CS

#### Point of Contact Name

Dr. Aiko Malynda Maurer

#### Point of Contact Telephone Number

814-682-5258

#### Extension

116

#### Point of Contact Email

ceo@cpdlf.org

### Management Organization Information

As of the start of the 2021/2022 school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?

Yes

#### Is/was the Management Organization a:

Single Management (non-profit)

#### Management Organization Name

Appalachia Intermediate Unit 8

#### Federal EIN (Employer Identification Number)

25-1215721

#### Address 1

4500 6th Avenue

#### Address 2

n/a

**City**

Altoona

**State**

PA

**Zip Code**

16602

**Plus 4 Code**

1542

**Additional Comments**

n/a

## **Signatures and Affirmations**

### **Upload Board Affirmation Statement**

Board Affirmation Statement - signed July 31 2023.pdf

### **Date of Approval**

2023-07-31

### **Charter School Annual Report Affirmation**

#### **Board President**

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

#### **Chief Executive Officer**

Dr. Aiko Malynda Maurer

### **Charter School Law Affirmation**

#### **Board President**

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

#### **Chief Executive Officer**

Dr. Aiko Malynda Maurer

### **Ethics Act Affirmation**

#### **Board President**

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

#### **Chief Executive Officer**

Dr. Aiko Malynda Maurer

## **Charter School Annual Background Check Affirmation**

### **Board President**

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

### **Chief Executive Officer**

Dr. Aiko Malynda Maurer

## **Charter Annual Administrative Certification Affirmation**

### **Board President**

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

### **Chief Executive Officer**

Dr. Aiko Malynda Maurer

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

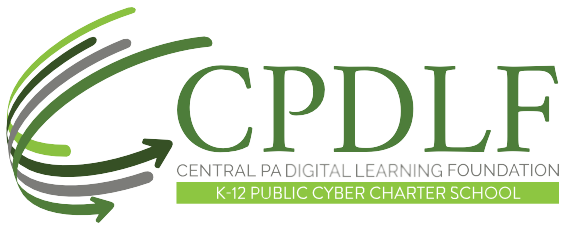
### **Board President**

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

### **Chief Executive Officer**

Dr. Aiko Malynda Maurer





Here is the [link](https://go.boarddocs.com/pa/cpdlf/Board.nsf/Public) to our Board Docs webpage where all the Board Agendas, Minutes, and policies are available to the public.

<https://go.boarddocs.com/pa/cpdlf/Board.nsf/Public>

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Nicole Baughman	Elementary PK-4	K-3	Kindergarten, Age 5, Elementary, Primary Grades 1-3,	1552	100%	0%
2	Abby Bono	Elementary Pk-4, Special Education PK-8	K	Kindergarten, age 5 (K5)	475	100%	0%
3	Melisaa Cabo	English 7-12	7-9	Middle Level English 7-9	559	100%	0%
4	Season Consiglio	Elementary K-6, Special Education PK-12, E	7-9	Middle Level Science, 7-9, Special Ed. Middle Level Science 7-9	776	100%	0%
5	Brieana Day	English K-12, Reading Specialist; Instruction	10-12	English/Communication, 10-12	776	100%	0%
6	Barbara Dikum	English 7-12	7-12	English/Communication, 10-12, Middle Level English 7-9	776	100%	0%
7	Erica Dorsch	Elementary K-6, Hearing Impaired PK-12	1-6	Elementary, Primary Grades 1-3, Elementary, Intermediate Grades 4-6	1552	100.00	0.00
8	Heather Jancula	Social Studies 7-12, Program Specialist ES	10-12	Social Studies 10-12	1552	100%	0%
9	Genie Kline	Chemistry 7-12, Physics 7-12	10-12	Physical Science, Intermediate, 10-12, Chemistry	776	100%	0%
10	Jamie LaBenne	Special Education N-12, Reading Specialist	K-6	Elementary, Primary Grades 1-3, Developmental Reading, Elementary Cla	776	100%	0%
11	Paul Longwell	General Science 7-12, Physics 7-12, Princip	7-12	Middle Level Science 7-9, General Science, Intermediate, 10-12	776	100%	0%
12	Deanna Mayers	Elementary K-6, Principal K-12	K-12	Elementary, Intermediate Grades 4-6, Elementary Principal, Secondary Pri	1552	100%	0%
13	Geraldine Morrissey	Elementary K-6, Special Education PK-12; I	K-12	Special Ed PreK-12	776	100%	0%
14	Chelsey Murray	Biology 7-12, Mid-Level Mathematics 6-9, M	7-9	Middle Level Science, 7-9	776	100%	0%
15	Patti Murtha	Health and Physical Education K-12, Instruc	7-12	Health and Physical Education, Secondary, 7-12	1552	100%	0%
16	Tricia Noonan	Elementary K-6, Special Education N-12; In	1-6	Special Ed, Elementary Subjects, PreK-6, Elementary, Intermediate Grade	1552	100%	0%
17	Rebecca Pazcoguin	Social Studies 7-12; Instructional I	7-9	Middle Level Social Studies, 7-9	1552	100%	0%
18	Wesley Rogers	Business Computer - Info Tech K-12, Mathe	7-9	Middle Level Mathematics, 7-9	776	100%	0%
19	Leslie Rupp	Elementary K-6, Mid level English 7-9, English as Second Language	7-9	Middle Level English 7-9	434	100%	0%
	Leslie Rupp	Elementary K-6, Mid level English 7-9, English as Second Language	ESL	English as Second Language	172	100%	0%
	Leslie Rupp	Elementary K-6, Mid level English 7-9, English as Second Language	3-6	Elementary ELA 3-6	946	100%	0%
20	Kimberly Salyards	Principal K-12, Administrative Level 1	K-12	Special Programs Director	1552	100%	0%
21	Jamie Saylor	Elementary Pk-4	1-3	Elementary, Primary Grades 1-3	1552	100%	0%
22	Stephenie Schroth	Elementary K-6, Instructional Technology Sp	4-6	Elementary, Intermediate Grades 4-6	1552	100%	0%
23	Amanda Smorto	Elementary K-6, Mid-Level Mathematics 6-9	7-9	Middle Level Mathematics, 7-9	776	100%	0%
24	Travis Weyandt	Grades 4-8 (all subjects 4-6, Mathematics 7	K-8	Middle Level Mathematics, 7-9; Special Ed, Elementary Subjects Pre K-6	1552	100%	0%
25	Laura Wilt	Special Education N-12, English 7-12, Elem	K-9	Special Ed, Elementary Subjects Pre K-6, Special Ed, Middle Level English	1552	100%	0%

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
26	Renee Weidlich	School Nurse PK-12	K-12	School Nurse K-12	105	100%	0%

Total Number of Administrators (do not include CEO) \_\_\_1\_\_\_  
 rs \_\_\_\_\_ School Nurses \_\_\_1\_\_\_ Others \_\_\_1\_\_\_  
 f Professional Staff \_27

CEO (certified)\_\_\_1 \*Contracted

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

**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2023**

Name of School Central PA Digital Learning Foundation

Address of School 558 Goods Lane Altoona PA 16602

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	13172.28
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
<b>6600</b>		<b>FOOD SERVICE REVENUE</b>	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
<b>6700</b>		<b>REVENUES FROM STUDENT ACTIVITIES</b>	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
<b>6800</b>		<b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	58588.88
	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	3540453.24
		6945 Receipts from Out-of-State LEAs	
		6946 Receipts from Member Districts - AVTS / Special Program Jointure only	
		6947 Receipts from Members of Intermediate Units for Education by Withholding	
		6948 Receipts from Members of Intermediate Units for Direct Contributions	

		6949	Other Tuition from Patrons	
	6950		Unassigned	
	6960		Services Provide Other Local Governmental Units / LEAs	
		6961	Transportation Services Provided Other Pennsylvania LEAs	
		6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970		Services Provided Other Funds	
	6980		Revenue from Community Service Activities	
	6990		Refunds and Other Miscellaneous Revenue	
		6991	Refunds of a Prior Year Expenditure	
		6999	Other Revenues Not Specified Above	
<b>7000</b>			<b>REVENUE FROM STATE SOURCES</b>	
7100			BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150		Unassigned	
	7160		Tuition for Orphans and Children Placed in Private Homes	
	7180		Staff and Program Development	
7200			REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210		Homebound Instruction	
	7220		Vocational Education	
	7230		Alternative Education	
	7240		Driver Education - Student	
	7250		Migratory Children	
	7260		Workforce Investment Act (WIA)	
	7270		Specialized Education of Exceptional Pupils	
	7280		Adult Literacy	
	7290		Additional Educational Program Revenues	
7300			REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310		Transportation (Regular and Additional)	
	7320		Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330		Health Services (Medical, Dental, Nurse, Act 25)	5243.85
	7340		Unassigned	
	7350		Sewage Treatment Operations / Environmental Subsidies	
	7360		Safe Schools	
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
		7502	Dual Enrollment Grants	
		7503	Project 720/High School Reform	
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	8475
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810		State Share of Social Security and Medicare Taxes	
	7820		State Share of Retirement Contributions	
7900			REVENUE FOR TECHNOLOGY	
	7910		Educational Technology	
	7990		Other Technology Grants	
<b>8000</b>			<b>REVENUE FROM FEDERAL SOURCES</b>	

8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	123907
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8700		CARES Funding	61313.19
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>			3811153.44

**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2023**

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

Address of School **5580 Goods Lane Altoona PA 16602**

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

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

**EXPENDITURES**

<b>1000</b>	<b>INSTRUCTION</b>	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	1480418.45
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	670713.34
1300	VOCATIONAL EDUCATION	0
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	38249.15
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
<b>2000</b>	<b>SUPPORT SERVICES</b>	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	151053.66
	2120 Guidance Services	103866.95
	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	
	2210 Supervision of Educational Media Services	
	2220 Technology Support Services	145848.58
	2230 Educational Television Services	
	2240 Computer-Assisted Instruction Support Services	
	2250 School Library Services	
	2260 Instruction and Curriculum Development Services	18616.27
	2270 Instructional Staff Professional Development Services	29548.67
	2280 Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
	2310 Board Services	
	2320 Board Treasurer Services	
	2340 Staff Relations and Negotiations Services	
	2350 Legal Services	
	2360 Office of the Superintendent (Executive Director) Services	338856.66
	2370 Community Relations Services	8227.97



	2380	Office of the Principal Services	90781.27
	2390	Other Administration Services	23296.95
2400		SUPPORT SERVICES - PUPIL HEALTH	4569.74
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	224945.43
	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	88009.84
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	114994.6
	2820	Information Services	
	2830	Staff Services	4099.52
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	31246.72
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	

<b>4000</b>		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	0
4200		EXISTING SITE IMPROVEMENT SERVICES	0
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	0
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	0
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	0
4600		EXISTING BUILDING IMPROVEMENT SERVICES	0
<b>5000</b>		<b>OTHER EXPENDITURES AND FINANCING USES</b>	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	0
5200		FUND TRANSFERS	0
5300		TRANSFERS INVOLVING COMPONENT UNITS	0
5400		INTRAFUND TRANSFERS OUT	0
5800		SUSPENSE ACCOUNT	0
5900		BUDGETARY RESERVE	0
<b>TOTAL EXPENDITURES</b>			<b>3567343.77</b>

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND  
BALANCE AS OF JUNE 30, 2023**

243809.67

**ANNUAL REPORT**  
**OF**  
**CENTRAL PENNSYLVANIA**  
**DIGITAL LEARNING FOUNDATION, INC.**  
**DUNCANVILLE, PENNSYLVANIA**  
**\*\*\*\*\***  
**FOR THE YEAR ENDED JUNE 30, 2022**

## CONTENTS

	<b>Page</b>
<b>INDEPENDENT AUDITOR'S REPORT</b>	1 - 3
Required Supplemental Information Management's Discussion and Analysis	4 - 7
<b>BASIC FINANCIAL STATEMENTS</b>	
District-Wide Financial Statements	
Statement of Net Position	8
Statement of Activities	9
Fund Financial Statements	
Governmental Funds	
Balance Sheet	10
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position	11
Statement of Revenues, Expenditures, and Changes in Fund Balances	12
Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the Statement of Activities	13
Notes to Financial Statements	14 - 37
<b>REQUIRED SUPPLEMENTAL INFORMATION</b>	
Defined Benefit Pension Plan Information Related to the Pennsylvania Public School Employees' Retirement System (PSERS) - Schedule of School's Proportionate Share of the Net Pension Liability	38 - 40
Defined Benefit Pension Plan Information Related to the Pennsylvania Public School Employees' Retirement System (PSERS) - Schedule of School's Contribution	41 - 43
Defined Benefit Pension Plan Information Related to the Pennsylvania Public School Employees' Retirement System (PSERS) - Notes to Required Supplementary Information	44 - 45
Defined Benefit OPEB Plan Information Related to the Pennsylvania Public School Employees' Retirement System (PSERS) - Schedule of School's Proportionate Share of the Net OPEB Liability	46 - 47
Defined Benefit OPEB Plan Information Related to the Pennsylvania Public School Employees' Retirement System (PSERS) - Schedule of School's Contribution	48 - 49
Defined Benefit OPEB Plan Information Related to the Pennsylvania Public School Employees' Retirement System (PSERS) - Notes to Required Supplementary Information	50 - 51
Schedule of Revenues, Expenditures, and Changes in Fund Balances - Budget and Actual - General Fund	52
Notes to Required Supplemental Information	53
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 <i>Government Auditing Standards</i>	54 - 55
Schedule of Findings and Questioned Cost	56



## INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees  
Central Pennsylvania Digital  
Learning Foundation, Inc.  
5580 Goods Lane, Suite 1132  
Altoona, PA 16602

### Report on the Audit of the Financial Statements

#### ***Opinions***

We have audited the accompanying financial statements of the governmental activities and the major fund information of the Central Pennsylvania Digital Learning Foundation, Inc., as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Central Pennsylvania Digital Learning Foundation, Inc.'s basic financial statements as listed in the contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund information of the Central Pennsylvania Digital Learning Foundation, Inc., as of June 30, 2022, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinions***

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Central Pennsylvania Digital Learning Foundation, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### ***Emphasis of Matter - Change in Accounting Principle***

As described in Note 1. F. 8. to the financial statements, in fiscal year 2021-22, the School adopted new accounting guidance, GASB Statement No. 87, *Leases*. Our opinion is not modified with respect to this matter.

#### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

***Responsibilities of Management for the Financial Statements*** (Continued)

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Central Pennsylvania Digital Learning Foundation, Inc.'s ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Central Pennsylvania Digital Learning Foundation, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Central Pennsylvania Digital Learning Foundation, Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 4 to 7, Defined Benefit Pension Plan Information related to the Pennsylvania Public School Employees' Retirement System (PSERS), Defined Benefit OPEB Plan Information Related to the Pennsylvania Public School Employees' Retirement System (PSERS), and Budgetary Comparison Information on pages 38 to 53 be presented to supplement the

**Required Supplementary Information** (Continued)

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

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated September 26, 2022, on our consideration of the Central Pennsylvania Digital Learning Foundation, Inc.'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 solely 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 effectiveness of the Central Pennsylvania Digital Learning Foundation, Inc.'s 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 Central Pennsylvania Digital Learning Foundation, Inc.'s internal control over financial reporting and compliance.

*Young, Beck, Brown & Company, P.C.*

## CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION MANAGEMENT DISCUSSION AND ANALYSIS

This section of Central Pennsylvania Digital Learning Foundation's annual financial report presents our discussion and analysis of the CPDLF's financial performance during the fiscal year that ended on June 30, 2022.

### FINANCIAL HIGHLIGHTS

- This was CPDLF's nineteenth year of operation. The net position for the period ending June 30, 2022 was (\$1,266,437.).
- During the 2021-2022 school year, CPDLF saw an increase of 16% in student enrollment.
- The Balance Sheet has a fund balance of \$2,143,215 for the year ended June 30, 2022.
- The school implemented GASB 87 during the 2021-2022 fiscal year which added a right to use asset and offsetting liability of \$607,048.

### OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts: management's discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of financial statements that present distinctly different views of CPDLF:

- The first two statements are *government-wide financial statements* that provide both *long-term* and *short-term* information about CPDLF's *overall* financial status.
- The remaining statements are *fund financial statements* that focus on *individual* parts of CPDLF, reporting CPDLF's operations in *more detail* than the government-wide statements.
- All of CPDLF activities are governmental activities and are presented in the governmental fund statements.

The financial statements also include notes that explain some of the information presented in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements with a comparison of CPDLF's budget for the year.

#### Government-wide Statements

The government-wide statements report information about CPDLF as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of CPDLF's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report CPDLF's *net position* and how it has changed. Net position – the difference between CPDLF's assets, deferred outflows and liabilities, deferred inflows – is one way to measure CPDLF's financial health or *position*.

Over time, increases or decreases in CPDLF's net position are an indicator of whether its financial position is improving or deteriorating, respectively.

- To assess CPDLF's overall health, consider additional non-financial factors such as changes in enrollment, special education mandates and legislation relative to cyber charter schools.
- Governmental funds: All of CPDLF's services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view which indicates whether there are more or fewer financial resources that can be spent in the near future to finance CPDLF programs.



### CPDLF'S NET POSITION

	As of 6/30/2022	As of 6/30/2021
Current Assets	\$ 2,718,577	\$ 2,893,244
Capital Assets, Net	\$ 488,851	\$ 0
Total Assets	<u>\$ 3,207,428</u>	<u>\$ 2,893,244</u>
Deferred Outflows of Resources	\$ 1,640,935	\$ 548,704
Current Liabilities	\$ 575,362	\$ 591,415
Noncurrent Liabilities	\$ 4,937,862	\$ 2,982,867
Total Liabilities	<u>\$ 5,513,224</u>	<u>\$ 3,574,282</u>
Deferred Inflows of Resources	\$ 601,576	\$ 60,646
Net Position:		
Unrestricted	( <u>\$ 1,266,437</u> )	( <u>\$ 192,980</u> )

### CPDLF's CHANGES IN NET POSITION

REVENUES	2022	2021
<b>Program Revenues</b>		
Charges for Services	\$3,662,340	\$3,736,588
Operating Grants & Contributions	402,340	308,183
Interest Earnings	596	866
Miscellaneous Income	<u>11,990</u>	<u>4254</u>
Total Revenues	\$ 4,077,266	\$ 4,049,891
<b>Expenses</b>		
Instruction	\$3,267,005	\$2,883,043
Instructional Student Support	889,696	423,287
Administrative & Financial Support Services	966,453	831,374
Interest Expense	27,569	0
Total Expenses	<u>5,150,723</u>	<u>4,137,704</u>
Change in Net Position	(1,073,457)	(87,813)
<b>Net Position</b> – Beginning	(192,980)	(105,167)
<b>Net Position</b> – Ending	<u>(\$1,266,437)</u>	<u>(\$192,980)</u>

Revenues for CPDLF for the year ended 6/30/22 were \$4,077,266. For the year ended 6/30/21, revenues were \$4,049,891.

Ninety percent of the income is derived from the home districts of the students enrolled in CPDLF. CPDLF is reimbursed at the home districts per pupil subsidy rate which is determined by each school district.

Expenses for CPDLF's governmental activities totaled \$5,150,723. Prior year expenses were \$4,137,704. During the 2021-2022 school year, CPDLF enrollments were slightly increased from the 2020-2021 school year.

Sixty three percent of expenditures were for direct instruction (\$3,267,005). Prior year expenses were \$2,883,043 (69%). Instructional student support expenses were \$889,696(17%) compared with \$423,287 (10%) for fiscal year ended 6/30/21. \$966,453 (19%) was expended for administrative & financial support services. Prior year expenses for this function were \$831,374 (21%). Interest expense for the 2021-2022 school year was \$27,569 (1%).

### General Fund Budgetary Highlights

CPDLF's budget is prepared on the modified accrual basis of accounting. Revenues and instructional expenses were greater than budgeted due to increased enrollment compared to the budgeted amount.

	Final Budget	Actual	Variance
<b>Revenues</b>			
Local Revenues	\$4,072,850	\$3,739,714	\$(333,136)
State Revenues	\$10,521	\$11,126	\$605
Federal Revenues	\$290,103	\$326,428	\$36,325
<b>Total Budgeted/Actual Revenues</b>	<b>\$4,373,474</b>	<b>\$4,077,268</b>	<b>\$(296,206)</b>
<b>Expenditures</b>			
Regular Programs	\$2,275,596	\$1,928,663	\$346,933
Other Instructional Programs	\$492,005	\$644,432	\$(152,427)
Special Programs	\$79,237	\$109,594	\$(30,357)
Pupil Personnel Services	\$106,947	\$212,409	\$(105,462)
Instructional Staff Services	\$271,758	\$242,200	\$29,558
Administrative Services	\$650,232	\$503,025	\$147,207
Pupil Health	\$4,709	\$6,015	\$(1,306)
Business Services	\$230,643	\$290,576	\$(59,933)
Operation & Maintenance of Plant Services	\$197,037	\$148,248	\$48,789
Central & Other Support Services	\$65,310	\$150,720	\$(85,410)
<b>Total Budgeted/Actual Expenditures</b>	<b>\$4,373,474</b>	<b>\$4,235,882</b>	<b>\$137,593</b>
Net Change in Fund Balance	0	\$(158,614)	\$(158,614)
Fund Balances – July 1, 2021	-	<u>\$2,301,829</u>	<u>\$2,301,829</u>
<b>Fund Balances – June 30, 2022</b>	<b>0</b>	<b>\$2,143,215</b>	<b>\$2,143,215</b>

**CAPITAL ASSETS AND DEBT ADMINISTRATION**

CPDLF leases space from Appalachia Intermediate Unit 08 at a monthly rate of \$6,098.63. CPDLF owns no land or buildings and there is no long-term bank debt.

**Contacting the Cyber Financial Management**

If you have questions about this report or wish to request additional financial information, please contact Karlie Travis c/o CPDLF, 5580 Goods Lane Suite 1132 Altoona PA 16602, (814) 940-0223 Ext. 1381.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
STATEMENT OF NET POSITION  
JUNE 30, 2022

	<b><u>Governmental Activities</u></b>
<b><u>Assets</u></b>	
Cash and Cash Equivalents	\$1,886,807
Due from Other Governments	809,415
Prepaid Expenses	22,355
Capital Assets, Net of Accumulated Depreciation:	
Right to Use Asset	<u>488,851</u>
Total Assets	<u>\$3,207,428</u>
 <b><u>Deferred Outflows Of Resources</u></b>	
Deferred Outflows related to Defined Benefit Pension Plan	\$1,537,829
Deferred Outflows related to OPEB Liability	<u>103,106</u>
Total Deferred Outflow of Resources	<u>\$1,640,935</u>
 <b><u>Liabilities</u></b>	
Accounts Payable	\$ 183,337
Accrued Salaries and Benefits	219,747
Payroll Deductions and Withholdings	172,278
Noncurrent Liabilities:	
Due Within One Year	108,105
Due in More Than One Year	<u>4,829,757</u>
Total Liabilities	<u>\$5,513,224</u>
 <b><u>Deferred Inflows Of Resources</u></b>	
Deferred Inflows related to Defined Benefit Pension Plan	\$ 588,033
Deferred Inflows related to OPEB Liability	<u>13,543</u>
Total Deferred Inflow of Resources	<u>\$ 601,576</u>
 <b><u>Net Position</u></b>	
Unrestricted	<u>(\$1,266,437)</u>
Total Net Position	<u><u>(\$1,266,437)</u></u>

See Accompanying Notes and Independent Auditor's Report

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 STATEMENT OF ACTIVITIES  
 FOR THE YEAR ENDED JUNE 30, 2022

	<u>Expenses</u>
<b><u>Functions/Programs</u></b>	
<b><u>Governmental Activities</u></b>	
Instruction	\$3,267,005
Instructional Student Support	889,696
Administrative and Financial Support Services	966,453
Interest Expense	<u>27,569</u>
Total Governmental Activities	\$5,150,723
Total Primary Government	<u>\$5,150,723</u>
 <b><u>General Revenues</u></b>	
Interest Earnings	
Miscellaneous Income	
Total General Revenues	
Change in Net Position	
 <b><u>Net Position</u> - Beginning</b>	
<b><u>Net Position</u> - Ending</b>	

See Accompanying Notes and Independent Auditor's Report

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 STATEMENT OF ACTIVITIES  
 FOR THE YEAR ENDED JUNE 30, 2022

----- Program Revenues -----	Net (Expense) Revenue and ----- Changes in Net Position -----	
<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Governmental Activities</u>
\$2,335,452	\$256,570	(\$ 674,983)
636,008	69,871	( 183,817)
690,880	75,899	( 199,674)
<u>0</u>	<u>0</u>	<u>( 27,569)</u>
\$3,662,340	\$402,340	(\$1,086,043)
<u>3,662,340</u>	<u>402,340</u>	<u>(1,086,043)</u>
		\$ 596
		<u>11,990</u>
		\$ 12,586
		<u>(1,073,457)</u>
		( 192,980)
		<u>(\$1,266,437)</u>

See Accompanying Notes and Independent Auditor's Report

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 BALANCE SHEET  
 GOVERNMENTAL FUNDS  
 JUNE 30, 2022

	<b><u>General Fund</u></b>
<b><u>ASSETS</u></b>	
Cash and Cash Equivalents	\$1,886,807
Due from Other Governments	809,415
Prepaid Expenses	<u>22,355</u>
<b>TOTAL ASSETS</b>	<b>\$2,718,577</b>
<b><u>LIABILITIES AND FUND BALANCES</u></b>	
<b><u>Liabilities</u></b>	
Accounts Payable	\$ 183,337
Accrued Salaries and Benefits	219,747
Payroll Deductions and Withholdings	<u>172,278</u>
Total Liabilities	<b>\$ 575,362</b>
<b><u>Fund Balances</u></b>	
Committed Fund Balance	\$2,100,000
Nonspendable Fund Balance	22,355
Unassigned Fund Balance	<u>20,860</u>
Total Fund Balances	<b>\$2,143,215</b>
 <b>TOTAL LIABILITIES AND FUND BALANCES</b>	 <b>\$2,718,577</b>

See Accompanying Notes and Independent Auditor's Report

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET  
TO THE STATEMENT OF NET POSITION  
JUNE 30, 2022**

Total Fund Balances - Governmental Funds		\$2,143,215
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used in governmental activities are not financial resources, and therefore, are not reported as assets in governmental funds. The cost of Right to Use Assets is \$607,048 and the related accumulated depreciation is \$118,197.		488,851
Liabilities for compensated absences which are not due and payable in the current period and, therefore, are not reported as liabilities in the balance sheet but are shown on the statement of net position.		( 50,031)
The net pension liability is not due and payable in the current period and, therefore, are not reported in the funds.		( 4,117,766)
The deferred outflows and inflows of resources related to defined benefit pension plans are not reported in the funds since they are measured on the accrual basis:		
Deferred Outflows of Resources	\$1,537,829	
Deferred Inflows of Resources	( 588,033)	949,796
The deferred outflows and inflows of resources related to OPEB Liability are not reported in the funds since they are measured on the accrual basis:		
Deferred Outflows of Resources	\$103,106	
Deferred Inflows of Resources	( 13,543)	89,563
Long-term liabilities, including Lease Liability, are not due and payable in the current period, and therefore, are not reported as liabilities in the funds. Long-term liabilities at year end consist of:		
Lease Liability		( 508,539)
The net OPEB Liability is not due and payable in the current period, and, therefore, is not reported as liabilities in the balance sheet but are shown on the statement of net position.		
		( 261,526)
Total Net Position - Governmental Activities		<u>\$1,266,437</u>

**See Accompanying Notes and Independent Auditor's Report**



CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
 GOVERNMENTAL FUNDS  
 FOR THE YEAR ENDED JUNE 30, 2022

	<b><u>General Fund</u></b>
<b><u>Revenues</u></b>	
Local Sources	\$3,739,714
State Sources	11,126
Federal Sources	<u>326,428</u>
Total Revenues	<u>\$4,077,268</u>
 <b><u>Expenditures</u></b>	
Current:	
Instruction	\$2,682,689
Support Services	1,427,115
Debt Service:	
Principal	98,509
Interest	<u>27,569</u>
Total Expenditures	<u>\$4,235,882</u>
Net Change in Fund Balance	(\$ 158,614)
<b><u>Fund Balances</u></b> - July 1, 2021	<u>2,301,829</u>
<b><u>Fund Balances</u></b> - June 30, 2022	<u><u>\$2,143,215</u></u>

See Accompanying Notes and Independent Auditor's Report

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
RECONCILIATION OF THE GOVERNMENTAL FUNDS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
TO THE STATEMENT OF ACTIVITIES  
JUNE 30, 2022**

Total Net Change in Fund Balances - Governmental Funds	(\$ 158,614)
 Amounts reported for governmental activities in the statement of activities are different because:	
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 expense.	( 118,197)
Repayment of lease liability is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position.	98,509
In the statement of activities, certain operating expenses - compensated absences are measured by the amounts earned during the year. In the governmental funds; however, expenditures for these items are measured by the amount of financial resources used.	( 5,451)
The reduction in pension expense associated with the Defined Benefit Pension Plan (PSERS) that do not require the use of current financial resources and, therefore, are not reported as a change in expenditures in the governmental funds.	( 833,242)
In the statement of activities, certain operating expenses - other postemployment benefits are measured by the amounts charged during the year.	( <u>56,462</u> )
Change in Net Position of Governmental Activities	(\$1,073,457) <hr/> <hr/>

**See Accompanying Notes and Independent Auditor's Report**

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022

**Note 1: Summary of Significant Accounting Policies**

**A. Description of School**

The Central Pennsylvania Digital Learning Foundation, Inc. (the School) operates one school in Blair County, Pennsylvania. The School operates under current standards prescribed by the Pennsylvania Department of Education in accordance with the provision of the School Laws of Pennsylvania. The School operates under a twelve-member Board of Trustees.

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

In June 1999, the Governmental Accounting Standards Board (GASB) unanimously approved Statement No. 34, *Basic Financial Statements-and Management's Discussion and Analysis-for State and Local Governments*. Certain of the significant changes in the Statement include the following:

- The financial statements include:

A Management's Discussion and Analysis (MD&A) providing an analysis of the School's overall financial position and results of operations.

Financial statements prepared using full-accrual accounting for all of the School's activities.

- A change in the fund financial statements to focus on the major funds.

These items are reflected in the accompanying financial statements (including notes to financial statements).

**B. Reporting Entity**

The Central Pennsylvania Digital Learning Foundation, Inc., for financial reporting purposes, presents the general fund, which is relevant to the operations of the school. The initial financial statements presented herein do not include agencies which have been formed under applicable state laws or separate and distinct units of government apart from Central Pennsylvania Digital Learning Foundation, Inc. charter school.

The Central Pennsylvania Digital Learning Foundation, Inc. is a not-for-profit organization but is reported as a governmental organization because it has one or more of the following characteristics:

- a. Popular election of officers or appointment (or approval) of a controlling majority of the members of the organization's governing body by officials of one or more state or local governments;
- b. The potential for unilateral dissolution by a government with the net position reverting to a government; or

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

**Note 1: Summary of Significant Accounting Policies** (Continued)

**B. Reporting Entity** (Continued)

- c. The power to enact and enforce a tax levy.

As required by generally accepted accounting principles, these financial statements present the entity; and upon the application of accounting and legal criteria, the financial statements do not include any other organization since no potential component units exist.

**C. Basis of Presentation - Government-Wide Financial Statements**

While separate government-wide and fund financial statements are presented, they are interrelated. The governmental activities column incorporates data from governmental funds.

**D. Basis of Presentation - Fund Financial Statements**

The fund financial statements provide information about the School's fund. The emphasis of fund financial statements is on the major governmental fund, each displayed in a separate column. Major individual governmental funds are reported as separate columns in the fund financial statements.

The School reports the following major governmental fund:

- The *general fund* is the School's primary operating fund. It accounts for all financial resources of the School, except those specifically required to be accounted for in another fund.

**E. Measurement Focus and Basis of Accounting**

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

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

The 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 both 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 fiscal period. Expenditures generally are recorded when

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

**Note 1: Summary of Significant Accounting Policies** (Continued)

**E. Measurement Focus and Basis of Accounting** (Continued)

a liability is incurred, as under accrual accounting. However, expenditures related to compensated absences, and claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under capital leases are reported as other financing sources.

Tuition and interest associated with the current fiscal period are considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Entitlements are recorded as revenues when all eligibility requirements are met, including any time requirements, and the amount is received during the period or within the availability period for this revenue source (within 60 days of year end). Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met, and the amount is received during the period or within the availability period for this revenue source (within 60 days of year end). All other revenue items are considered to be measurable and available only when cash is received by the School.

**F. Assets, Liabilities, and Net Position/Fund Balance**

**1. Encumbrances**

Encumbrance accounting, under which purchase orders, contracts, and other commitments for the expenditure of monies are recorded in order to reserve that portion of the applicable appropriation, is employed as an extension of formal budgetary integration of the general fund.

Encumbrances outstanding at year end are reported as reservations of governmental fund balances since they do not constitute expenditures or liabilities.

There were no encumbrances outstanding as of June 30, 2022.

**2. Cash and Cash Equivalents**

Cash and temporary investments consist of cash on hand and demand deposits. For purposes of reporting cash flows, all highly liquid investments (including restricted assets) with a maturity of three months or less are considered to be cash equivalents.

**3. Prepaid Items**

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The cost of prepaid items is recorded as expenditures/expenses when consumed rather than when purchased.

**4. Income Taxes**

Central Pennsylvania Digital Learning Foundation, Inc. is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and did not conduct unrelated business activities. Therefore, Central Pennsylvania Digital Learning Foundation, Inc. has made no provision for federal income taxes in the accompanying financial statements.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

Note 1: Summary of Significant Accounting Policies (Continued)

F. Assets, Liabilities, and Net Position/Fund Balance (Continued)

5. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represent a consumption of net position that applies to future periods and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. The School has two items that qualify for reporting in this category. There are deferred outflow amounts related to the School's defined benefit pension plan and defined OPEB benefit plan which are reported in the government-wide statement of net position. The deferred outflow related to the defined pension and defined OPEB liability will be amortized over the required number of years.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to future periods and so will *not* be recognized as an inflow of resources (revenue) until that time. The School has two items that qualify for reporting in this category. There are deferred inflow amounts related to the School's defined benefit pension plan and defined OPEB benefit plan which are reported in the government-wide statement of net position. The deferred inflow related to the defined pension and defined OPEB liability will be amortized over the required number of years.

6. Net Position Flow Assumption

Sometimes the School will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted - net position and unrestricted - net position in the government-wide financial statements, a flow assumption must be made about the order in which the resources are considered to be applied.

It is the School's policy to consider restricted - net position to have been depleted before unrestricted - net position is applied.

7. Fund Balance Flow Assumptions

Sometimes the School will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the School's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

**Note 1: Summary of Significant Accounting Policies** (Continued)

**F. Assets, Liabilities, and Net Position/Fund Balance** (Continued)

**8. New Accounting Standard**

The School has adopted all current statements of the Governmental Accounting Standards Board (GASB) that are applicable at June 30, 2022. The School implemented the following new standard issued by GASB:

In June 2017, the Government Accounting Standards Board (GASB) issued Statement No. 87, *Leases*. GASB Statement No. 87 (GASB 87) increases the usefulness of governmental financial statements by requiring recognition of certain lease assets and liabilities for all leases, including those that previously were classified as operating leases and recognized as income by lessors and expenditures by lessees. GASB 87 replaces the previous lease accounting methodology and establishes a single model for lease accounting based on the foundational principle that leases are a financing of the right to use an underlying asset.

GASB 87 defines a lease as a contract that conveys control of the right to use another entity's nonfinancial asset as specified in the contract for a period of time in an exchange or exchange-like transaction. GASB 87 applies to all contracts meeting this definition of a lease, unless specifically excluded.

There was no adjustment needed to Beginning Net Position related to the implementation of GASB #87.

**9. Fund Balance Policies**

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The School itself can establish limitations on the use of resources through either a commitment (committed fund balance) or an assignment (assigned fund balance).

In the governmental fund financial statements, fund balances are classified as follows:

**Nonspendable** - amounts that cannot be spent because they are in a nonspendable form (e.g., inventory or prepaid expenses) or legally or contractually required to be maintained intact (e.g., principal of a permanent fund).

**Restricted** - amounts limited by (a) external parties, such as creditors, grantors, and donors, or (b) legislation, such as constitutional provisions or enabling legislation.

**Committed** - amounts limited by School Board (e.g., encumbrances or future anticipated costs). The School Board establishes, modifies, and rescinds commitments by passage of an ordinance or resolution, typically through the adoption and amendment of the budget.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

Note 1: Summary of Significant Accounting Policies (Continued)

F. Assets, Liabilities, and Net Position/Fund Balance (Continued)

9. Fund Balance Policies (Continued)

**Assigned** - amounts that are intended for a particular purpose, such as a rate stabilization fund or segregation of an amount intended to be used at some time in the future. Assigned fund balance is established by the Board of Trustees through adoption or amendment of the budget as intended for a specific purpose, such as the purchase of capital assets, construction, debt service, or other purposes.

**Unassigned** - amounts available for consumption or not restricted in any manner.

G. Revenues and Expenditures/Expenses

1. Program Revenues

Amounts reported as program revenues include (1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment, and (2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. All internally dedicated resources are reported as general revenues rather than as program revenues.

2. Compensated Absences

Under the terms of personnel policies and union contracts, employees of the School accumulate sick, personal, and/or vacation leave hours in varying amounts according to length of service and employee type. These benefits can be available for subsequent use or for payment upon termination or retirement. Accumulated sick, personal and vacation expense to be paid in future periods is accrued when the benefits are earned in the government-wide financial statements. A liability for these amounts is reported in governmental funds only for amounts that have become due and are not yet paid.

Note 2: Detailed Notes on All Activities and Funds

A. Deposits

Deposits at June 30, 2022, appear in the financial statements as summarized below:

Cash and Cash Equivalents	\$1,886,807
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Interest Rate Risk

The School does have an investment policy and acknowledges the risk that the market value of securities will fall due to changes in general interest rates.



CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

**Note 2: Detailed Notes on All Activities and Funds** (Continued)

**A. Deposits** (Continued)

**Credit Risk**

State law requirements for School deposits include the following:

1. Obligations of (1) the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, (2) the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth of Pennsylvania, or (3) any political subdivision of the Commonwealth of Pennsylvania, or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
2. Deposits in savings accounts or time deposits or share accounts of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation to the extent that such accounts are so insured and, for any amounts above the insured maximum, provided that approved collateral as provided by law, therefore, shall be pledged by the depository.

The School adheres to state statutes and prudent business practice. There were no deposit or investment transactions during the year that were in violation of either the state statutes or the policy of the School.

**Concentrations of Credit Risk**

The School's investment policy does not address concentrations of risk; however, as shown above the certificates of deposits are insured by the Federal Deposit Insurance Corporation.

**Custodial Credit Risk - Deposits**

In the case of deposits, this is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The School does not have a deposit policy for custodial credit risk but follows state law. The School's bank balance is \$1,913,149. Of the bank balance, \$250,000 is covered by Federal Depository Insurance and \$1,663,149 is collateralized by securities held by the pledging financial institution's trust department or agent, but not in the School's name.

**B. Retirement Plans**

**Pensions**

**1. Summary of Significant Accounting Policies Relative to Pension**

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Public School Employees' Retirement System (PSERS) and additions to/deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. The investments are reported at fair value.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

**Note 2: Detailed Notes on All Activities and Funds** (Continued)

**B. Retirement Plans** (Continued)

**Pensions** (Continued)

**1. Summary of Significant Accounting Policies Relative to Pension** (Continued)

***General Information about the Pension Plan***

**Plan Description**

PSERS is a governmental cost-sharing multi-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at [www.psers.pa.gov](http://www.psers.pa.gov).

**Benefits Provided**

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

Note 2: Detailed Notes on All Activities and Funds (Continued)

B. Retirement Plans (Continued)

Pensions (Continued)

1. Summary of Significant Accounting Policies Relative to Pension (Continued)

*General Information about the Pension Plan* (Continued)

Benefits Provided (Continued)

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Contributions

Member Contributions

The contribution rates based on qualified member compensation for virtually all members are presented below:

**Member Contribution Rates**

Membership Class	Continuous Employment Since	Defined Benefit (DB) Contribution Rate	DC Contribution Rate	Total Contribution Rate
T-C	Prior to July 22, 1983	5.25%	N/A	5.25%
T-C	On or after July 22, 1983	6.25%	N/A	6.25%
T-D	Prior to July 22, 1983	6.50%	N/A	6.50%
T-D	On or after July 22, 1983	7.50%	N/A	7.50%
T-E	On or after July 1, 2011	7.50% base rate with shared risk provision	N/A	7.50%
T-F	On or after July 1, 2011	10.30% base rate with shared risk provision	N/A	10.30%
T-G	On or after July 1, 2019	5.50% base rate with shared risk provision	2.75%	8.25%
T-H	On or after July 1, 2019	4.50% base rate with shared risk provision	3.00%	7.50%
DC	On or after July 1, 2019	N/A	7.50%	7.50%

**Shared Risk Program Summary**

Membership Class	Defined Benefit (DB) Base Rate	Shared Risk Increment	Minimum	Maximum
T-E	7.50%	+/- 0.50%	5.50%	9.50%
T-F	10.30%	+/- 0.50%	8.30%	12.30%
T-G	5.50%	+/- 0.75%	2.50%	8.50%
T-H	4.50%	+/- 0.75%	1.50%	7.50%

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

**Note 2: Detailed Notes on All Activities and Funds** (Continued)

**B. Retirement Plans** (Continued)

**Pensions** (Continued)

**1. Summary of Significant Accounting Policies Relative to Pension** (Continued)

***General Information about the Pension Plan*** (Continued)

**Contributions** (Continued)

**Employer Contributions:**

The School's contractually required contribution rate for fiscal year ended June 30, 2022 was 33.99% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the School were \$562,234 for the year ended June 30, 2022.

**2. Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions**

At June 30, 2022, the School reported a liability of \$4,680,000, reduced by \$562,234 of contributions made subsequent to the measurement date, for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2020 to June 30, 2021. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2022, the School's proportion was .0114%, which was an increase of .0046% from its proportion measured as of June 30, 2021.

At June 30, 2022, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences Between Expected and Actual Experience	\$ 1,486	\$ 30,558
Change of Assumptions	167,573	0
Net Difference Between Projected and Actual Investment Earnings	( 9,506)	557,523
Change in Proportions	<u>1,378,276</u>	( 48)
Total	<u>\$1,537,829</u>	<u>\$588,033</u>

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2022  
 (CONTINUED)

**Note 2: Detailed Notes on All Activities and Funds** (Continued)

**B. Retirement Plans** (Continued)

**Pensions** (Continued)

**2. Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions** (Continued)

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ending June 30</u>	<u>Amount</u>
2023	\$355,597
2024	365,901
2025	228,298

**3. Changes in Actuarial Assumptions**

The Total Pension Liability as of June 30, 2021 was determined by rolling forward the System's Total Pension Liability as of June 30, 2020 to June 30, 2021 using the following actuarial assumptions, applied to all periods included in the measurement:

- Valuation Date - June 30, 2020
- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 7.00%, includes inflation at 2.50%.
- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- The discount rate used to measure the Total Pension Liability decreased from 7.25% as of June 30, 2020 to 7.00% as of June 30, 2021.
- Demographic and economic assumptions approved by the Board for use effective with the June 30, 2021 actuarial valuation:
  - Salary growth rate - decreased from 5.00% to 4.50%.
  - Real wage growth and merit or seniority increases (components for salary growth) - decreased from 2.75% and 2.25% to 2.50% and 2.00%, respectively.
  - Mortality rates - Previously based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

Note 2: Detailed Notes on All Activities and Funds (Continued)

B. Retirement Plans (Continued)

Pensions (Continued)

3. Changes in Actuarial Assumptions (Continued)

- o Effective with the June 30, 2021 actuarial valuation, mortality rates are based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.

The actuarial assumptions used in the June 30, 2021 valuation were based on the results of an actuarial experience study that was performed for the five year period ending June 30, 2020.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The pension plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global Public Equity	27.0%	5.2%
Private Equity	12.0%	7.3%
Fixed Income	35.0%	1.8%
Commodities	10.0%	2.0%
Absolute Return	8.0%	3.1%
Infrastructure/MLPs	8.0%	5.1%
Real Estate	10.0%	4.7%
Cash	3.0%	0.1%
Leverage	( 13.0%)	0.1%
	100.0%	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2021.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

Note 2: Detailed Notes on All Activities and Funds (Continued)

B. Retirement Plans (Continued)

Pensions (Continued)

3. Changes in Actuarial Assumptions (Continued)

Discount Rate

The discount rate used to measure the total pension liability was 7.00%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.00%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.00%) or 1-percentage-point higher (8.00%) than the current rate:

	<b>1% Decrease 6.00%</b>	<b>Current Discount Rate 7.00%</b>	<b>1% Increase 8.00%</b>
School's proportionate share of the net pension liability	\$6,143,000	\$4,680,000	\$3,447,000
	<hr style="width: 100%;"/>	<hr style="width: 100%;"/>	<hr style="width: 100%;"/>

Pension Plan Fiduciary Net Position

Condensed summary information of the School's proportionate share of the PSERS assets, liabilities, and net position from the PSERS Comprehensive Annual Financial Report for the year ended June 30, 2021 is as follows:

Assets	\$9,434,000
Liabilities	( 1,151,000)
Net Position Held in Trust for Benefits	\$8,283,000
	<hr style="width: 100%;"/>

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2022  
 (CONTINUED)

**Note 2: Detailed Notes on All Activities and Funds** (Continued)

**B. Retirement Plans** (Continued)

**Pensions** (Continued)

**3. Changes in Actuarial Assumptions** (Continued)

**Pension Plan Fiduciary Net Position** (Continued)

As of June 30, 2022, the Center had the following elements related to its PSERS Plan:

Total Pension Expense	\$ 522,360
	<hr style="width: 100%;"/>
Total Pension Expenditures	\$1,355,637
	<hr style="width: 100%;"/>

In addition, as of June 30, 2022, the School had a payable of \$163,874 to the PSERS pension plan. The amount of \$152,408 represents the Second Quarter 2022 required contributions, while \$11,466 represents the liability related to accrued payroll as of June 30, 2022.

**C. Other Postemployment Benefits**

**1. Summary of Significant Accounting Policies**

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the Public School Employees' Retirement System (PSERS) and additions to/deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

***General Information about the Health Insurance Premium Assistance Program***

**Health Insurance Premium Assistance Program**

The System provides Premium Assistance which, is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2021, there were no assumed future benefit increases to participating eligible retirees.



CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

Note 2: Detailed Notes on All Activities and Funds (Continued)

C. Other Postemployment Benefits (Continued)

1. Summary of Significant Accounting Policies (Continued)

*General Information about the Health Insurance Premium Assistance Program (Cont.)*

Premium Assistance Eligibility Criteria

Retirees of the System can participate in the Premium Assistance program if they satisfy the following criteria:

- Have 24 ½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age, and
- Participate in the HOP or employer-sponsored health insurance program.

Pension Plan Description

PSERS is a governmental cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at [www.psers.pa.gov](http://www.psers.pa.gov).

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2021, there were no assumed future benefit increases to participating eligible retirees.

Employer Contributions:

The School's contractually required contribution rate for the fiscal year ended June 30, 2022 was 0.80% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the School were \$11,474 for the year ended June 30, 2022.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2022  
 (CONTINUED)

Note 2: Detailed Notes on All Activities and Funds (Continued)

C. Other Postemployment Benefits (Continued)

2. OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2022, the School reported a liability of \$273,000, reduced by \$11,474 of contributions made subsequent to the measurement date, for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2021, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2020 to June 30, 2021. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2021, the School's proportion was .0114 percent, which was an increase of .0046 percent from its proportion measured as of June 30, 2021.

At June 30, 2022, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Projected vs Actual Investment Earnings	\$ 750	\$ 0
Expected vs Actual Experience	2,012	0
Changes in Assumptions	20,867	2,621
Changes in Proportion	<u>79,477</u>	<u>10,922</u>
Total	<u>\$103,106</u>	<u>\$13,543</u>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

**Year Ended June 30:**

2023	\$31,438
2024	31,438
2025	26,687

3. Actuarial Assumptions

The Total OPEB Liability as of June 30, 2021, was determined by rolling forward the System's Total OPEB Liability as of June 30, 2020 to June 30, 2021 using the following actuarial assumptions, applied to all periods included in the measurement:

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

Note 2: Detailed Notes on All Activities and Funds (Continued)

C. Other Postemployment Benefits (Continued)

3. Actuarial Assumptions (Continued)

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 2.18% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 4.5%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Premium Assistance reimbursement is capped at \$1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Participation rate:
  - Eligible retirees will elect to participate Pre age 65 at 50%
  - Eligible retirees will elect to participate Post age 65 at 70%

The actuarial assumptions used in the June 30, 2020 valuation were based on the results of an actuarial experience study that was performed for the five year period ending June 30, 2015.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2019 determined the employer contribution rate for fiscal year 2021.
- Cost Method: Amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method: Market Value.
- Participation rate: 63% of eligible retirees are assumed to elect premium assistance.
- Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

Investments consist primarily of short term assets designed to protect the principal of the plan assets. The expected rate of return on OPEB plan investments was determined using the OPEB asset allocation policy and best estimates of geometric real rates of return for each asset class.

The OPEB plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Under the program, as defined in the retirement code employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2022  
 (CONTINUED)

**Note 2: Detailed Notes on All Activities and Funds** (Continued)

**C. Other Postemployment Benefits** (Continued)

**3. Actuarial Assumptions** (Continued)

<u>OPEB - Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Cash	79.8%	0.1%
US Core Fixed Income	17.5%	0.7%
Non-US Development Fixed	<u>2.7%</u>	(0.3%)
	100.0%	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2021.

**Discount Rate**

The discount rate used to measure the Total OPEB Liability was 2.18%. Under the plan's funding policy, contributions are structured for short term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments, therefore the plan is considered a "pay-as-you-go" plan. A discount rate of 2.18% which represents the S&P 20 year Municipal Bond Rate at June 30, 2021, was applied to all projected benefit payments to measure the total OPEB liability.

**Sensitivity of the System Net OPEB Liability to Change in Healthcare Cost**

**Trend Rates**

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2021, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2021, 93,392 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2021, 611 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

Note 2: Detailed Notes on All Activities and Funds (Continued)

C. Other Postemployment Benefits (Continued)

3. Actuarial Assumptions (Continued)

**Sensitivity of the System Net OPEB Liability to Change in Healthcare Cost Trend Rates** (Continued)

The following presents the System net OPEB liability for June 30, 2021, calculated using current Healthcare cost trends as well as what the System net OPEB liability would be if its health cost trends were 1-percentage point lower or 1-percentage point higher than the current rate:

	<u>Dollar Amounts in Thousands</u>		
	<u>1% Decrease</u>	<u>Current Trend Rate</u>	<u>1% Increase</u>
System Net OPEB Liability	\$273,000	\$273,000	\$273,000
	<hr/>	<hr/>	<hr/>

**Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate**

The following presents the net OPEB liability, calculated using the discount rate of 2.66%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (1.66%) or 1-percentage-point higher (3.66%) than the current rate:

	<u>1% Decrease 1.66%</u>	<u>Current Discount Rate 2.66%</u>	<u>1% Increase 3.66%</u>
School's Proportionate Share of the Net OPEB Liability	\$313,000	\$273,000	\$240,000
	<hr/>	<hr/>	<hr/>

**OPEB Plan Fiduciary Net Position**

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at [www.psers.pa.gov](http://www.psers.pa.gov).

Condensed summary information of the School's proportionate share of the PSERS assets, liabilities, and net position from the PSERS Comprehensive Annual Financial Report for the year ended June 30, 2021 is as follows:

Assets	\$66,500
Liabilities	( <u>9,000</u> )
Net Position Held in Trust for Benefits	<hr/> <hr/> \$57,500

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2022  
 (CONTINUED)

Note 2: Detailed Notes on All Activities and Funds (Continued)

C. Other Postemployment Benefits (Continued)

3. Actuarial Assumptions (Continued)

OPEB Plan Fiduciary Net Position (Continued)

As of June 30, 2022, the Center had the following elements related to its PSERS Plan:

Total OPEB Expense	\$66,919
	=====
Total OPEB Expenditures	\$10,457
	=====

In addition, as of June 30, 2022, the School had a payable of \$3,344 to the PSERS pension plan. The amount of \$3,110 represents the second quarter 2021 required contributions, while \$234 represents the liability related to accrued payroll as of June 30, 2022.

D. Other Significant Commitments

Encumbrances

Encumbrance accounting is utilized to the extent necessary to assure effective budgetary control and accountability and to facilitate effective cash planning and control. At year end, the amount of encumbrances expected to be honored upon performance by the vendor in the next year were as follows:

General Fund	\$0
	=

E. Due from Other Governments

The account represents the \$646,905 due from various school districts at June 30, 2022, who had students that attended Central Pennsylvania Digital Learning Foundation, Inc. charter school during the 2021-2022 school year.

F. Leases

The School is committed under various leases of buildings. The School, under GASB guidance, records all leases based on the premise that leases are financing transactions. Therefore, the School records a right to use asset and related lease liability for its leases, see Note 1. F. 8. for information related to the amount of assets and the related related accumulated amortization on the leased assets. The School's leases are as follows:

Governmental Activities

On May 26, 2016, the School entered into a lease for building space at the IU 8 location. The lease calls for monthly payments of \$6,098.63 through December 31, 2026.

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**  
**(CONTINUED)**

**Note 2: Detailed Notes on All Activities and Funds (Continued)**

**F. Leases (Continued)**

**Governmental Activities (Continued)**

On September 7, 2021, the School entered into a lease for building space at the Logan Valley Mall, Altoona, PA. The lease calls for monthly payments of \$1,750.00 through September 6, 2025.

On September 1, 2019, the School entered into a lease for building space at Stroudsburg, PA. The lease calls for monthly payments of \$3,700.00 through August 31, 2025.

Future minimum lease payments for these leases are as follows:

<u>Year</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023	\$108,105	\$22,978	\$131,083
2024	119,554	17,330	136,884
2025	127,329	11,154	138,483
2026	80,289	5,600	85,889
2027	<u>73,262</u>	<u>2,056</u>	<u>75,318</u>
	<u>\$508,539</u>	<u>\$59,118</u>	<u>\$567,657</u>

**G. Long-Term Liabilities**

The following is a summary of changes in other long-term obligations for the fiscal year ended June 30, 2022.

**Governmental Activities**

Other Long-Term Obligations:

	<u>Long-Term Obligations 06/30/21</u>	<u>Increases</u>	<u>Decreases</u>	<u>Long-Term Obligations 06/30/22</u>	<u>Amounts Due in One Year</u>
Lease Liability	\$ 0	\$ 607,048	(\$98,509)	\$ 508,539	\$108,105
Accrued Compensated Absences	44,580	5,451	0	50,031	0
Other Postemployment Benefits	133,750	127,776	0	261,526	0
Net Pension Liability	<u>2,804,537</u>	<u>1,313,229</u>	<u>0</u>	<u>4,117,766</u>	<u>0</u>
Total Governmental Activities	<u>\$2,982,867</u>	<u>\$2,053,504</u>	<u>(\$98,509)</u>	<u>\$4,937,862</u>	<u>\$108,105</u>

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

Note 2: Detailed Notes on All Activities and Funds (Continued)

H. Capital Assets

Capital asset activity for the fiscal year ended June 30, 2022 was as follows:

	<u>Balance</u> <u>06/31/21</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance</u> <u>06/30/22</u>
<u>Governmental Activities</u>				
Capital Assets, Being Depreciated:				
Right to Use Asset	\$0	\$607,048	\$0	\$607,048
	-	-	-	-
Total Capital Assets, Being Depreciated	\$0	\$607,048	\$0	\$607,048
	-	-	-	-
Less: Accumulated Depreciation for:				
Right to Use Asset	\$0	\$118,197	\$0	\$118,197
	-	-	-	-
Governmental Activities Capital Assets, Net	\$0	\$488,851	\$0	\$488,851
	=	=	=	=

Depreciation expense was charged to governmental functions as follows:

	<u>2021-22</u>
Support Services	\$118,197
	=

I. Accumulated Leaves

Vacation

Charter school employees who are required to work on a twelve-month schedule are credited with vacation at rates, which vary with length of service or job classification. Accumulated vacation (for most employee categories) may be taken or paid if the amount is within certain limits. The accumulated vacation for fiscal year 2022 was \$50,031.

J. Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through September 26, 2022, the date the financial statements were available to be issued.

K. Related Party Transactions

Appalachia Intermediate Unit 8 provides administrative services to the School for a quarterly fee.

L. Insurance

The School was fully insured through United Healthcare until January 1, 2019 when they switched to UPMC Health Plan for both medical and prescription services.

The other area of employee related cost that is self-insured is the area of dental and vision care. This plan is provided by Highmark Blue Cross/Blue Shield. The employer is responsible to pay a monthly service fee per employee.



CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

**Note 2: Detailed Notes on All Activities and Funds** (Continued)

**M. 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; and natural disasters for which the school carries commercial insurance.

**N. Litigation**

In the normal course of conducting the business affairs and in providing education to the students of the area, the School becomes involved in lawsuits. Management indicates that it is presently not involved in any lawsuits regarding issues and incidents at the School.

**O. Federal and State Compliance Under Financial Assistance Grants and Programs**

Grantor agencies reserve the right to perform certain audit work in addition to the work performed by the school's independent auditors. Disallowed costs, if any, resulting from such additional work, would have to be absorbed by the school. Management does not believe that any significant costs will be incurred by the school if such additional audits should occur.

**P. Fund Balance**

As of June 30, 2022, the governmental fund financial statements fund balances are comprised of the following:

**Nonspendable**

The School has prepaid expenses of \$22,355 classified as nonspendable.

**Committed**

The School has committed \$2,100,000 of fund balance as of June 30, 2022 for the following purposes:

- \$300,000 committed fund balance for future operating costs including, but not limited to, future site expansions.
- \$600,000 committed fund balance for future pension costs.
- \$300,000 committed fund balance for future employee benefit costs including, but not limited to, healthcare increases.
- \$250,000 committed fund balance for future technology expenses.
- \$420,000 committed fund balance for two (2), three year (3) temporary employment positions (Director of Technology and Innovation and Director of Teaching and Learning).
- \$230,000 committed fund balance for future revenue in the event of decreased enrollment.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022  
(CONTINUED)

**Note 2: Detailed Notes on All Activities and Funds** (Continued)

**P. Fund Balance** (Continued)

**Spendable**

The School has classified the spendable fund balances as Unassigned and considered each to have been spent when expenditures are incurred.

**Unassigned**

The unassigned fund balance for the general fund is \$20,860.

**Q. Economic Dependency**

The School is economically dependent on the Commonwealth of Pennsylvania to provide both pass-through federal funds and direct state funds.

**R. Risks and Uncertainties**

Central Pennsylvania Digital Learning Foundation, Inc. has evaluated subsequent events as of June 30, 2022 and through September 26, 2022, the date the financial statements were available to be issued. Management is currently evaluating the impact of COVID-19 pandemic on the School and has concluded that while it is reasonably possible that virus could have a negative impact on the School's financial position, results of its operations, the specific financial impact is not readily determinable as of the date of these financial statements. The financial statements do not include any adjustments that might result from the outcome of this uncertainty.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 REQUIRED SUPPLEMENTARY INFORMATION  
 DEFINED BENEFIT PENSION PLAN INFORMATION  
 RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'  
 RETIREMENT SYSTEM (PSERS)  
 SCHEDULE OF SCHOOL'S PROPORTIONATE SHARE  
 OF THE NET PENSION LIABILITY

	<u>As of June 30, 2021 Measurement Date</u>
School's Proportion of the Collective Net Pension Liability	.0115%
School's Proportionate Share of the Collective Net Pension Liability	\$4,680,000
School's Covered Employee Payroll	\$1,631,501
School's Proportionate Share of the Collective Net Pension Liability as a Percentage of its Covered Employee Payroll	286.85%
PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability	63.67%

	<u>As of June 30, 2020 Measurement Date</u>
School's Proportion of the Collective Net Pension Liability	.0068%
School's Proportionate Share of the Collective Net Pension Liability	\$3,348,000
School's Covered Employee Payroll	\$ 955,895
School's Proportionate Share of the Collective Net Pension Liability as a Percentage of its Covered Employee Payroll	350.25%
PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability	54.32%

	<u>As of June 30, 2019 Measurement Date</u>
School's Proportion of the Collective Net Pension Liability	.0056%
School's Proportionate Share of the Collective Net Pension Liability	\$2,620,000
School's Covered Employee Payroll	\$ 769,983
School's Proportionate Share of the Collective Net Pension Liability as a Percentage of its Covered Employee Payroll	340.27%
PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability	55.66%

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 REQUIRED SUPPLEMENTARY INFORMATION  
 DEFINED BENEFIT PENSION PLAN INFORMATION  
 RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'  
 RETIREMENT SYSTEM (PSERS)  
 SCHEDULE OF SCHOOL'S PROPORTIONATE SHARE  
 OF THE NET PENSION LIABILITY  
 (CONTINUED)

	<b>As of June 30, 2018 <u>Measurement Date</u></b>
School's Proportion of the Collective Net Pension Liability	.0055%
School's Proportionate Share of the Collective Net Pension Liability	\$2,640,000
School's Covered Employee Payroll	\$ 734,788
School's Proportionate Share of the Collective Net Pension Liability as a Percentage of its Covered Employee Payroll	359.29%
PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability	54.00%

	<b>As of June 30, 2017 <u>Measurement Date</u></b>
School's Proportion of the Collective Net Pension Liability	.0045%
School's Proportionate Share of the Collective Net Pension Liability	\$2,222,000
School's Covered Employee Payroll	\$ 603,225
School's Proportionate Share of the Collective Net Pension Liability as a Percentage of its Covered Employee Payroll	368.35%
PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability	51.84%

	<b>As of June 30, 2016 <u>Measurement Date</u></b>
School's Proportion of the Collective Net Pension Liability	.0073%
School's Proportionate Share of the Collective Net Pension Liability	\$3,618,000
School's Covered Employee Payroll	\$ 939,626
School's Proportionate Share of the Collective Net Pension Liability as a Percentage of its Covered Employee Payroll	385.05%
PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability	50.14%

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**REQUIRED SUPPLEMENTARY INFORMATION**  
**DEFINED BENEFIT PENSION PLAN INFORMATION**  
**RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'**  
**RETIREMENT SYSTEM (PSERS)**  
**SCHEDULE OF SCHOOL'S PROPORTIONATE SHARE**  
**OF THE NET PENSION LIABILITY**  
**(CONTINUED)**

	<b><u>As of</u></b> <b><u>June 30, 2015</u></b> <b><u>Measurement Date</u></b>
School's Proportion of the Collective Net Pension Liability	.0069%
School's Proportionate Share of the Collective Net Pension Liability	\$2,989,000
School's Covered Employee Payroll	\$ 882,454
School's Proportionate Share of the Collective Net Pension Liability as a Percentage of its Covered Employee Payroll	338.71%
PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability	54.36%

	<b><u>As of</u></b> <b><u>June 30, 2014</u></b> <b><u>Measurement Date</u></b>
School's Proportion of the Collective Net Pension Liability	.0043%
School's Proportionate Share of the Collective Net Pension Liability	\$1,702,000
School's Covered Employee Payroll	\$ 550,707
School's Proportionate Share of the Collective Net Pension Liability as a Percentage of its Covered Employee Payroll	309.05%
PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability	57.24%

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
REQUIRED SUPPLEMENTARY INFORMATION  
DEFINED BENEFIT PENSION PLAN INFORMATION  
RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'  
RETIREMENT SYSTEM (PSERS)  
SCHEDULE OF SCHOOL'S CONTRIBUTION**

	<b>For the year ended <u>June 30, 2021</u></b>
Contractually Required Employer Contribution	\$543,313
Contributions in Relation to the Contractually Required Contribution	( <u>543,313</u> )
Contribution Deficiency (Excess)	\$ 0
School's Covered Employee Payroll	\$1,631,501
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	33.30%
	<b>For the year ended <u>June 30, 2020</u></b>
Contractually Required Employer Contribution	\$316,402
Contributions in Relation to the Contractually Required Contribution	( <u>316,402</u> )
Contribution Deficiency (Excess)	\$ 0
School's Covered Employee Payroll	\$955,895
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	33.10%
	<b>For the year ended <u>June 30, 2019</u></b>
Contractually Required Employer Contribution	\$251,000
Contributions in Relation to the Contractually Required Contribution	( <u>251,000</u> )
Contribution Deficiency (Excess)	\$ 0
School's Covered Employee Payroll	\$769,983
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	32.60%

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
REQUIRED SUPPLEMENTARY INFORMATION  
DEFINED BENEFIT PENSION PLAN INFORMATION  
RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'  
RETIREMENT SYSTEM (PSERS)  
SCHEDULE OF SCHOOL'S CONTRIBUTION  
(CONTINUED)**

	<b>For the year ended <u>June 30, 2018</u></b>
Contractually Required Employer Contribution	\$233,000
Contributions in Relation to the Contractually Required Contribution	( <u>233,000</u> )
Contribution Deficiency (Excess)	\$ 0
	<hr/>
School's Covered Employee Payroll	\$734,788
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	31.71%
	<b>For the year ended <u>June 30, 2017</u></b>
Contractually Required Employer Contribution	\$176,776
Contributions in Relation to the Contractually Required Contribution	( <u>176,776</u> )
Contribution Deficiency (Excess)	\$ 0
	<hr/>
School's Covered Employee Payroll	\$600,761
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	29.4%
	<b>For the year ended <u>June 30, 2016</u></b>
Contractually Required Employer Contribution	\$242,468
Contributions in Relation to the Contractually Required Contribution	( <u>242,468</u> )
Contribution Deficiency (Excess)	\$ 0
	<hr/>
School's Covered Employee Payroll	\$939,457
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	25.81%

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**REQUIRED SUPPLEMENTARY INFORMATION**  
**DEFINED BENEFIT PENSION PLAN INFORMATION**  
**RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'**  
**RETIREMENT SYSTEM (PSERS)**  
**SCHEDULE OF SCHOOL'S CONTRIBUTION**  
**(CONTINUED)**

	<b>For the year ended</b> <u><b>June 30, 2015</b></u>
Contractually Required Employer Contribution	\$173,945
Contributions in Relation to the Contractually Required Contribution	( <u>173,945</u> )
Contribution Deficiency (Excess)	\$ 0
	=====
School's Covered Employee Payroll	\$898,769
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	19.35%



**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**REQUIRED SUPPLEMENTARY INFORMATION**  
**DEFINED BENEFIT PENSION PLAN INFORMATION**  
**RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'**  
**RETIREMENT SYSTEM (PSERS)**  
**NOTES TO REQUIRED SUPPLEMENTARY INFORMATION**

***Changes in Benefit Terms***

With the passage of Act 5 on June 12, 2017, class T-E & T-F members are now permitted to elect a lump sum payment of member contributions upon retirement.

***Changes in Assumptions Used in Measurement of the Total Pension Liability Beginning June 30, 2021***

The Discount Rate decreased from 7.25% to 7.00%. The inflation assumption was decreased from 2.75% to 2.50%. Payroll growth assumption decreased from 3.50% to 3.25%.

Salary growth changed from an effective average of 5.00%, which was comprised of inflation of 2.75%, real wage growth and for merit or seniority increases of 2.25%, to an effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.

Mortality rates were modified from the RP-2014 Mortality Tables for Males and Females to a blended table based on 50% PubT-2010 Employee (Total Teacher dataset) and 50% PubG-2010 (Total General Employees data), adjusted to reflect PSERS' experience and projected using a modified version MP-2020.

For disabled annuitants, the rates were modified from the RP-2014 Mortality Tables for Males and Females to Pub-2010 Disability Mortality Non-Safety Headcount Weighted table, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020.

***Changes in Assumptions Used in Measurement of the Total Pension Liability Beginning June 30, 2017, Beginning June 30, 2018, Beginning June 30, 2019, and Beginning June 30, 2020***

None.

***Changes in Assumptions Used in Measurement of the Total Pension Liability Beginning June 30, 2016***

The Investment Rate of Return was adjusted from 7.50% to 7.25%. The inflation assumption was decreased from 3.00% to 2.75%.

Salary growth changed from an effective average of 5.50%, which was comprised of inflation of 3.00%, real wage growth and for merit or seniority increases of 2.50%, to an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.

Mortality rates were modified from the RP-2000 Combined Healthy Annuitant Tables (male and female) with age set back 3 years for both males and females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. For disabled annuitants, the RP-2000 Combined Disabled Tables (male and female) with age set back 7 years for males and 3 years for females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

***Method and Assumptions Used in Calculations of Actuarially Determined Contributions***

The actuarially determined contributions are calculated as of the June 30 preceding the fiscal year in which contributions are made. That is, the contribution calculated as of the June 30, 2020 actuarial valuation will be made during the fiscal year ending June 30, 2022. The following actuarial methods and assumptions were used to determine contribution rates reported in that schedule:

- Investment return - 7.25%, includes inflation at 2.50% and the real rate of return 4.50%.
- Salary growth - Effective average of 5.00%, which reflects an allowance for inflation of 2.75%, real wage growth and merit or seniority of 2.25%.
- Benefit payments - no postretirement benefit increases assumed in the future.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
REQUIRED SUPPLEMENTARY INFORMATION  
DEFINED BENEFIT PENSION PLAN INFORMATION  
RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'  
RETIREMENT SYSTEM (PSERS)  
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION  
(CONTINUED)**

***10-Year Reporting Requirements***

Required Supplementary Schedules, as related to pensions, are intended to show information for 10 years. Additional years will be displayed as they become available.

***The Accounting Valuation***

The GASB 67 accounting valuation can be found on PSERS' website at [www.psers.pa.gov](http://www.psers.pa.gov).

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
REQUIRED SUPPLEMENTARY INFORMATION  
DEFINED BENEFIT OPEB PLAN INFORMATION  
RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'  
RETIREMENT SYSTEM (PSERS)  
SCHEDULE OF SCHOOL'S PROPORTIONATE SHARE  
OF THE NET OPEB LIABILITY**

	<b><u>June 30, 2021</u></b>
School's Proportion of the Net OPEB Liability	.0015%
School's Proportionate Share of the Net OPEB Liability	\$273,000
School's Covered Employee Payroll	\$1,631,501
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	16.73%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	5.30%
	<b><u>June 30, 2020</u></b>
School's Proportion of the Net OPEB Liability	.0068%
School's Proportionate Share of the Net OPEB Liability	\$147,000
School's Covered Employee Payroll	\$955,895
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	15.38%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	5.69%
	<b><u>June 30, 2019</u></b>
School's Proportion of the Net OPEB Liability	.0056%
School's Proportionate Share of the Net OPEB Liability	\$119,000
School's Covered Employee Payroll	\$769,983
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	15.45%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	5.56%

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**REQUIRED SUPPLEMENTARY INFORMATION**  
**DEFINED BENEFIT OPEB PLAN INFORMATION**  
**RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'**  
**RETIREMENT SYSTEM (PSERS)**  
**SCHEDULE OF SCHOOL'S PROPORTIONATE SHARE**  
**OF THE NET OPEB LIABILITY**  
**(CONTINUED)**

	<u>June 30, 2018</u>
School's Proportion of the Net OPEB Liability	.0055%
School's Proportionate Share of the Net OPEB Liability	\$115,000
School's Covered Employee Payroll	\$734,788
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	15.65%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	5.56%
	 <u>June 30, 2017</u>
School's Proportion of the Net OPEB Liability	.0045%
School's Proportionate Share of the Net OPEB Liability	\$ 92,000
School's Covered Employee Payroll	\$603,225
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	15.25%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	5.73%

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
REQUIRED SUPPLEMENTARY INFORMATION  
DEFINED BENEFIT OPEB PLAN INFORMATION  
RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'  
RETIREMENT SYSTEM (PSERS)  
SCHEDULE OF SCHOOL'S CONTRIBUTION**

	<u>June 30, 2021</u>
Contractually Required Contribution	\$ 11,000
Contributions in Relation to the Contractually Required Contribution	( <u>11,000</u> )
Contribution Deficiency (Excess)	\$ 0
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/>
School's Covered Employee Payroll	\$1,631,501
Contribution as a Percentage of Covered Employee Payroll	.67%

	<u>June 30, 2020</u>
Contractually Required Contribution	\$ 8,000
Contributions in Relation to the Contractually Required Contribution	( <u>8,000</u> )
Contribution Deficiency (Excess)	\$ 0
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/>
School's Covered Employee Payroll	\$955,895
Contribution as a Percentage of Covered Employee Payroll	.84%

	<u>June 30, 2019</u>
Contractually Required Contribution	\$ 6,000
Contributions in Relation to the Contractually Required Contribution	( <u>6,000</u> )
Contribution Deficiency (Excess)	\$ 0
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/>
School's Covered Employee Payroll	\$769,983
Contribution as a Percentage of Covered Employee Payroll	.78%

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**REQUIRED SUPPLEMENTARY INFORMATION**  
**DEFINED BENEFIT OPEB PLAN INFORMATION**  
**RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'**  
**RETIREMENT SYSTEM (PSERS)**  
**SCHEDULE OF SCHOOL'S CONTRIBUTION**

	<u>June 30, 2018</u>
Contractually Required Contribution	\$ 6,000
Contributions in Relation to the Contractually Required Contribution	( <u>6,000</u> )
Contribution Deficiency (Excess)	\$ 0
	=====
School's Covered Employee Payroll	\$734,788
Contribution as a Percentage of Covered Employee Payroll	.82%

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**REQUIRED SUPPLEMENTARY INFORMATION**  
**DEFINED BENEFIT OPEB LIABILITY INFORMATION**  
**RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'**  
**RETIREMENT SYSTEM (PSERS)**  
**NOTES TO REQUIRED SUPPLEMENTARY INFORMATION**

***Changes in Benefit Terms***

None.

***Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2021***

The Discount Rate decreased from 2.66% to 2.18%. The inflation assumption was decreased from 2.75% to 2.50%. Payroll growth assumption decrease from 3.50% to 3.25%.

Salary growth changed from an effective average of 5.00%, which was comprised of inflation of 2.75%, real wage growth and for merit or seniority increases of 2.25%, to an effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.

Mortality rates were modified from the RP-2014 Mortality Tables for Males and Females to a blended table based on 50% PubT-2010 Employee (Total Teacher dataset) and 50% PubG-2010 (Total General Employees data), adjusted to reflect PSERS' experience and projected using a modified version MP-2020.

For disabled annuitants, the rates were modified from the RP-2014 Mortality Tables for Males and Females to Pub-2010 Disability Mortality Non-Safety Headcount Weighted Table, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020.

***Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2020***

The Discount Rate decreased from 2.79% to 2.66%.

***Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2019***

The Discount Rate decreased from 2.98% to 2.79%.

***Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2018***

The Discount Rate decreased from 3.13% to 2.98%.

***Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2017***

The Discount Rate increased from 2.71% to 3.13%.

***Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2016***

Salary growth changed from an effective average of 5.50%, which was comprised of inflation of 3.00%, real wage growth and for merit or seniority increases of 2.50%, to an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.

Mortality rates were modified from the RP-2000 Combined Healthy Annuitant Tables (male and female) with age set back 3 years for both males and females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. For disabled annuitants, the RP-2000 Combined Disabled Tables (male and female) with age set back 7 years for males and 3 years for females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

***Method and Assumptions Used in Calculations of Actuarially Determined Contributions***

The actuarially determined contributions are calculated as of the June 30 preceding the fiscal year in which contributions are made. That is, the contribution calculated as of the June 30, 2020 actuarial valuation will be made during the fiscal year ending June 30, 2022. The following actuarial methods and assumptions were used to determine contribution rates reported in that schedule:

- Investment return - 2.18% - 20 year S&P Municipal Bond Rate.

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
REQUIRED SUPPLEMENTARY INFORMATION  
DEFINED BENEFIT OPEB LIABILITY INFORMATION  
RELATED TO THE PENNSYLVANIA PUBLIC SCHOOL EMPLOYEES'  
RETIREMENT SYSTEM (PSERS)  
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION  
(CONTINUED)**

***Method and Assumptions Used in Calculations of Actuarially Determined Contributions*** (Continued)

- Salary growth - Effective average of 5.00%, which reflects an allowance for inflation of 2.75%, real wage growth and merit or seniority of 2.25%.
- Benefit payments - no postretirement benefit increases assumed in the future.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.
- Assumed Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.

***10-Year Reporting Requirements***

Required Supplementary Schedules, as related to OPEB, are intended to show information for 10 years. Additional years will be displayed as they become available.

***The Accounting Valuation***

The GASB 74 accounting valuation can be found on PSERS' website at [www.psers.pa.gov](http://www.psers.pa.gov).



**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**  
**BUDGET AND ACTUAL**  
**GENERAL FUND**  
**FOR THE YEAR ENDED JUNE 30, 2022**

	Budgeted Amounts		Actual (Budgetary Basis)	Variance with Final Budget Positive (Negative)
	Original	Final		
<b>Revenues</b>				
Local Sources	\$4,072,850	\$4,072,850	\$3,739,714	(\$ 333,136)
State Sources	10,521	10,521	11,126	605
Federal Sources	<u>290,103</u>	<u>290,103</u>	<u>326,428</u>	<u>36,325</u>
Total Revenues	<u>\$4,373,474</u>	<u>\$4,373,474</u>	<u>\$4,077,268</u>	<u>(\$ 296,206)</u>
<b>Expenditures</b>				
Regular Programs	\$2,275,596	\$2,275,596	\$1,928,663	\$ 346,933
Special Programs	492,005	492,005	644,432	( 152,427)
Other Instructional Programs	79,237	79,237	109,594	( 30,357)
Pupil Personnel Services	106,947	106,947	212,409	( 105,462)
Instructional Staff Services	271,758	271,758	242,200	29,558
Administrative Services	650,232	650,232	503,025	147,207
Pupil Health	4,709	4,709	6,015	( 1,306)
Business Services	230,643	230,643	290,576	( 59,933)
Operation of Plant Services	197,037	197,037	148,248	48,789
Central and Other Support Services	<u>65,310</u>	<u>65,310</u>	<u>150,720</u>	<u>( 85,410)</u>
Total Expenditures	<u>\$4,373,474</u>	<u>\$4,373,474</u>	<u>\$4,235,882</u>	<u>\$ 137,592</u>
Net Change in Fund Balances	\$ 0	\$ 0	(\$ 158,614)	(\$ 158,614)
<b>Fund Balances - July 1, 2021</b>	<u>0</u>	<u>0</u>	<u>2,301,829</u>	<u>2,301,829</u>
<b>Fund Balances - June 30, 2022</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$2,143,215</u>	<u>\$2,143,215</u>

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**NOTES TO REQUIRED SUPPLEMENTAL INFORMATION**  
**JUNE 30, 2022**

**Budgetary Data**

An operating budget is adopted each year for the general fund on a modified accrual basis of accounting.

The Pennsylvania School Code dictates specific procedures relative to adoption of the charter school's budget and reporting of its financial statements, specifically:

- The charter school is required to prepare an operating budget for the succeeding fiscal year.
- The board of directors may make transfers of funds appropriated to any particular item of expenditure during the last nine months of the fiscal year. An affirmative vote of a majority of all members of the board is required.
- Fund balances in the budgetary reserve may be appropriated based on resolutions passed by the Board of Trustees, which authorize the charter school to make expenditures.
- Included in the general fund budget are program budgets as prescribed by the state and federal agencies funding the program. These budgets are approved on a program-by-program basis by the state or federal funding agency.
- At the end of the year, any remaining amount in a budgeted item must be closed, as it is not permissible to carry the balance into the next year.
- The budget amounts shown in the financial statements are the final authorized amounts as revised during the year.

The expenditures of the School presented on the financial statements are classified by Function.

**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  
Central Pennsylvania Digital  
Learning Foundation, Inc.  
5580 Goods Lane, Suite 1132  
Altoona, PA 16602

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 information of the Central Pennsylvania Digital Learning Foundation, Inc., as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Central Pennsylvania Digital Learning Foundation, Inc.'s basic financial statements, and have issued our report thereon dated September 26, 2022.

**Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Central Pennsylvania Digital Learning Foundation, Inc.'s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Central Pennsylvania Digital Learning Foundation, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Central Pennsylvania Digital Learning Foundation, Inc.'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 or significant deficiencies may exist that were not identified.

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*  
(CONTINUED)

**Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Central Pennsylvania Digital Learning Foundation, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. 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 or other matters 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 on the effectiveness of the entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Young, Beck, Brown & Company, P.C.*

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
JUNE 30, 2022**

There were no findings during the current year audit.

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

Division of Federal Programs  
Consolidated Program Review

2022-2023 School Year

Central Pennsylvania Digital Learning Foundation C

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Malynda Maurer	8146825258	<input type="checkbox"/>
<b>Business Manager:</b>	Karlie Shook	8149400223	<input type="checkbox"/>
<b>Federal Program Coordinator:</b>	Kimberly Salyards	8146825258	<input type="checkbox"/>
<b>Parent/Family Member:</b>	_____	_____	<input type="checkbox"/>

**Program(s) Reviewed:**

- Title IA: Fiscal
- Title IIA: Fiscal
- Title IIIA: Fiscal
- Title IVA: Fiscal

**Program Reviewer(s):** Dr. HELEN GROSS

**Program Review Date:** 06/05/2023

# Title IA: Fiscal

## Component I: General Fiscal Requirements/Uniform Grants Guidance

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantee's 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	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. Audits</p> <p>The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: <b>The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.</b></p> <p>Uniform Grants Guidance Section 200.501</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Two most recent audit reports</p>	<table border="1"> <tr> <th data-bbox="1656 131 2053 180">District Comments</th> </tr> <tr> <td data-bbox="1656 180 2053 391"> <p>2/21/2023 11:53:32 AM Special Programs Director Kimberly Salyards Uploaded Documentation not required-cyclical LEA</p> </td> </tr> <tr> <th data-bbox="1656 391 2053 440">Monitor Comments</th> </tr> <tr> <td data-bbox="1656 440 2053 651"> <p>6/7/2023 2:01:43 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</p> </td> </tr> </table>	District Comments	<p>2/21/2023 11:53:32 AM Special Programs Director Kimberly Salyards Uploaded Documentation not required-cyclical LEA</p>	Monitor Comments	<p>6/7/2023 2:01:43 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</p>
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<p><b>Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".</b></p>										
<p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) <b>for current and prior years.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> UGG compliant inventory log of items purchased with Title I A.</p>	<table border="1"> <tr> <th data-bbox="1656 902 2053 951">District Comments</th> </tr> <tr> <td data-bbox="1656 951 2053 1162"> <p>2/21/2023 11:53:55 AM Special Programs Director Kimberly Salyards CPLDF does not purchase equipment with Title funds.</p> </td> </tr> <tr> <th data-bbox="1656 1162 2053 1211">Monitor Comments</th> </tr> <tr> <td data-bbox="1656 1211 2053 1414"> <p>6/15/2023 9:13:09 PM State Monitor Helen Gross CPLDF has indicated that it does not purchase equipment with Title funds.</p> </td> </tr> </table>	District Comments	<p>2/21/2023 11:53:55 AM Special Programs Director Kimberly Salyards CPLDF does not purchase equipment with Title funds.</p>	Monitor Comments	<p>6/15/2023 9:13:09 PM State Monitor Helen Gross CPLDF has indicated that it does not purchase equipment with Title funds.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log <b>dated and signed</b> by LEA to ensure physical inventory is <b>conducted</b> within the last two years	<div data-bbox="1654 131 2053 175" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1654 183 2053 386">2/21/2023 11:54:14 AM Special Programs Director Kimberly Salyards CPLDF does not purchase equipment with Title funds.</div> <div data-bbox="1654 394 2053 438" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1654 446 2053 646">6/15/2023 9:13:37 PM State Monitor Helen Gross CPLDF has indicated that it does not purchase equipment with Title funds.</div>
<b>Documentation must be uploaded for all LEAs</b>						
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved/submit date <b>(List approval/submit date in comment section).</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of Title 1 expenditures, showing very 1st expense using current year's funds.	<div data-bbox="1654 735 2053 779" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1654 787 2053 990">2/21/2023 11:54:50 AM Special Programs Director Kimberly Salyards Uploaded Documentation not required-cyclical LEA</div> <div data-bbox="1654 998 2053 1042" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1654 1050 2053 1250">6/7/2023 2:02:04 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</div>
<b>Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".</b>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
4. Time Documentation UGG Section 200.430	1A. The LEA maintains semi-annual certifications for <b>all</b> employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<table border="1"> <thead> <tr> <th data-bbox="1650 123 2062 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 180 2062 399">6/7/2023 2:30:20 PM State Monitor Helen Gross Attached documentation is not current and therefore had to be marked as NOT MET.</td> </tr> </tbody> </table>	Monitor Comments	6/7/2023 2:30:20 PM State Monitor Helen Gross Attached documentation is not current and therefore had to be marked as NOT MET.		
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6/7/2023 2:30:20 PM State Monitor Helen Gross Attached documentation is not current and therefore had to be marked as NOT MET.										
<b>Documentation must be uploaded for all LEAs</b>						<a href="#">Portfolio1_SS_LR_TW_PCFs July2021.pdf</a>				
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	<table border="1"> <thead> <tr> <th data-bbox="1650 456 2062 521">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 521 2062 764">2/23/2023 2:01:13 PM Special Programs Director Kimberly Salyards N/A, no employees with fixed schedule that required prior written approval.</td> </tr> <tr> <th data-bbox="1650 764 2062 813">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 813 2062 1101">6/8/2023 4:29:49 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.</td> </tr> </tbody> </table>	District Comments	2/23/2023 2:01:13 PM Special Programs Director Kimberly Salyards N/A, no employees with fixed schedule that required prior written approval.	Monitor Comments	6/8/2023 4:29:49 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on <b>multiple cost objectives</b> and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1"> <thead> <tr> <th data-bbox="1650 123 2062 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 180 2062 427">           5/2/2023 12:11:39 PM            CEO Malynda Maurer            CPDLF does not pay employees working on multiple cost objects from Title I funds         </td> </tr> <tr> <th data-bbox="1650 427 2062 483" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 483 2062 764">           6/8/2023 4:30:58 PM            State Monitor Helen Gross            The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.         </td> </tr> </tbody> </table>	District Comments	5/2/2023 12:11:39 PM CEO Malynda Maurer CPDLF does not pay employees working on multiple cost objects from Title I funds	Monitor Comments	6/8/2023 4:30:58 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
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<b>Documentation must be uploaded for all LEAs</b>										
<p>5. Time and Effort Procedures</p>	<p>1. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be established to ensure effective internal control over the federal awards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written Procedure for Time and Effort (do not need board approval)	<table border="1"> <thead> <tr> <th data-bbox="1650 833 2062 889" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 889 2062 1136">           5/1/2023 9:08:57 PM            CEO Malynda Maurer            Time and effort procedures listed within the uploaded Federal Fiscal Compliance Policy starting on page 2.         </td> </tr> <tr> <th data-bbox="1650 1136 2062 1193" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 1193 2062 1365">           6/8/2023 4:39:31 PM            State Monitor Helen Gross            Time and effort procedures were reviewed.         </td> </tr> </tbody> </table>	District Comments	5/1/2023 9:08:57 PM CEO Malynda Maurer Time and effort procedures listed within the uploaded Federal Fiscal Compliance Policy starting on page 2.	Monitor Comments	6/8/2023 4:39:31 PM State Monitor Helen Gross Time and effort procedures were reviewed.
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[CPDLF Federal Fiscal Compliance Policy Updated March 2023.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
6. 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 type="checkbox"/> Federal Program document(s) (i.e. invoices paid from federal funds) from up to 7 years ago <input checked="" type="checkbox"/> Screenshot of files/records <input checked="" type="checkbox"/> Photo of files/records	<table border="1"> <tr> <td><b>District Comments</b></td> </tr> <tr> <td>2/23/2023 2:30:40 PM Special Programs Director Kimberly Salyards Federal program records are kept longer than 7 years.</td> </tr> <tr> <td><b>Monitor Comments</b></td> </tr> <tr> <td>6/8/2023 4:35:22 PM State Monitor Helen Gross A sampling of records was provided.</td> </tr> </table>	<b>District Comments</b>	2/23/2023 2:30:40 PM Special Programs Director Kimberly Salyards Federal program records are kept longer than 7 years.	<b>Monitor Comments</b>	6/8/2023 4:35:22 PM State Monitor Helen Gross A sampling of records was provided.
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Sample pics of stored files paper and electronic - May 2023.pdf</a>					
7. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report, for the prior year, for Title IA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IA	<table border="1"> <tr> <td><b>District Comments</b></td> </tr> <tr> <td>5/2/2023 12:14:10 PM Special Programs Director Kimberly Salyards Performance report uploaded.</td> </tr> <tr> <td><b>Monitor Comments</b></td> </tr> <tr> <td>6/8/2023 4:37:35 PM State Monitor Helen Gross The Title I 21/22 Performance Report which was required to be submitted to PDE at the beginning of January 2023 was submitted in a timely manner.</td> </tr> </table>	<b>District Comments</b>	5/2/2023 12:14:10 PM Special Programs Director Kimberly Salyards Performance report uploaded.	<b>Monitor Comments</b>	6/8/2023 4:37:35 PM State Monitor Helen Gross The Title I 21/22 Performance Report which was required to be submitted to PDE at the beginning of January 2023 was submitted in a timely manner.
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Title I Performance Report.pdf</a>					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. Backup documentation exists for the performance goal report <b>from the prior year</b> that aligns with the data indicated in the goals that would be used to determine success.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary <b>narratives</b> to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1654 131 2055 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 180 2055 391">           5/11/2023 8:10:47 AM            Special Programs Director Kimberly Salyards            Data summary narrative for prior year uploaded.         </td> </tr> <tr> <th data-bbox="1654 391 2055 440" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1654 440 2055 792">           6/15/2023 9:17:38 PM            State Monitor Helen Gross            Documentation was provided and did not align with met/not met of the 21-22 performance goal but reflected the preliminary writing of the goal from 20/21.         </td> </tr> </tbody> </table>	District Comments	5/11/2023 8:10:47 AM Special Programs Director Kimberly Salyards Data summary narrative for prior year uploaded.	Monitor Comments	6/15/2023 9:17:38 PM State Monitor Helen Gross Documentation was provided and did not align with met/not met of the 21-22 performance goal but reflected the preliminary writing of the goal from 20/21.
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Data Narrative -Title IA goal development for 21-22.pdf</a>					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>8. Conflict of Interest Policy</p> <p>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> <ul style="list-style-type: none"> <li>• Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)</li> <li>• 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)</li> <li>• Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)</li> <li>• Mandatory Disclosure- (potential conflict disclosed in writing)</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board Approved policy - LEA must highlight all four bullets in policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest - <i>The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1650 123 2062 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 180 2062 391"> <p>2/23/2023 2:00:16 PM Special Programs Director Kimberly Salyards attached CPDLF Federal Fiscal Compliance policy.</p> </td> </tr> <tr> <th data-bbox="1650 391 2062 448" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 448 2062 683"> <p>6/15/2023 9:29:32 PM State Monitor Helen Gross The actual upload was not dated and the LEA did not provide proof of Board/Trustee approval.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/23/2023 2:00:16 PM Special Programs Director Kimberly Salyards attached CPDLF Federal Fiscal Compliance policy.</p>	Monitor Comments	<p>6/15/2023 9:29:32 PM State Monitor Helen Gross The actual upload was not dated and the LEA did not provide proof of Board/Trustee approval.</p>
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">CPDLF Conflict of Interest Policy updated June 2022.pdf</a>					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>9. Allowability of Costs Procedures</p> <p>UGG Sec 200.43</p>	<p>1. Allowability of Costs Requirement - Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles:</p> <ul style="list-style-type: none"> <li>• Necessary, reasonable and allocable</li> <li>• Conform with federal law and grant terms</li> <li>• Consistent with state and local policies</li> <li>• Adequately documented</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items. LEA must highlight the four required bullets in their evidence.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>5/1/2023 9:21:23 PM CEO Malynda Maurer Allowability of Costs is included in the Federal Fiscal Policy starting on Page 9.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>6/15/2023 9:24:45 PM State Monitor Helen Gross Allowability of Costs Procedures were provided.</td> </tr> </table>	District Comments	5/1/2023 9:21:23 PM CEO Malynda Maurer Allowability of Costs is included in the Federal Fiscal Policy starting on Page 9.	Monitor Comments	6/15/2023 9:24:45 PM State Monitor Helen Gross Allowability of Costs Procedures were provided.
District Comments										
5/1/2023 9:21:23 PM CEO Malynda Maurer Allowability of Costs is included in the Federal Fiscal Policy starting on Page 9.										
Monitor Comments										
6/15/2023 9:24:45 PM State Monitor Helen Gross Allowability of Costs Procedures were provided.										
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">CPDLF Federal Fiscal Compliance Policy Updated March 2023.pdf</a>					
<p>10. Procurement Procedures</p> <p>UGG Sec 200.320, 100.67, 200.88</p>	<p>1. Procurement the LEA maintains purchasing procedures</p> <ul style="list-style-type: none"> <li>• Micro-purchases (purchase up to \$10,000)</li> <li>• Small Purchase (between \$10,000-\$250,000)</li> <li>• Sealed Bids (purchases over \$250,000 with formal advertising)</li> <li>• Competitive Proposals (more than one source submitting a proposal)</li> <li>• Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source)</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels - LEA must highlight the required bullets in their evidence.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>5/1/2023 9:22:48 PM CEO Malynda Maurer Procurement procedures included in our Federal Fiscal policy starting on page 19.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>6/15/2023 9:27:16 PM State Monitor Helen Gross The LEA maintains procurement purchasing procedures.</td> </tr> </table>	District Comments	5/1/2023 9:22:48 PM CEO Malynda Maurer Procurement procedures included in our Federal Fiscal policy starting on page 19.	Monitor Comments	6/15/2023 9:27:16 PM State Monitor Helen Gross The LEA maintains procurement purchasing procedures.
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">CPDLF Federal Fiscal Compliance Policy Updated March 2023.pdf</a>					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
11. Cash Management Procedures UGG Sec 200.305	1. Cash Management - the LEA must maintain written procedures to implement the following cash management requirements: <ul style="list-style-type: none"> <li>Reimbursements - explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds</li> <li>Advances - explain what happens if the LEA receives advance payments of federal grant funds</li> <li>Interest - explain how the LEA will manage interest earned on federal grant awards</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Cash Management Procedures are available that address the three components. LEA must highlight the required bullets in their evidence.	<p style="text-align: center;"><b>District Comments</b></p> <p>5/1/2023 9:25:17 PM CEO Malynda Maurer Cash Management Procedures are included in our Federal Fiscal Compliance policy starting on page 7.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/20/2023 11:22:13 AM State Monitor Helen Gross Cash Management Procedures were provided.</p>
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">CPDLF Federal Fiscal Compliance Policy Updated March 2023.pdf</a>	
12. Travel Reimbursement Policy UGG Sec 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable <ul style="list-style-type: none"> <li>Types of travel (single day, overnight or out-of-state)</li> <li>What expenses may be reimbursed (food, lodging, transportation, airfare)</li> <li>What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board approved policy - LEA must highlight the required bullets in their evidence. Policy does not have to be specific to federal funds.	<p style="text-align: center;"><b>District Comments</b></p> <p>5/1/2023 9:32:25 PM CEO Malynda Maurer Travel Expense Reimbursement policy attached.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/15/2023 9:30:03 PM State Monitor Helen Gross The actual upload was not dated and the LEA did not provide proof of Board/Trustee approval.</p>
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">CPDLF Travel Reimbursement Policy updated March 2013.pdf</a>	



Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>13. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> <li>• Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c))</li> <li>• Out of State Travel for workshops/conferences (200.474)</li> <li>• Entertainment Costs (200.438)</li> <li>• Equipment (200.439)</li> <li>• Student Activity Costs</li> <li>• Memberships, subscriptions, and Professional Activities (200.454)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input 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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>5/1/2023 8:44:36 PM CEO Malynda Maurer Uploaded documentation not required.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>6/7/2023 2:02:32 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</td> </tr> </table>	District Comments	5/1/2023 8:44:36 PM CEO Malynda Maurer Uploaded documentation not required.	Monitor Comments	6/7/2023 2:02:32 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"
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<p><b>Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".</b></p>										
<p>14. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter, if over 15%.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>5/1/2023 8:45:02 PM CEO Malynda Maurer Uploaded documentation not required.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>6/7/2023 2:02:53 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</td> </tr> </table>	District Comments	5/1/2023 8:45:02 PM CEO Malynda Maurer Uploaded documentation not required.	Monitor Comments	6/7/2023 2:02:53 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>15. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113</p>	<p>1. LEA appropriately distributed funds to all Title I buildings</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Title I allocation for each Title I building from LEA budget and a <b>copy of the Title I application within the Consolidated Application</b> to verify amounts spent by building</p>	<table border="1"> <thead> <tr> <th data-bbox="1650 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 180 2062 354"> <p>5/1/2023 8:45:13 PM CEO Malynda Maurer Uploaded documentation not required.</p> </td> </tr> <tr> <th data-bbox="1650 354 2062 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 410 2062 613"> <p>6/7/2023 2:03:08 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</p> </td> </tr> </tbody> </table>	District Comments	<p>5/1/2023 8:45:13 PM CEO Malynda Maurer Uploaded documentation not required.</p>	Monitor Comments	<p>6/7/2023 2:03:08 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</p>
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<p><b>Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".</b></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. If an LEA has a building over 75%, this cannot be marked N/A</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> List of schools served, building level budgets aligned with Consolidated Application</p>	<table border="1"> <thead> <tr> <th data-bbox="1650 805 2062 862">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 862 2062 1036"> <p>5/1/2023 8:45:22 PM CEO Malynda Maurer Uploaded documentation not required.</p> </td> </tr> <tr> <th data-bbox="1650 1036 2062 1092">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 1092 2062 1300"> <p>6/7/2023 2:03:30 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</p> </td> </tr> </tbody> </table>	District Comments	<p>5/1/2023 8:45:22 PM CEO Malynda Maurer Uploaded documentation not required.</p>	Monitor Comments	<p>6/7/2023 2:03:30 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. Pre-kindergarten children are excluded from the poverty count of any school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> PIMS Report on Economically Disadvantaged <input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts	<p style="text-align: center;"><b>District Comments</b></p> 5/1/2023 8:45:31 PM CEO Malynda Maurer Uploaded documentation not required. <p style="text-align: center;"><b>Monitor Comments</b></p> 6/7/2023 2:04:05 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"

**Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".**

16. Compliance to Reservations  The LEA complies with requirements regarding the reservation of funds.  Sec. 1113(c)(3), 42 U.S.C 11432  Sec. 1116(a)(3)	1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page and statement of expenditures for Homeless students	<p style="text-align: center;"><b>District Comments</b></p> 5/4/2023 6:06:07 PM CEO Malynda Maurer We set aside a fixed rate each year. In the 2021-22 school year, we did not have any expenses related to homelessness. <p style="text-align: center;"><b>Monitor Comments</b></p> 6/15/2023 9:35:10 PM State Monitor Helen Gross This monitor reviewed the Reservation of Funds page in the 22/23 Consolidated Grant. A 22/23 statement of expenditures for homeless students was not provided.
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**Documentation must be uploaded for all LEAs**

[CPDLF Homeless Set aside.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<a href="#">2021-22 Homeless Expenses - None.pdf</a>										
	2. The LEA has reserved funds for <b>Foster students</b> at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Foster	<table border="1"> <tr> <th data-bbox="1650 188 2062 245" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1650 245 2062 418">5/1/2023 8:45:51 PM CEO Malynda Maurer Uploaded documentation not required.</td> </tr> <tr> <th data-bbox="1650 418 2062 475" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 475 2062 683">6/7/2023 2:04:33 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</td> </tr> </table>	District Comments	5/1/2023 8:45:51 PM CEO Malynda Maurer Uploaded documentation not required.	Monitor Comments	6/7/2023 2:04:33 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"
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<b>Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".</b>										
	3. 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. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Spreadsheet demonstrating calculations	<table border="1"> <tr> <th data-bbox="1650 808 2062 865" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1650 865 2062 1039">5/1/2023 8:46:01 PM CEO Malynda Maurer Uploaded documentation not required.</td> </tr> <tr> <th data-bbox="1650 1039 2062 1096" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 1096 2062 1304">6/7/2023 2:05:02 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</td> </tr> </table>	District Comments	5/1/2023 8:46:01 PM CEO Malynda Maurer Uploaded documentation not required.	Monitor Comments	6/7/2023 2:05:02 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	4. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Title I budget and expenditures	<table border="1"> <thead> <tr> <th data-bbox="1654 131 2049 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 180 2049 354">5/1/2023 8:46:05 PM CEO Malynda Maurer Uploaded documentation not required.</td> </tr> <tr> <th data-bbox="1654 354 2049 402">Monitor Comments</th> </tr> <tr> <td data-bbox="1654 402 2049 613">6/7/2023 2:05:25 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</td> </tr> </tbody> </table>	District Comments	5/1/2023 8:46:05 PM CEO Malynda Maurer Uploaded documentation not required.	Monitor Comments	6/7/2023 2:05:25 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"
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<p><b>Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".</b></p>										
	5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Neglected Institution	<table border="1"> <thead> <tr> <th data-bbox="1654 751 2049 800">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 800 2049 974">5/1/2023 8:46:12 PM CEO Malynda Maurer Uploaded documentation not required.</td> </tr> <tr> <th data-bbox="1654 974 2049 1023">Monitor Comments</th> </tr> <tr> <td data-bbox="1654 1023 2049 1235">6/7/2023 2:06:00 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"</td> </tr> </tbody> </table>	District Comments	5/1/2023 8:46:12 PM CEO Malynda Maurer Uploaded documentation not required.	Monitor Comments	6/7/2023 2:06:00 PM State Monitor Helen Gross Per PDE, "Uploaded Documentation not required-cyclical LEA"
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
17. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures aligned to transferred into subprogram <input checked="" type="checkbox"/> Consolidated Application, Transferability page	<table border="1"> <tr> <th data-bbox="1650 123 2062 180">District Comments</th> </tr> <tr> <td data-bbox="1650 180 2062 354">           5/1/2023 9:34:47 PM            CEO Malynda Maurer            CPDLF does not transfer funds between subprograms.         </td> </tr> <tr> <th data-bbox="1650 354 2062 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 410 2062 764">           6/7/2023 2:26:24 PM            State Monitor Helen Gross            Required 22/23 documentation was not provided. However, In checking the 22/23 consolidated grant, CPDLF did not transfer any funds into Title I.         </td> </tr> </table>	District Comments	5/1/2023 9:34:47 PM CEO Malynda Maurer CPDLF does not transfer funds between subprograms.	Monitor Comments	6/7/2023 2:26:24 PM State Monitor Helen Gross Required 22/23 documentation was not provided. However, In checking the 22/23 consolidated grant, CPDLF did not transfer any funds into Title I.
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6/7/2023 2:26:24 PM State Monitor Helen Gross Required 22/23 documentation was not provided. However, In checking the 22/23 consolidated grant, CPDLF did not transfer any funds into Title I.										
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">CPDLF 21-22 Consolidated Application Transferability.pdf</a>					
18. Comparability The LEA complies with the comparability provisions of Title I Sec. 1118(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 checked="" type="checkbox"/> Assurance page for those LEAs that are exempt	<table border="1"> <tr> <th data-bbox="1650 824 2062 881">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 881 2062 1243">           6/15/2023 9:41:13 PM            State Monitor Helen Gross            The 22-23 required assurance was not provided by the LEA. However, in checking, the LEA was not listed on PDE/DFP's 2022-23 Comparability List of LEAs not Meeting Deadline.         </td> </tr> </table>	Monitor Comments	6/15/2023 9:41:13 PM State Monitor Helen Gross The 22-23 required assurance was not provided by the LEA. However, in checking, the LEA was not listed on PDE/DFP's 2022-23 Comparability List of LEAs not Meeting Deadline.		
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">21-22 comparability Report signed.pdf</a>					
If you have additional comments to make about this section, enter them here:										

**Component II: Community Eligibility Provision (CEP) 7 CFR 245.9(f)97) (iii)**

The Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) offers LEAs an alternative to collecting household applications in the National School Lunch and National School Breakfast Programs, which eliminates unnecessary paperwork previously required by the Richard B. Russell National School Lunch Act. The CEP is a reimbursement option for eligible LEAs and schools that wish to offer free meals to all children in high-poverty schools.

**If the LEA does not use the Community Eligibility Provision (CEP), this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 2021-22 SY?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools	
<b>Documentation must be uploaded for all LEAs, as applicable</b>					
2. 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 type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools	
<b>Documentation must be uploaded for all LEAs, as applicable</b>					
If you have additional comments to make about this section, enter them here:					

**Comments**

It is important to note that documentation was completed and provided in a timely manner, however, most documentation provided did not actively support this current 22/23 monitoring. Because this was a desk monitoring format, this monitor was unable to request additional information and review the required 22/23 materials needed. Most materials provided were from the 20/21 and 21/22 school years.

**Title IIA: Fiscal**

**Requirements**

**If the LEA transferred all of Title IIA funds, please check here.**

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p>	<p>1. Title II - the LEA approved budget and records of expenditures of Title II funds match</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title II budgets <input checked="" type="checkbox"/> LEA budget <input checked="" type="checkbox"/> Statement of Expenditures for Title II	<table border="1"> <thead> <tr> <th data-bbox="1629 363 2062 418">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1629 418 2062 630">           5/9/2023 11:27:54 PM            CEO Malynda Maurer            LEA budget, Title II budget, and Title II expenditure reports attached.         </td> </tr> <thead> <tr> <th data-bbox="1629 630 2062 685">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1629 685 2062 898">           6/7/2023 2:32:13 PM            State Monitor Helen Gross            Current budgets for 22/23 monitoring were not uploaded/available.         </td> </tr> </tbody> </tbody></table>	District Comments	5/9/2023 11:27:54 PM CEO Malynda Maurer LEA budget, Title II budget, and Title II expenditure reports attached.	Monitor Comments	6/7/2023 2:32:13 PM State Monitor Helen Gross Current budgets for 22/23 monitoring were not uploaded/available.
District Comments										
5/9/2023 11:27:54 PM CEO Malynda Maurer LEA budget, Title II budget, and Title II expenditure reports attached.										
Monitor Comments										
6/7/2023 2:32:13 PM State Monitor Helen Gross Current budgets for 22/23 monitoring were not uploaded/available.										
<p><b>Documentation must be uploaded for all LEAs</b></p>						<p> <a href="#">21-22 Title II Expenditures.pdf</a>  <a href="#">CPDLF General Budget 2021-22.PDF</a>  <a href="#">21-22 Title II budget.pdf</a> </p>				



Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
2. Time Documentation UGG 200.430	1A. The LEA maintains semi-annual certifications for <b>all</b> employees paid through a federal grant and working on a single cost objective. Semi-annual funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	<table border="1"> <thead> <tr> <th data-bbox="1635 128 2049 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1635 180 2049 355">5/1/2023 10:03:39 PM CEO Malynda Maurer Title II funds were not used to pay employees.</td> </tr> <tr> <th data-bbox="1635 355 2049 407">Monitor Comments</th> </tr> <tr> <td data-bbox="1635 407 2049 615">6/15/2023 9:44:50 PM State Monitor Helen Gross Per the 22/23 grant, Title II funds were not used to pay employees.</td> </tr> </tbody> </table>	District Comments	5/1/2023 10:03:39 PM CEO Malynda Maurer Title II funds were not used to pay employees.	Monitor Comments	6/15/2023 9:44:50 PM State Monitor Helen Gross Per the 22/23 grant, Title II funds were not used to pay employees.
District Comments										
5/1/2023 10:03:39 PM CEO Malynda Maurer Title II funds were not used to pay employees.										
Monitor Comments										
6/15/2023 9:44:50 PM State Monitor Helen Gross Per the 22/23 grant, Title II funds were not used to pay employees.										
<b>Documentation must be uploaded for all LEAs</b>										
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	<table border="1"> <thead> <tr> <th data-bbox="1635 695 2049 747">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1635 747 2049 954">5/1/2023 9:51:13 PM CEO Malynda Maurer CPDLF does not use federal funds to pay employees on a fixed schedule.</td> </tr> <tr> <th data-bbox="1635 954 2049 1006">Monitor Comments</th> </tr> <tr> <td data-bbox="1635 1006 2049 1214">6/15/2023 9:45:49 PM State Monitor Helen Gross Per the 22/23 grant, Title II funds were not used to pay employees.</td> </tr> </tbody> </table>	District Comments	5/1/2023 9:51:13 PM CEO Malynda Maurer CPDLF does not use federal funds to pay employees on a fixed schedule.	Monitor Comments	6/15/2023 9:45:49 PM State Monitor Helen Gross Per the 22/23 grant, Title II funds were not used to pay employees.
District Comments										
5/1/2023 9:51:13 PM CEO Malynda Maurer CPDLF does not use federal funds to pay employees on a fixed schedule.										
Monitor Comments										
6/15/2023 9:45:49 PM State Monitor Helen Gross Per the 22/23 grant, Title II funds were not used to pay employees.										
<b>Documentation must be uploaded for all LEAs</b>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on <b>multiple cost objectives</b> and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1"> <thead> <tr> <th data-bbox="1635 128 2049 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1635 180 2049 355">           5/1/2023 10:04:39 PM            CEO Malynda Maurer            Title II funds were not used to pay employees.         </td> </tr> <tr> <th data-bbox="1635 355 2049 407">Monitor Comments</th> </tr> <tr> <td data-bbox="1635 407 2049 613">           6/15/2023 9:46:03 PM            State Monitor Helen Gross            Per the 22/23 grant, Title II funds were not used to pay employees.         </td> </tr> </tbody> </table>	District Comments	5/1/2023 10:04:39 PM CEO Malynda Maurer Title II funds were not used to pay employees.	Monitor Comments	6/15/2023 9:46:03 PM State Monitor Helen Gross Per the 22/23 grant, Title II funds were not used to pay employees.
District Comments										
5/1/2023 10:04:39 PM CEO Malynda Maurer Title II funds were not used to pay employees.										
Monitor Comments										
6/15/2023 9:46:03 PM State Monitor Helen Gross Per the 22/23 grant, Title II funds were not used to pay employees.										
<b>Documentation must be uploaded for all LEAs</b>										
<p>3. Performance Goal Reporting Verification</p> <p>UGG 200.328</p>	<p>1. LEA has submitted the 21-22 Performance Goal Output Report for Title II by the due date.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.	<table border="1"> <thead> <tr> <th data-bbox="1635 695 2049 747">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1635 747 2049 995">           6/20/2023 11:28:57 AM            State Monitor Helen Gross            The 21-22 Performance Goal Output Report for Title II was completed and submitted in a timely manner.         </td> </tr> </tbody> </table>	Monitor Comments	6/20/2023 11:28:57 AM State Monitor Helen Gross The 21-22 Performance Goal Output Report for Title II was completed and submitted in a timely manner.		
Monitor Comments										
6/20/2023 11:28:57 AM State Monitor Helen Gross The 21-22 Performance Goal Output Report for Title II was completed and submitted in a timely manner.										
<b>Documentation must be uploaded for all LEAs</b>										

[PerformanceReport \(1\).pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the performance goal report <b>from the prior year</b> that aligns with the data indicated in the goals that would be used to determine success	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary <b>narratives</b> to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<div data-bbox="1629 123 2053 180" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1629 180 2053 391"> <p>5/11/2023 8:12:28 AM Special Programs Director Kimberly Salyards Data summary narrative uploaded.</p> </div> <div data-bbox="1629 391 2053 448" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1629 448 2053 761"> <p>6/15/2023 9:46:48 PM State Monitor Helen Gross Documentation was provided and did not align with met/not met of the 21-22 performance goal but reflected the preliminary writing of the goal from 20/21.</p> </div>
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Data Narrative -Title II goal development for 21-22.pdf</a>	
4. Performance Goals	1. Baseline data has been collected for 22-23 performance goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports, attendance sign-in sheets or other tool as identified in performance goal	<div data-bbox="1629 826 2053 883" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1629 883 2053 1094"> <p>5/4/2023 6:11:50 PM CEO Malynda Maurer Baseline data included all of our instructors. Personnel sheet is attached.</p> </div> <div data-bbox="1629 1094 2053 1151" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1629 1151 2053 1321"> <p>6/15/2023 9:57:05 PM State Monitor Helen Gross Information uploaded appears to be incomplete.</p> </div>
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">CPDLF Instructors 2022-23.pdf</a>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
5. Equipment and Related Property  UGG 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant equipment inventory list of items purchased with Title IIA, for current and all prior years, and/or any additional photo evidence or documentation	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1635 128 2049 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1635 180 2049 391">           5/1/2023 9:56:20 PM            CEO Malynda Maurer            No equipment or computing devices were purchased using Title IIA funds.         </td> </tr> <tr> <th data-bbox="1635 391 2049 443" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1635 443 2049 613">           6/15/2023 9:57:49 PM            State Monitor Helen Gross            Equipment was not purchased using Title II funds.         </td> </tr> </tbody> </table>	District Comments	5/1/2023 9:56:20 PM CEO Malynda Maurer No equipment or computing devices were purchased using Title IIA funds.	Monitor Comments	6/15/2023 9:57:49 PM State Monitor Helen Gross Equipment was not purchased using Title II funds.
District Comments										
5/1/2023 9:56:20 PM CEO Malynda Maurer No equipment or computing devices were purchased using Title IIA funds.										
Monitor Comments										
6/15/2023 9:57:49 PM State Monitor Helen Gross Equipment was not purchased using Title II funds.										
<b>Documentation must be uploaded for all LEAs</b>										
If you have additional comments to make about this section, enter them here:										

# Title IVA: Fiscal

## Requirements

If the LEA transferred all of Title IVA funds, please check here.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Supplement/Supplant Sec. 1118(b)	1. The LEA ensures that Federal 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IV budget from the Consolidated Application and Statement of Expenditures for Title IV	<p style="text-align: center;"><b>District Comments</b></p> <p>5/9/2023 11:35:20 PM CEO Malynda Maurer Title IV Budget and expenditure reports attached.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/7/2023 2:33:50 PM State Monitor Helen Gross Current information/budgets for 22/23 monitoring were not uploaded/available.</p>
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Title IV budget summary 21_22 app.pdf</a> <a href="#">21-22 Title IV Expenditures.pdf</a>	
2. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title IV by the due date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IV.	<p style="text-align: center;"><b>District Comments</b></p> <p>5/1/2023 10:06:13 PM CEO Malynda Maurer Submitted goal report attached.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/15/2023 10:01:12 PM State Monitor Helen Gross The report was submitted in a timely manner.</p>
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Title IV Performance Report.pdf</a>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the performance goal report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<p style="text-align: center;"><b>District Comments</b></p> <p>5/11/2023 9:28:10 AM Special Programs Director Kimberly Salyards Data summary narrative uploaded.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/15/2023 10:00:38 PM State Monitor Helen Gross Documentation was provided and did not align with met/not met of the 21-22 performance goal but reflected the preliminary writing of the goal from 20/21.</p>
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Data Narrative -Title IV goal development for 21-22.pdf</a>	
3. Time Documentation UGG 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	<p style="text-align: center;"><b>District Comments</b></p> <p>5/1/2023 10:06:55 PM CEO Malynda Maurer Title IV funds were not used to pay employees.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/15/2023 10:01:55 PM State Monitor Helen Gross Title IV funds were not used to pay employees.</p>
<b>Documentation must be uploaded for all LEAs</b>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	<table border="1"> <tr> <th data-bbox="1619 123 2055 180" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1619 180 2055 354"> 5/1/2023 10:07:16 PM  CEO Malynda Maurer  Title IV funds were not used to pay employees. </td> </tr> <tr> <th data-bbox="1619 354 2055 410" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 410 2055 586"> 6/15/2023 10:02:04 PM  State Monitor Helen Gross  Title IV funds were not used to pay employees. </td> </tr> </table>	District Comments	5/1/2023 10:07:16 PM CEO Malynda Maurer Title IV funds were not used to pay employees.	Monitor Comments	6/15/2023 10:02:04 PM State Monitor Helen Gross Title IV funds were not used to pay employees.
District Comments										
5/1/2023 10:07:16 PM CEO Malynda Maurer Title IV funds were not used to pay employees.										
Monitor Comments										
6/15/2023 10:02:04 PM State Monitor Helen Gross Title IV funds were not used to pay employees.										
<b>Documentation must be uploaded for all LEAs</b>										
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on <b>multiple cost objectives</b> and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1"> <tr> <th data-bbox="1619 656 2055 712" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1619 712 2055 886"> 5/1/2023 10:07:34 PM  CEO Malynda Maurer  Title IV funds were not used to pay employees. </td> </tr> <tr> <th data-bbox="1619 886 2055 943" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 943 2055 1118"> 6/15/2023 10:02:17 PM  State Monitor Helen Gross  Title IV funds were not used to pay employees. </td> </tr> </table>	District Comments	5/1/2023 10:07:34 PM CEO Malynda Maurer Title IV funds were not used to pay employees.	Monitor Comments	6/15/2023 10:02:17 PM State Monitor Helen Gross Title IV funds were not used to pay employees.
District Comments										
5/1/2023 10:07:34 PM CEO Malynda Maurer Title IV funds were not used to pay employees.										
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6/15/2023 10:02:17 PM State Monitor Helen Gross Title IV funds were not used to pay employees.										
<b>Documentation must be uploaded for all LEAs</b>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
4. Equipment and Related Property  UGG 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory list of items purchased with Title IV, for current and all prior years	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1623 126 2053 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 180 2053 391">           5/1/2023 10:08:00 PM            CEO Malynda Maurer            Title IV funds were not used to purchase equipment or computing devices.         </td> </tr> <tr> <th data-bbox="1623 391 2053 444" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 444 2053 652">           6/15/2023 10:02:50 PM            State Monitor Helen Gross            Title IV funds were not used to purchase equipment or computing devices.         </td> </tr> </tbody> </table>	District Comments	5/1/2023 10:08:00 PM CEO Malynda Maurer Title IV funds were not used to purchase equipment or computing devices.	Monitor Comments	6/15/2023 10:02:50 PM State Monitor Helen Gross Title IV funds were not used to purchase equipment or computing devices.
District Comments										
5/1/2023 10:08:00 PM CEO Malynda Maurer Title IV funds were not used to purchase equipment or computing devices.										
Monitor Comments										
6/15/2023 10:02:50 PM State Monitor Helen Gross Title IV funds were not used to purchase equipment or computing devices.										
<b>Documentation must be uploaded for all LEAs</b>										
If you have additional comments to make about this section, enter them here:										



## Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

**Division of Federal Program  
Consolidated Program Review  
2022-2023 School Year  
Central Pennsylvania Digital Learning Foundation C**

**Central PA Digital Learning Foundation**

**SCHOOL Level Monitoring**

	<b>Name</b>	<b>Check if Interviewed</b>
Principal:	<u>Dr. Deanna Mayers</u>	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers:      Dr. Helen Gross      Visit Date:      6/15/2023

# School Level Monitoring

## Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Time Documentation  UGG Sec. 200.430	1A. The LEA maintains semi-annual certifications for <b>all</b> employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<p style="text-align: center;"><b>District Comments</b></p> <p>5/12/2023 1:39:48 PM CEO Malynda Maurer We paid three teachers to attend a training. Documentation is uploaded.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/7/2023 2:11:44 PM State Monitor Helen Gross The uploaded documentation was in an unreadable format. Unable to determine who is actually being paid with Title funds and the dates of the Semi-annual time certifications. However, the upload lists July 2021 as the certification date. The upload should be from July 2022-December 2022 to support documentation for the current 22/23 school year. July 2021 would not apply to this monitoring.</p>
<b>Documentation must be uploaded for all LEAs</b>						<a href="#">Portfolio1_SS_LR_TW_PCFs July2021.pdf</a>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	<div data-bbox="1472 131 2045 175" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1472 183 2045 386"> <p>5/12/2023 1:35:45 PM CEO Malynda Maurer CPDLF does not use federal funds to pay employees on a fixed schedule. There is no documentation to upload.</p> </div> <div data-bbox="1472 394 2045 438" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1472 446 2045 678"> <p>6/7/2023 2:22:07 PM State Monitor Helen Gross CPDLF has indicated that it does not use federal funds to pay employees on a fixed schedule. There is no documentation to upload.</p> </div>
<b>Documentation must be uploaded for all LEAs</b>						
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on <b>multiple cost objectives</b> and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div data-bbox="1472 768 2045 812" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1472 820 2045 1023"> <p>5/12/2023 1:40:26 PM CEO Malynda Maurer CPDLF Does not pay employees who work in multiple cost objectives from federal funds.</p> </div> <div data-bbox="1472 1031 2045 1075" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1472 1083 2045 1315"> <p>6/7/2023 2:22:44 PM State Monitor Helen Gross CPDLF has indicated that it does not use federal funds to pay employees with multiple cost objectives. There is no documentation to upload.</p> </div>
<b>Documentation must be uploaded for all LEAs</b>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting <b>ALL</b> Title I expenditures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's <b>Title I</b> building level budget including specific salary and benefits for personnel and supply orders for <b>actual and anticipated</b> expenditures, must be used for this analysis	<div data-bbox="1459 123 2058 180" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1459 180 2058 391"> <p>5/12/2023 1:41:47 PM CEO Malynda Maurer CPDLF is a Schoolwide Title 1 Cyber school. The LEA budget is the school budget.</p> </div> <div data-bbox="1459 391 2058 448" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1459 448 2058 797"> <p>6/7/2023 2:24:17 PM State Monitor Helen Gross Documentation for 21/22 was uploaded. The school's current 22/23 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. This was not provided.</p> </div>
<b>Documentation must be uploaded for all LEAs</b>						<a href="#">Title Exp final.pdf</a>
If you have additional comments to make about this section, enter them here:						

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

Division of Federal Programs  
Consolidated Program Review

2022-2023 School Year

Central Pennsylvania Digital Learning Foundation C

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Malynda Maurer	814-682-5258	<input type="checkbox"/>
<b>Business Manager:</b>	Karlie Shook	814-940-0223	<input type="checkbox"/>
<b>Federal Program Coordinator:</b>	Kimberly Salyards	814-682-5258	<input type="checkbox"/>
<b>Parent/Family Member:</b>	_____	_____	<input type="checkbox"/>

**Program(s) Reviewed:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Title IA: Program  | <input checked="" type="checkbox"/> Title IVA: Program |
| <input type="checkbox"/> Ed-Flex Waiver Review         | <input type="checkbox"/> Title VI-B REAP               |
| <input checked="" type="checkbox"/> Title IIA: Program | <input type="checkbox"/> Title VIII                    |

**Program Reviewer(s):** Dr. Helen Gross

**Program Review Date:** 06/05/2023

# Title IA: Program

## 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 funds meet applicable State certification and licensure requirements.

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. Teachers working in a Title I program are appropriately state certified. <b>Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met.</b> If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified. If you are a Charter School, please submit entire roster.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> list of staff, highlighting those on emergency permits</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1333 451 2062 508" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1333 508 2062 719"> <p>2/1/2023 8:10:43 AM Special Programs Director Kimberly Salyards Charter school; all staff are appropriately state certified within guidelines for charter schools. Entire roster attached.</p> </td> </tr> <tr> <th data-bbox="1333 719 2062 768" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1333 768 2062 1089"> <p>6/2/2023 10:37:20 AM State Monitor Helen Gross The school did not provide a 22/23 staff list but indicated the staff list as a 21/22 list on the upload heading. This is marked as NOT MET because a current 22/23 list was not uploaded/provided. The school did not appear to have any staff holding emergency certificates last year.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/1/2023 8:10:43 AM Special Programs Director Kimberly Salyards Charter school; all staff are appropriately state certified within guidelines for charter schools. Entire roster attached.</p>	Monitor Comments	<p>6/2/2023 10:37:20 AM State Monitor Helen Gross The school did not provide a 22/23 staff list but indicated the staff list as a 21/22 list on the upload heading. This is marked as NOT MET because a current 22/23 list was not uploaded/provided. The school did not appear to have any staff holding emergency certificates last year.</p>
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">21-22 Staff Professional Roster.xlsx 1.pdf</a>				
<p>If you have additional comments to make about this section, enter them here:</p>									

**Component II: Equity Plan**

The 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(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Updated Equity Plan, with <b>dated</b> agenda and sign-in sheet	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1377 375 2060 431" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1377 431 2060 721">                             6/2/2023 12:32:05 PM                              State Monitor Helen Gross                              The uploaded Equity Plan is from the 21/22 school year and does not appear to be current. No required dated agenda or sign-in sheet was provided as evidence of current review.implementation..                         </td> </tr> </tbody> </table>	Monitor Comments	6/2/2023 12:32:05 PM State Monitor Helen Gross The uploaded Equity Plan is from the 21/22 school year and does not appear to be current. No required dated agenda or sign-in sheet was provided as evidence of current review.implementation..
Monitor Comments							
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">CPDLF Equity Plan 2021-22.pdf</a>		
If you have additional comments to make about this section, enter them here:							



**Component III: Foster Care**

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed and signed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures with signatures	<table border="1"> <thead> <tr> <th data-bbox="1241 375 2060 431">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1241 431 2060 605">                     2/23/2023 3:34:22 PM                      Special Programs Director Kimberly Salyards                      n/a-cyber charter school and all instruction and enrollment is available virtually. Enrollment policy attached.                 </td> </tr> <tr> <th data-bbox="1241 605 2060 654">Monitor Comments</th> </tr> <tr> <td data-bbox="1241 654 2060 873">                     6/2/2023 12:35:06 PM                      State Monitor Helen Gross                      As a cyber charter school, the LEA does not provide transportation nor is required to have written transportation procedures with signatures.                 </td> </tr> </tbody> </table>	District Comments	2/23/2023 3:34:22 PM Special Programs Director Kimberly Salyards n/a-cyber charter school and all instruction and enrollment is available virtually. Enrollment policy attached.	Monitor Comments	6/2/2023 12:35:06 PM State Monitor Helen Gross As a cyber charter school, the LEA does not provide transportation nor is required to have written transportation procedures with signatures.
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">CPDLF Enrollment Policy.pdf</a>				
If you have additional comments to make about this section, enter them here:									

**Component IV: Head Start Coordination Requirements**

Each LEA receiving Title I funds must carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> MOU, with signatures, uploaded to eGrants. MOU must be dated to demonstrate it was reviewed this year	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">District Comments</th> </tr> </thead> <tbody> <tr> <td>                             3/28/2023 11:51:12 AM                              Special Programs Director Kimberly Salyards                              CPDLF enrolls learners from over 40 school districts across the state; our Kindergarten transition plan is attached.                         </td> </tr> <tr> <th style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td>                             6/2/2023 12:36:41 PM                              State Monitor Helen Gross                              The LEA is exempt from this MOU (Memorandum of Understanding (MOU) with local Head Start agency(ies)) requirement as a cyber charter school. This is separate from an LEA's transition plan(s).                         </td> </tr> </tbody> </table>	District Comments	3/28/2023 11:51:12 AM Special Programs Director Kimberly Salyards CPDLF enrolls learners from over 40 school districts across the state; our Kindergarten transition plan is attached.	Monitor Comments	6/2/2023 12:36:41 PM State Monitor Helen Gross The LEA is exempt from this MOU (Memorandum of Understanding (MOU) with local Head Start agency(ies)) requirement as a cyber charter school. This is separate from an LEA's transition plan(s).
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">CPDLF Kindergarten Transition Plan.pdf</a>				
If you have additional comments to make about this section, enter them here:									

## Component V: Transition

Title I requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Section 1112(b)(8)

Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application - Transition and Coordination section and a list of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1381 451 2045 500" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1381 500 2045 818">           6/8/2023 3:39:49 PM            State Monitor Helen Gross            Because the upload did not come from the current year being monitored, this monitor went into the 22/23 Consolidated Grant to see that the LEA implements strategies to facilitate effective transitions for students in the appropriate section of the grant.         </td> </tr> </tbody> </table>	Monitor Comments	6/8/2023 3:39:49 PM State Monitor Helen Gross Because the upload did not come from the current year being monitored, this monitor went into the 22/23 Consolidated Grant to see that the LEA implements strategies to facilitate effective transitions for students in the appropriate section of the grant.
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Title I part V transition doc on Cons App 21_22.pdf</a>		
If you have additional comments to make about this section, enter them here:							

**Component VI: 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	Comments				
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> <li>description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application)</li> <li>description of 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 1116 parent and family involvement activities to improve student academic achievement and school performance</li> <li>description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs</li> <li>description of 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 Title I, Part A, including identifying:</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy with <b>review/revision</b> date. <b>Dated</b> parent meeting agenda and sign in sheet and evidence of distribution, examples website posting, handbook, mailing, etc.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1430 410 2058 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1430 467 2058 747"> <p>4/4/2023 11:36:19 AM Special Programs Director Kimberly Salyards Because we did not have the board review this policy this year (the content was reviewed with families at meetings), we do not have a revision date for this policy for this monitoring year.</p> </td> </tr> <tr> <th data-bbox="1430 747 2058 803" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1430 803 2058 1218"> <p>6/2/2023 12:41:16 PM State Monitor Helen Gross Information for the current 22/23 school year was not provided - including planning, parent input/review, distribution. and approval date. The uploaded Back to School Night dated 91621 documents make no mention of a Title I Parent Engagement Policy or its review, distribution, posting. The attached LEA policy is dated January 11, 2018 based on a 2017 Board approved policy.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/4/2023 11:36:19 AM Special Programs Director Kimberly Salyards Because we did not have the board review this policy this year (the content was reviewed with families at meetings), we do not have a revision date for this policy for this monitoring year.</p>	Monitor Comments	<p>6/2/2023 12:41:16 PM State Monitor Helen Gross Information for the current 22/23 school year was not provided - including planning, parent input/review, distribution. and approval date. The uploaded Back to School Night dated 91621 documents make no mention of a Title I Parent Engagement Policy or its review, distribution, posting. The attached LEA policy is dated January 11, 2018 based on a 2017 Board approved policy.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<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> <li>• description of how the LEA uses 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, and</li> <li>• description of involvement of parents in the activities of the Title I schools.</li> </ul>							
<p><b>Documentation must be uploaded for all LEAs</b></p>					<p style="text-align: right;"> <a href="#">CPDLF Family Engagement Policy S38.pdf</a>  <a href="#">Back to School Night Parent Sign In 091621.pdf</a>  <a href="#">Back to School Night 2021 _Title I meeting agenda.pdf</a> </p>		
<p>2. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> <b>Dated</b> agendas and sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent &amp; Family set aside</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1436 1024 2053 1073" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1436 1073 2053 1323"> <p>6/2/2023 12:43:02 PM            State Monitor Helen Gross            Information for the current 22/23 school year was not provided - including stakeholder planning and parent input/review, Uploaded information is from the 21/22 school year.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/2/2023 12:43:02 PM            State Monitor Helen Gross            Information for the current 22/23 school year was not provided - including stakeholder planning and parent input/review, Uploaded information is from the 21/22 school year.</p>
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<p><b>Documentation must be uploaded for all LEAs</b></p>					<p style="text-align: right;"> <a href="#">Back to School Night Parent Sign In 091621.pdf</a>  <a href="#">Back to School Night 2021 _Title I meeting agenda.pdf</a> </p>		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>3. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, <b>including at least one of the following:</b></p> <ul style="list-style-type: none"> <li>• supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies.</li> <li>• supporting programs that reach parents and family members at home, in the community, and at school</li> <li>• disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members</li> <li>• collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement</li> <li>• engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.)</li> </ul>	☐	☐	☑	<p>☐ LEA Parent and Family Engagement policy that <b>includes at least one of the five bullets</b>, parent meeting agenda and sign in sheet</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1434 126 2053 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1434 180 2053 354"> <p>4/4/2023 11:28:42 AM Special Programs Director Kimberly Salyards CPDLF does not receive \$500,000 or more in Title I funds.</p> </td> </tr> <tr> <th data-bbox="1434 354 2053 407" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1434 407 2053 581"> <p>6/2/2023 12:43:37 PM State Monitor Helen Gross CPDLF does not receive \$500,000 or more in Title I funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/4/2023 11:28:42 AM Special Programs Director Kimberly Salyards CPDLF does not receive \$500,000 or more in Title I funds.</p>	Monitor Comments	<p>6/2/2023 12:43:37 PM State Monitor Helen Gross CPDLF does not receive \$500,000 or more in Title I funds.</p>
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**Documentation must be uploaded for all LEAs**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>4. LEA must conduct an annual evaluation of <b>the content and effectiveness of the parent and family engagement policy</b> 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>	☑	☐	☐	<p>☐ Dated agenda and sign in sheets from meeting with parents to discuss the evaluation</p> <p>☑ Surveys and <b>collated</b> results to demonstrate evaluation process</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/4/2023 11:46:40 AM Special Programs Director Kimberly Salyards Parent and student feedback was gained via surveys, which were discussed via zoom meeting (chat transcript uploaded as one of artifacts).</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>6/5/2023 7:27:40 PM State Monitor Helen Gross Spring '22 documentation was provided.</td> </tr> </tbody> </table>	District Comments	4/4/2023 11:46:40 AM Special Programs Director Kimberly Salyards Parent and student feedback was gained via surveys, which were discussed via zoom meeting (chat transcript uploaded as one of artifacts).	Monitor Comments	6/5/2023 7:27:40 PM State Monitor Helen Gross Spring '22 documentation was provided.
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6/5/2023 7:27:40 PM State Monitor Helen Gross Spring '22 documentation was provided.									
<p><b>Documentation must be uploaded for all LEAs</b></p> <p style="text-align: right;"><a href="#">2022 Title 1 End of Year Eval Mtg.pdf</a> <a href="#">Academic Team Mtg_Spring 2022 Title I Evaluation.pdf</a></p>									
<p>5. 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 if the LEA receives less than \$500,000 in Title I funds.)</p>	☐	☐	☑	<p>☐ <b>LEA level budget</b> (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/4/2023 11:47:11 AM Special Programs Director Kimberly Salyards CPDLF receives less than \$500,000 in Title I funds.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>6/2/2023 12:45:44 PM State Monitor Helen Gross CPDLF does not receive \$500,000 or more in Title I funds.</td> </tr> </tbody> </table>	District Comments	4/4/2023 11:47:11 AM Special Programs Director Kimberly Salyards CPDLF receives less than \$500,000 in Title I funds.	Monitor Comments	6/2/2023 12:45:44 PM State Monitor Helen Gross CPDLF does not receive \$500,000 or more in Title I funds.
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<p><b>Documentation must be uploaded for all LEAs</b></p>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>6. For those LEAs that received \$500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than \$500,000 in Title I can mark N/A.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Building Level budgets demonstrating 90% was allocated to schools and a list of allowable parent and family engagement expenditures to date. If current year expenditures are not available, provide a list of prior year expenditures.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1434 126 2053 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1434 180 2053 354"> <p>4/4/2023 11:47:37 AM Special Programs Director Kimberly Salyards CPDLF does not receive \$500,000 or more in Title I funds.</p> </td> </tr> <tr> <th data-bbox="1434 354 2053 407" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1434 407 2053 581"> <p>6/2/2023 12:45:53 PM State Monitor Helen Gross CPDLF does not receive \$500,000 or more in Title I funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/4/2023 11:47:37 AM Special Programs Director Kimberly Salyards CPDLF does not receive \$500,000 or more in Title I funds.</p>	Monitor Comments	<p>6/2/2023 12:45:53 PM State Monitor Helen Gross CPDLF does not receive \$500,000 or more in Title I funds.</p>
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<b>Documentation must be uploaded for all LEAs</b>									
<p>If you have additional comments to make about this section, enter them here:</p>									



## Component VII: Consolidation of Federal Administrative Funds

A local educational agency (LEA) that consolidates administrative funds for any fiscal year (FY) shall not use any other funds under the programs included in the consolidation for administration for that FY (Every Student Succeeds Act [ESSA] Section 8203). Indirect costs are a part of costs of administration; thus, indirect costs pertaining to programs included in the consolidation may only be paid out of the funds available for the administrative cost pool. For example, if a program must budget and expend at least 85 percent on direct services to students, then the total allowable for administration (e.g., program administration plus indirect costs) cannot exceed 15 percent.

Programs that may be included in the consolidation of administrative funds are:

- Title I, Part A (Basic)
- Title I, Part C (Migrant Education)
- Title I, Part D (Delinquent)
- Title II, Part A (Supporting Effective Instruction)
- Title III (Immigrant Students)
- Title III (English Learner Students)
- Title IV, Part A (Student Support and Academic Enrichment)

The consolidated funds may be used for the administration of the programs included in the consolidation and for uses, at the school district and school levels, designed to enhance the effective and coordinated use of funds under those programs.

ESSA Section 8203

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA is consolidating, Federal Administrative funds. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval letter from Regional Coordinator including the above information	<div style="text-align: right;"><b>District Comments</b></div> <p>4/4/2023 11:44:10 AM CEO Malynda Maurer CPDLF does not consolidate administrative funds.</p> <div style="text-align: right;"><b>Monitor Comments</b></div> <p>6/5/2023 7:28:24 PM State Monitor Helen Gross CPDLF does not consolidate federal administrative funds.</p>

**Documentation must be uploaded for all LEAs**

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

### Component VIII: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400

2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title I application. <b>Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.</b></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1354 522 2045 571" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1354 571 2045 750"> <p>5/12/2023 9:14:06 AM Special Programs Director Kimberly Salyards This program section is complete and ready for monitoring.</p> </td> </tr> <tr> <th data-bbox="1354 750 2045 799" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1354 799 2045 1101"> <p>6/15/2023 8:20:26 AM State Monitor Helen Gross The program/activities were unable to be verified by the monitor at this time because the program/activities approved in the most recent copy of the Title I application did not have current 22/23 supporting documentation as required for this Cycle 2 monitoring. (See PDE letter - February 15, 2023)</p> </td> </tr> </tbody> </table>	District Comments	<p>5/12/2023 9:14:06 AM Special Programs Director Kimberly Salyards This program section is complete and ready for monitoring.</p>	Monitor Comments	<p>6/15/2023 8:20:26 AM State Monitor Helen Gross The program/activities were unable to be verified by the monitor at this time because the program/activities approved in the most recent copy of the Title I application did not have current 22/23 supporting documentation as required for this Cycle 2 monitoring. (See PDE letter - February 15, 2023)</p>
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## Component IX: Nonpublic Schools

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

Sections 1117, 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

**If the LEA does not serve Nonpublic Schools, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA's Nonpublic Procedures	
<b>Documentation must be uploaded for all LEAs</b>					
2. Initial Consultation has occurred between the LEA and nonpublic official(s) <b>prior</b> to submitting LEA's Consolidated Application and the start of the services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Intent to participate <input type="checkbox"/> Copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
<b>Documentation must be uploaded for all LEAs</b>					
3. Consultation is ongoing between LEA and nonpublic officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
<b>Documentation must be uploaded for all LEAs</b>					
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed Affirmation of Consultation form uploaded to eGrants	
<b>Documentation must be uploaded for all LEAs</b>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Visitation log <input type="checkbox"/> Emails <input type="checkbox"/> Virtual visit/meeting	
<b>Documentation must be uploaded for all LEAs</b>					
6. 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	
<b>Documentation must be uploaded for all LEAs</b>					
7. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Carryover section of eGrants <input type="checkbox"/> Dated copies of letters, e-mails <input type="checkbox"/> Agenda <input type="checkbox"/> Meeting sign-in sheets between LEA and nonpublic officials	
<b>Documentation must be uploaded for all LEAs</b>					
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. If equipment was not purchased for Nonpublic schools, select N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory equipment log <b>dated and signed</b> by LEA to ensure physical inventory is <b>conducted annually at the end of the school year</b>	
<b>Documentation must be uploaded for all LEAs</b>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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; <ul style="list-style-type: none"> <li>• Breakdown of instructional costs,</li> <li>• Type of services to be delivered,</li> <li>• Administrative costs for nonpublic schools</li> <li>• Multi-year contracts DO NOT exceed three years</li> <li>• An exit clause.</li> </ul>	
<b>Documentation must be uploaded for all LEAs</b>					
10. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
<b>Documentation must be uploaded for all LEAs</b>					
11. LEA has performance goal detailing use of equitable share as discussed and agreed upon during consultation with NP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing nonpublic student's measurable goals	
<b>Documentation must be uploaded for all LEAs</b>					
12. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Informal quotes or RFPs	
<b>Documentation must be uploaded for all LEAs</b>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
13. LEA has Title I Nonpublic complaint procedures available for nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, i.e. <ul style="list-style-type: none"> <li>• Agenda listing review/receipt of Complaint Procedures</li> <li>• Mail receipt</li> <li>• Email to nonpublic official(s) including URL link to LEA's Complaint Procedures</li> </ul>	
<b>Documentation must be uploaded for all LEAs</b>					
14. 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"/> Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants	
<b>Documentation must be uploaded for all LEAs</b>					
15. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nonpublic data used to determine the number of income eligible (low-income) students (Title I specific), AND eGrants Title I  <input type="checkbox"/> Section: Nonpublic Organizations Summary	
<b>Documentation must be uploaded for all LEAs</b>					
16. Evidence that LEA budgets appropriate Nonpublic Equitable Share	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I budget AND Budget Summary section of eGrants	
<b>Documentation must be uploaded for all LEAs</b>					
17. Transferability Sec. 5103(b)  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. (Complete only if transfer) Evidence of Nonpublic school consultation to discuss transferred amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect nonpublic consultation occurred prior to the transfer of funds.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<b>Documentation must be uploaded for all LEAs, as applicable</b>					
<div style="display: flex; border: 1px solid black; padding: 5px;"> <div style="width: 48%; padding-right: 10px;">If you have additional comments to make about this section, enter them here:</div> <div style="width: 52%;"></div> </div>					

## Comments

It is important to note that documentation was completed and provided in a timely manner, however, most documentation provided did not actively support this current 22/23 monitoring. Because this was a desk monitoring format, this monitor was unable to request additional information and review the required 22/23 materials needed. Most materials provided were from the 20/21 and 21/22 school years. It is important to maintain current policies, plans, complete agendas, and sign-in sheets/screenshots of attendance. Parents/stakeholders need to aware that the LEA receives Title programs funding and has a Title I schoolwide approved program. The LEA annually documents that parents/stakeholders are active partners in the grant application, review, and reporting processes.



**Title II A: Program**

**Component I:**

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.

**If the LEA transferred all of Title IIA funds only answer question, #3. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.**

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	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). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers  <input type="checkbox"/> Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; background-color: #e0e0e0;">District Comments</th> </tr> <tr> <td>                     3/28/2023 11:27:27 AM                      Special Programs Director Kimberly Salyards                      This LEA uses Title II funds for district-wide professional development.                 </td> </tr> <tr> <th style="text-align: center; background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td>                     6/2/2023 3:03:39 PM                      State Monitor Helen Gross                      The LEA indicated that it uses Title II funds for district-wide professional development.                 </td> </tr> </table>	District Comments	3/28/2023 11:27:27 AM Special Programs Director Kimberly Salyards This LEA uses Title II funds for district-wide professional development.	Monitor Comments	6/2/2023 3:03:39 PM State Monitor Helen Gross The LEA indicated that it uses Title II funds for district-wide professional development.
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Monitor Comments									
6/2/2023 3:03:39 PM State Monitor Helen Gross The LEA indicated that it uses Title II funds for district-wide professional development.									
<p><b>Documentation must be uploaded for all LEAs</b></p>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title II activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools (note: will be effective 23-24 schoolyear)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	<p style="text-align: center;"><b>District Comments</b></p> <p>4/4/2023 11:49:14 AM Special Programs Director Kimberly Salyards We do not have multiple school buildings.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/2/2023 3:09:21 PM State Monitor Helen Gross The school did not confirm whether or not the LEA is in ATSI or CSI. status. While it did not need to prioritize schools because it is a single school entity, a CSI school must provides evidence that Title II activities are data driven</p>

**Documentation must be uploaded for all LEAs**

3. The LEA provides evidence of stakeholder engagement in the development of Title II activities (including transfer discussions) e.g. parents, community members, schools staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for meetings that took place <b>prior</b> to the writing of the grant	<p style="text-align: center;"><b>District Comments</b></p> <p>4/4/2023 12:14:59 PM Special Programs Director Kimberly Salyards Agenda and sign in for SIP steering committee meeting Spring of 2021 to plan for 21-22 school year and PD.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/2/2023 3:07:09 PM State Monitor Helen Gross Information for the current 22/23 school year was not provided - including planning, parent input/review, distribution. and approval date. Uploaded information is from the 20/21 school year. Goals on the uploaded Powerpoint have an end date of 2021. There is no mention of Title II on uploaded documentation.</p>
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**Documentation must be uploaded for all LEAs**

[March 31 2021 CPDLF Steering Committee Agenda.pdf](#)  
[Attendees SIP steering 033121.pdf](#)  
[Attendees SIP steering 040721.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>4. The LEA provides evidence that Title II activities are evidence-based and expected to improve student achievement. Please note: for the 2023-24 monitoring, LEAs will be required to provide evidence that the Title II activities meets one of the 4 ESSA tiers of evidence. Please add a comment to indicate how your LEAs' Title II activities meets one of the four tiers of evidence and are evidence based. This requirement cannot be marked Not Met.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1377 144 2049 196" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1377 196 2049 618"> <p>4/4/2023 12:28:12 PM  Special Programs Director Kimberly Salyards Fund were used for (1) school leader coaching/mentoring. Leadership coaching is an evidence-based practice. (2) Teachers attended and presented at the PA Coalition of Charter Schools Conference regarding learning progressions, which are an evidence-based practice with frequent formative assessments and student feedback on learning; (3) our ESL coordinator attended an ESL training.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/4/2023 12:28:12 PM  Special Programs Director Kimberly Salyards Fund were used for (1) school leader coaching/mentoring. Leadership coaching is an evidence-based practice. (2) Teachers attended and presented at the PA Coalition of Charter Schools Conference regarding learning progressions, which are an evidence-based practice with frequent formative assessments and student feedback on learning; (3) our ESL coordinator attended an ESL training.</p>
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<p>If you have additional comments to make about this section, enter them here:</p>							

**Component II: Program Accuracy Verification**

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400  
2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Comments				
<p>1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title II application. <b>Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1104 480 2060 537" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1104 537 2060 675"> <p>5/12/2023 9:15:10 AM Special Programs Director Kimberly Salyards This program section is complete and ready for verification.</p> </td> </tr> <tr> <th data-bbox="1104 675 2060 732" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1104 732 2060 1084"> <p>6/15/2023 8:25:28 AM State Monitor Helen Gross A limited amount of information was provided in questions 1 and 4 in the previous Title II section. The program/activities were partially verified because of the aforementioned responses. However, most program/planning/activities approved in the most recent copy of the Title II application did not have current 22/23 supporting documentation as required for this Cycle 2 monitoring. (See PDE letter - February 15, 2023)</p> </td> </tr> </tbody> </table>	District Comments	<p>5/12/2023 9:15:10 AM Special Programs Director Kimberly Salyards This program section is complete and ready for verification.</p>	Monitor Comments	<p>6/15/2023 8:25:28 AM State Monitor Helen Gross A limited amount of information was provided in questions 1 and 4 in the previous Title II section. The program/activities were partially verified because of the aforementioned responses. However, most program/planning/activities approved in the most recent copy of the Title II application did not have current 22/23 supporting documentation as required for this Cycle 2 monitoring. (See PDE letter - February 15, 2023)</p>
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<p>If you have additional comments to make about this section, enter them here:</p>								

# Title IVA: Program

## Component I:

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 to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

**Questions #1, #2, and # 3 must be answered despite transferring funds and if the LEA received \$30,000 in Title IV funds. If the LEA received less than \$30,000 and is transferring all funds, answer question #1 and #2 and mark N/A for question #3.**

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> agendas and sign-in sheets for meetings that took place <b>prior</b> to writing the grant.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/2/2023 3:11:25 PM State Monitor Helen Gross Information for the current 22/23 school year was not provided - including planning, parent and stakeholder input/review. Uploaded information is from the 20/21 school year. No information provided specifically mentioned Title IV.</td> </tr> </tbody> </table>	Monitor Comments	6/2/2023 3:11:25 PM State Monitor Helen Gross Information for the current 22/23 school year was not provided - including planning, parent and stakeholder input/review. Uploaded information is from the 20/21 school year. No information provided specifically mentioned Title IV.
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6/2/2023 3:11:25 PM State Monitor Helen Gross Information for the current 22/23 school year was not provided - including planning, parent and stakeholder input/review. Uploaded information is from the 20/21 school year. No information provided specifically mentioned Title IV.							
<b>Documentation must be uploaded for all LEAs</b>				<a href="#">March 31 2021 CPDLF Steering Committee Agenda.pdf</a> <a href="#">Attendees SIP steering 040721.pdf</a> <a href="#">Attendees SIP steering 033121.pdf</a>			
2. The LEA <b>continued to consult</b> with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> agendas and sign-in sheets for consultation that took place during the implementation of the grant	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/2/2023 3:17:08 PM State Monitor Helen Gross Information for the continued consultation during the current 22/23 school year was not provided. Spring 2022 uploads would have taken place prior to 22/23 grant submission. Title IV is not mentioned/referenced.</td> </tr> </tbody> </table>	Monitor Comments	6/2/2023 3:17:08 PM State Monitor Helen Gross Information for the continued consultation during the current 22/23 school year was not provided. Spring 2022 uploads would have taken place prior to 22/23 grant submission. Title IV is not mentioned/referenced.
Monitor Comments							
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Academic Team Mtg_Spring 2022 Title I Evaluation (1).pdf</a> <a href="#">2022 Title 1 End of Year Eval Mtg.txt</a>				
3. If LEA receives more than \$30,000, the activities supported by Title IV are aligned with the needs of the district/schools. (Evidence: Needs Assessment Data that is less than 3 years old)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> <b>Dated</b> needs Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1495 228 2047 277" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1495 277 2047 488">           3/28/2023 11:42:37 AM            Special Programs Director Kimberly Salyards            We do not receive more than \$30,000 in Title IV funds.         </td> </tr> <tr> <th data-bbox="1495 488 2047 537" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1495 537 2047 711">           6/2/2023 3:25:56 PM            State Monitor Helen Gross            The LEA received less than \$30,000 in Title IV funds for the 22/23 school year.         </td> </tr> </tbody> </table>	District Comments	3/28/2023 11:42:37 AM Special Programs Director Kimberly Salyards We do not receive more than \$30,000 in Title IV funds.	Monitor Comments	6/2/2023 3:25:56 PM State Monitor Helen Gross The LEA received less than \$30,000 in Title IV funds for the 22/23 school year.
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6/2/2023 3:25:56 PM State Monitor Helen Gross The LEA received less than \$30,000 in Title IV funds for the 22/23 school year.									
<b>Documentation must be uploaded for all LEAs</b>									
4. If the LEA <b>distributed funds to schools</b> , it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools  <input type="checkbox"/> If LEA has schools designated CSI and A-TSI, list of schools receiving funds	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1495 797 2047 846" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1495 846 2047 1019">           3/28/2023 11:39:50 AM            Special Programs Director Kimberly Salyards            LEA does not distribute funds to schools.         </td> </tr> <tr> <th data-bbox="1495 1019 2047 1068" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1495 1068 2047 1206">           6/2/2023 3:26:23 PM            State Monitor Helen Gross            The LEA is a single school entity.         </td> </tr> </tbody> </table>	District Comments	3/28/2023 11:39:50 AM Special Programs Director Kimberly Salyards LEA does not distribute funds to schools.	Monitor Comments	6/2/2023 3:26:23 PM State Monitor Helen Gross The LEA is a single school entity.
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<b>Documentation must be uploaded for all LEAs</b>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>5. LEA has only budgeted a <b>maximum of 15%</b> of the <b>total</b> amount budgeted in Effective Use of Technology <b>for technology infrastructure</b> (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).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section AND a statement of expenditures demonstrating funds are allowable and included in the approved application</p>	<table border="1"> <thead> <tr> <th data-bbox="1491 126 2053 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1491 178 2053 354"> <p>3/28/2023 11:42:04 AM Special Programs Director Kimberly Salyards We do not use Title IVA funds for this.</p> </td> </tr> <tr> <th data-bbox="1491 354 2053 402">Monitor Comments</th> </tr> <tr> <td data-bbox="1491 402 2053 578"> <p>6/2/2023 3:27:11 PM State Monitor Helen Gross The LEA has indicated that Title IV funds are not applied to this area.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/28/2023 11:42:04 AM Special Programs Director Kimberly Salyards We do not use Title IVA funds for this.</p>	Monitor Comments	<p>6/2/2023 3:27:11 PM State Monitor Helen Gross The LEA has indicated that Title IV funds are not applied to this area.</p>
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<p>6. If the LEA has received more than \$30,000 in Title IV funds, a <b>minimum</b> of 20% has been budgeted for Well-Rounded Educational activities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated application Well-Rounded narrative completed, funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application</p> <p><input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section</p>	<table border="1"> <thead> <tr> <th data-bbox="1491 657 2053 709">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1491 709 2053 920"> <p>3/28/2023 11:39:14 AM Special Programs Director Kimberly Salyards We did not receive more than \$30,000 in Title IV funds.</p> </td> </tr> <tr> <th data-bbox="1491 920 2053 969">Monitor Comments</th> </tr> <tr> <td data-bbox="1491 969 2053 1144"> <p>6/2/2023 3:27:34 PM State Monitor Helen Gross The LEA received less than \$30,000 in Title IV funds for the 22/23 school year.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/28/2023 11:39:14 AM Special Programs Director Kimberly Salyards We did not receive more than \$30,000 in Title IV funds.</p>	Monitor Comments	<p>6/2/2023 3:27:34 PM State Monitor Helen Gross The LEA received less than \$30,000 in Title IV funds for the 22/23 school year.</p>
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<b>Documentation must be uploaded for all LEAs</b>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. If the LEA has received more than \$30,000 in Title IV funds, a <b>minimum</b> of 20% has been budgeted for Safe and Healthy activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Safe and Healthy narrative completed, funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application	<div data-bbox="1497 131 2045 175" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1497 183 2045 386"> <p>3/28/2023 11:43:34 AM Special Programs Director Kimberly Salyards We did not receive more than \$30,000 in Title IV funds.</p> </div> <div data-bbox="1497 394 2045 438" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1497 446 2045 613"> <p>6/2/2023 3:27:43 PM State Monitor Helen Gross The LEA received less than \$30,000 in Title IV funds for the 22/23 school year.</p> </div>
<b>Documentation must be uploaded for all LEAs</b>					
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application	<div data-bbox="1497 699 2045 743" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1497 751 2045 954"> <p>3/28/2023 11:43:41 AM Special Programs Director Kimberly Salyards We did not receive more than \$30,000 in Title IV funds.</p> </div> <div data-bbox="1497 963 2045 1006" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1497 1015 2045 1182"> <p>6/2/2023 3:27:53 PM State Monitor Helen Gross The LEA received less than \$30,000 in Title IV funds for the 22/23 school year.</p> </div>
<b>Documentation must be uploaded for all LEAs</b>					
If you have additional comments to make about this section, enter them here:					



**Component II: Program Accuracy Verification**

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400

2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Comments				
<p>1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title IV application. <b>Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.</b></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1125 516 2062 573" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1125 573 2062 711"> <p>5/12/2023 9:15:27 AM Special Programs Director Kimberly Salyards This program section is complete and ready for verification.</p> </td> </tr> <tr> <th data-bbox="1125 711 2062 768" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1125 768 2062 1084"> <p>6/15/2023 8:32:42 AM State Monitor Helen Gross The program/planning/activities were unable to be verified by the monitor at this time because the planning of the Title IV program and stakeholder involvement regarding program/activities approved in the most recent copy of the Title IV application did not have current 22/23 supporting documentation as required for this Cycle 2 monitoring. (See PDE letter - February 15, 2023)</p> </td> </tr> </tbody> </table>	District Comments	<p>5/12/2023 9:15:27 AM Special Programs Director Kimberly Salyards This program section is complete and ready for verification.</p>	Monitor Comments	<p>6/15/2023 8:32:42 AM State Monitor Helen Gross The program/planning/activities were unable to be verified by the monitor at this time because the planning of the Title IV program and stakeholder involvement regarding program/activities approved in the most recent copy of the Title IV application did not have current 22/23 supporting documentation as required for this Cycle 2 monitoring. (See PDE letter - February 15, 2023)</p>
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<p>If you have additional comments to make about this section, enter them here:</p>								

**Title VIII: (Title IIA, IIIA, and IVA): Non-Public Equitable Services**

**Requirements**

The LEA provides Title services to eligible children attending non-public schools. The equitable services requirements that apply to those programs are contained in ESEA section 8501. Title VIII Programs Covered Under the Division of Federal Programs purview:

- Title II, Part A Supporting effective instruction state grants
- Title III, Part A English language acquisition, language enhancement, and academic achievement
- Title IV, Part A Student support and academic enrichment grants

Secs. 8501, and 8503  
 Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Initial Consultation has occurred between the LEA and nonpublic official(s) <b>prior</b> to submitting LEA's Consolidated Application and the start of the services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Intent to participate <input type="checkbox"/> Copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
<b>Documentation must be uploaded for all LEAs</b>					
2. Consultation is ongoing between the LEA and Nonpublic school official regarding the provision of services, whether to pool funds, and the transfer of funds* if applicable. *Title III funds may not be transferred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> <b>Dated</b> meeting agendas and sign-in sheet(s) between LEA and nonpublic official(s)	
<b>Documentation must be uploaded for all LEAs</b>					
3. The results of agreement following consultation have been transmitted to the equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed Affirmation of Consultation form uploaded to eGrants	
<b>Documentation must be uploaded for all LEAs</b>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The LEA is serving schools located within their geographical boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Participation list and eGrants - list of nonpublic schools obtained by the LEA entered in the Non-Public Allocation Breakout area of Equitable Non-Public Share section. Participation list and schools listed in eGrants must match, or back up documentation to verify inaccuracy is required.  <input type="checkbox"/> Title III only: The participation list of schools should be used to determine Title III NP eligibility, NOT the enrollment counts. Total school enrollment counts are used for Title IIA and Title IV equitable share but NOT for Title III.	
<b>Documentation must be uploaded for all LEAs</b>					
5. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Informal quotes or RFPs	
<b>Documentation must be uploaded for all LEAs</b>					
6. LEA has accurately determined the amount required for equitable services to NP schoolteachers and other educational personnel now based on the LEA's total allocation for Titles IIA, III and IVA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> eGrants - Calculation/equitable share in Equitable Nonpublic Share section and LEA budget listing the NP equitable share	
<b>Documentation must be uploaded for all LEAs</b>					
7. LEA has budgeted expenditures for nonpublic services based on the NP share calculated in eGrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA budget detailing NP expenditures	
<b>Documentation must be uploaded for all LEAs</b>					
8. LEA has procedures for provision of services to eligible NP School Students, Teachers, and Other Educational Personnel (Title VIII). Please note: for the 2022-23 SY LEAs will be required to have documented procedures detailing the provision of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA's Nonpublic Procedures	
<b>Documentation must be uploaded for all LEAs</b>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. LEA has performance goal detailing use of equitable share as discussed and agreed upon during consultation with NP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing measurable goal(s)	
<b>Documentation must be uploaded for all LEAs</b>					
10. 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. If equipment was not purchased for Nonpublic schools, select N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory equipment log <b>dated and signed</b> by LEA to ensure physical inventory is <b>conducted annually at the end of the school year</b>	
<b>Documentation must be uploaded for all LEAs</b>					
If you have additional comments to make about this section, enter them here:					

## Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

**Division of Federal Program  
Consolidated Program Review  
2022-2023 School Year  
Central Pennsylvania Digital Learning Foundation C**

**Central PA Digital Learning Foundation**

**SCHOOL Level Monitoring**

	<b>Name</b>	<b>Check if Interviewed</b>
Principal:	<u>Dr. Deanna Mayers</u>	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers:      Dr. Helen Gross      Visit Date:      6/15/2023

## School Level Monitoring

### 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.

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p><b>1. All instructional paraprofessionals</b> working in a Title I program are appropriately certified.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> List of paraprofessionals working in the school &amp; their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1337 423 2047 475" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1337 475 2047 613"> <p>5/12/2023 1:47:55 PM CEO Malynda Maurer CPDLF Does not employ paraprofessionals.</p> </td> </tr> <tr> <th data-bbox="1337 613 2047 662" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1337 662 2047 841"> <p>6/2/2023 3:41:56 PM State Monitor Helen Gross CPDLF has indicated that it does not employ paraprofessionals.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/12/2023 1:47:55 PM CEO Malynda Maurer CPDLF Does not employ paraprofessionals.</p>	Monitor Comments	<p>6/2/2023 3:41:56 PM State Monitor Helen Gross CPDLF has indicated that it does not employ paraprofessionals.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>2. Parents (in Title I schools only) are directly 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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter <b>dated</b> and evidence of distribution date</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1339 131 2047 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1339 180 2047 532"> <p>5/12/2023 3:12:33 PM CEO Malynda Maurer Parents enrolling their children are provided the information during a synchronous enrollment information session as part of the presentation and also in the Learner and Learner Coach Handbook. Current families are provided the information in the Learner and Learner Coach Handbook provided at the beginning of the school year.</p> </td> </tr> <tr> <th data-bbox="1339 532 2047 581" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1339 581 2047 930"> <p>6/2/2023 3:36:25 PM State Monitor Helen Gross There is no formalized Right-to-Know Letter but paragraphs on p.34 reference teacher qualifications and parents right to request information about teacher credentials. The handbook is from the 21/22 school year. (August 2021) and is not part of this review. However, the 22/23 Enrollment Day Powerpoint is more specific.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/12/2023 3:12:33 PM CEO Malynda Maurer Parents enrolling their children are provided the information during a synchronous enrollment information session as part of the presentation and also in the Learner and Learner Coach Handbook. Current families are provided the information in the Learner and Learner Coach Handbook provided at the beginning of the school year.</p>	Monitor Comments	<p>6/2/2023 3:36:25 PM State Monitor Helen Gross There is no formalized Right-to-Know Letter but paragraphs on p.34 reference teacher qualifications and parents right to request information about teacher credentials. The handbook is from the 21/22 school year. (August 2021) and is not part of this review. However, the 22/23 Enrollment Day Powerpoint is more specific.</p>
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<p><b>Documentation must be uploaded for all LEAs</b></p>					<p><a href="#">2022-23 CPDLF Enrollment Day Presentation.pdf</a> <a href="#">2021-22 Learner and Learner Coach Guidebook (Official).pdf</a></p>				



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	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 type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know Four Consecutive Week letter AND evidence of distribution date with signature, if distributed	<div style="text-align: center; background-color: #e0e0e0; padding: 2px;"><b>District Comments</b></div> <p>5/12/2023 2:05:58 PM CEO Malynda Maurer We did not have any core courses taught by an appropriately certified teacher. The document uploaded is the template that would be used should a letter need to be sent.</p> <div style="text-align: center; background-color: #e0e0e0; padding: 2px;"><b>Monitor Comments</b></div> <p>6/2/2023 3:41:29 PM State Monitor Helen Gross Not enough information was provided initially to determine 25%/75% staffing because no complete, 22/23 staff list or PDE 414 was provided. This is marked as NOT MET because a current 22/23 list was not uploaded/provided to reference.</p>

**Documentation must be uploaded for all LEAs**

[CPDLF ESSA Four Week Certification notification letter .doc.pdf](#)

If you have additional comments to make about this section, enter them here:	<div style="text-align: center; background-color: #e0e0e0; padding: 2px;"><b>Monitor Comments</b></div> <p>6/16/2023 4:42:29 PM State Monitor Helen Gross Moving forward, should the school ever have staff holding emergency certificates, federal programs (ESSA) does not count emergency permits as appropriately state certified (ASC). Non-certified staff, including staff holding emergency certifications, are part of the allowable non-ASC 25%.</p>

**Component II: 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.

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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.</p> <p><b>All the following are Required components:</b></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 school's Title I program and to explain the requirements of Title I and the right of parents to be involved.</li> <li>• Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School Parent and Family Engagement policy, (that includes all required components), with review/revision date, dated parent meeting, dated agenda & sign-in sheets, and method of distribution	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1339 410 2058 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1339 467 2058 711"> <p>5/12/2023 3:07:23 PM CEO Malynda Maurer</p> <p>Because we did not have the board review this policy this year (the content was reviewed with families at meetings), we do not have a revision date for this policy for this monitoring year.</p> </td> </tr> <tr> <th data-bbox="1339 711 2058 768" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1339 768 2058 1328"> <p>6/2/2023 4:23:48 PM State Monitor Helen Gross</p> <p>The formal LEA policy is also the school's school-based policy. Information for the current 22/23 school year was not provided - including planning, parent input/review, distribution. and approval date. Uploaded information, including agendas and sign-in sheets, is from the 21/22 school year. The school policy is not mentioned The attached LEA policy is dated January 11, 2018 and shows no follow-up review dates on the document. It does not appear to address all of the bulleted requirements and does not appear to have been updated periodically to meet the changing needs of parents and the school for each academic year.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/12/2023 3:07:23 PM CEO Malynda Maurer</p> <p>Because we did not have the board review this policy this year (the content was reviewed with families at meetings), we do not have a revision date for this policy for this monitoring year.</p>	Monitor Comments	<p>6/2/2023 4:23:48 PM State Monitor Helen Gross</p> <p>The formal LEA policy is also the school's school-based policy. Information for the current 22/23 school year was not provided - including planning, parent input/review, distribution. and approval date. Uploaded information, including agendas and sign-in sheets, is from the 21/22 school year. The school policy is not mentioned The attached LEA policy is dated January 11, 2018 and shows no follow-up review dates on the document. It does not appear to address all of the bulleted requirements and does not appear to have been updated periodically to meet the changing needs of parents and the school for each academic year.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I.</li> <li>• Provide Title I parents <ul style="list-style-type: none"> <li>○ Timely information about Title I programs</li> <li>○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards</li> <li>○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.</li> <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> </li> </ul>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	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 aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.</li> <li>○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.</li> <li>○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.</li> </ul>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <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> <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><b>Documentation must be uploaded for all LEAs</b></p>					<p style="text-align: right;"> <a href="#">CPDLF Family Engagement Policy S38.pdf</a>  <a href="#">Back to School Night Parent Sign In 091621.pdf</a>  <a href="#">Back to School Night 2021 _Title I meeting agenda.pdf</a> </p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
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 school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> Title I meeting agenda & sign-in sheets	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1344 126 2053 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1344 180 2053 501"> <p>6/5/2023 7:52:03 PM</p> <p>State Monitor Helen Gross</p> <p>Attached documentation is not current and therefore has to be marked as NOT MET. Of note, Title I is not mentioned in documentation and does not appear to inform parents of the school's Title I program and does not appear to explain the requirements of Title I and the right of parents to be involved.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/5/2023 7:52:03 PM</p> <p>State Monitor Helen Gross</p> <p>Attached documentation is not current and therefore has to be marked as NOT MET. Of note, Title I is not mentioned in documentation and does not appear to inform parents of the school's Title I program and does not appear to explain the requirements of Title I and the right of parents to be involved.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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 State's high standards. The compact shall</p> <ul style="list-style-type: none"> <li>describe the school's 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 children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and</li> <li>address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children'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.</li> </ul>	☐	☑	☐	<p>☑ School-parent compact with review/revision date, dated agenda, sign-in sheets and method of distribution</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1346 126 2047 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 180 2047 391"> <p>5/12/2023 3:37:16 PM CEO Malynda Maurer We review our school parent compact at the beginning of every year and then we provide that compact to parents as they enroll their child.</p> </td> </tr> <tr> <th data-bbox="1346 391 2047 444" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1346 444 2047 656"> <p>6/5/2023 7:55:48 PM State Monitor Helen Gross The documentation uploaded -- the agenda and sign-in sheet -- were from the 21/22 school year not the current 22/23 school year.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/12/2023 3:37:16 PM CEO Malynda Maurer We review our school parent compact at the beginning of every year and then we provide that compact to parents as they enroll their child.</p>	Monitor Comments	<p>6/5/2023 7:55:48 PM State Monitor Helen Gross The documentation uploaded -- the agenda and sign-in sheet -- were from the 21/22 school year not the current 22/23 school year.</p>
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**Documentation must be uploaded for all LEAs**

[Back to School Night 2021\\_Title I meeting agenda.pdf](#)  
[Back to School Night Parent Sign In 091621.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> Title I meeting agenda & sign-in sheets that indicate topics of discussion <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<table border="1"> <thead> <tr> <th data-bbox="1346 157 2049 207">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 207 2049 492">           6/5/2023 8:00:49 PM            State Monitor Helen Gross            No current sign in sheet was provided for the undated CPDLF Enrollment Day Presentation. Moving forward, all documentation needs to specifically reflect the year being monitored as noted in the original February, 2023 letter from PDE.         </td> </tr> </tbody> </table>	Monitor Comments	6/5/2023 8:00:49 PM State Monitor Helen Gross No current sign in sheet was provided for the undated CPDLF Enrollment Day Presentation. Moving forward, all documentation needs to specifically reflect the year being monitored as noted in the original February, 2023 letter from PDE.		
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<b>Documentation must be uploaded for all LEAs</b>				<a href="#">Back to School Night 2021 Title I meeting agenda.pdf</a> <a href="#">Back to School Night Parent Sign In 091621.pdf</a> <a href="#">2022-23 CPDLF Enrollment Day Presentation.pdf</a>					
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events <input checked="" type="checkbox"/> Submit only one example of workshops with copies of dated agendas and sign-in sheets.	<table border="1"> <thead> <tr> <th data-bbox="1346 634 2049 685">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 685 2049 967">           5/12/2023 3:25:15 PM            CEO Malynda Maurer            CPDLF provides each parent who enrolls a child with us a comprehensive training on how to help their child be successful in our program. We also offer biweekly Learner Coach cafes for parents to further assist throughout the year.         </td> </tr> <tr> <th data-bbox="1346 967 2049 1018">Monitor Comments</th> </tr> <tr> <td data-bbox="1346 1018 2049 1222">           6/5/2023 8:03:13 PM            State Monitor Helen Gross            22/23 sign-in sheets were not provided to support the uploaded presentation to parents. The actual uploaded presentation is not dated.         </td> </tr> </tbody> </table>	District Comments	5/12/2023 3:25:15 PM CEO Malynda Maurer CPDLF provides each parent who enrolls a child with us a comprehensive training on how to help their child be successful in our program. We also offer biweekly Learner Coach cafes for parents to further assist throughout the year.	Monitor Comments	6/5/2023 8:03:13 PM State Monitor Helen Gross 22/23 sign-in sheets were not provided to support the uploaded presentation to parents. The actual uploaded presentation is not dated.
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>6. <b>ALL</b> schools' teachers and staff shall <b>annually</b> be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Dated</b> staff meeting agendas and sign-in sheets</li> <li><input type="checkbox"/> SPAC skits and staff agendas and sign in sheets</li> <li><input type="checkbox"/> Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>5/12/2023 3:55:20 PM CEO Malynda Maurer</p> <p>On February 11th and 15th of 2021 we held Steering Committee meetings comprised of parents, community members, and staff. The attendance was captured in the FRCPP.</p> </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td> <p>6/5/2023 8:08:15 PM State Monitor Helen Gross</p> <p>No meeting agenda or sign in sheet from this current school year (22/23) shows that all of the schools' teachers and staff were educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/12/2023 3:55:20 PM CEO Malynda Maurer</p> <p>On February 11th and 15th of 2021 we held Steering Committee meetings comprised of parents, community members, and staff. The attendance was captured in the FRCPP.</p>	Monitor Comments	<p>6/5/2023 8:08:15 PM State Monitor Helen Gross</p> <p>No meeting agenda or sign in sheet from this current school year (22/23) shows that all of the schools' teachers and staff were educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.</p>
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Feb 15 2022 Attendance list.pdf</a> <a href="#">Feb 11 2022 attendance list.pdf</a> <a href="#">Steering Committee February 2022.pdf</a>				
<p>7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Transition Plan</li> <li><input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events</li> <li><input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> <p>6/5/2023 8:10:29 PM State Monitor Helen Gross</p> <p>"Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs." A formalized plan (current) was not provided. This monitor referenced the 22/23 Consolidated Grant but moving forward, a current formalized transition plan should be made available.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/5/2023 8:10:29 PM State Monitor Helen Gross</p> <p>"Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs." A formalized plan (current) was not provided. This monitor referenced the 22/23 Consolidated Grant but moving forward, a current formalized transition plan should be made available.</p>		
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Title I part V transition doc on Cons App 21_22.pdf</a>				

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings  <input type="checkbox"/> Translated Schoolwide Plan	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1346 131 2049 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 180 2049 427">           6/5/2023 8:14:45 PM            State Monitor Helen Gross            Moving forward, a current translated document needs to be made available. The uploaded document is 7 years old and does not contain all of the bulleted requirements for a Title I Parent Engagement Policy.         </td> </tr> </tbody> </table>	Monitor Comments	6/5/2023 8:14:45 PM State Monitor Helen Gross Moving forward, a current translated document needs to be made available. The uploaded document is 7 years old and does not contain all of the bulleted requirements for a Title I Parent Engagement Policy.
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<b>Documentation must be uploaded for all LEAs</b>				<a href="#">Title 1 Parent Involvement Policy- Spanish Translation 2017-2018.docx.pdf</a>			
If you have additional comments to make about this section, enter them here:							

**Component III: 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 school does not operate a Schoolwide Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. An approved Schoolwide Plan is present in the FRCPP.</p> <p>ESEA §1114(b)(6) requires that the schoolwide 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. Additionally §1114(b)(7) the schoolwide plan needs to include 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 §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"/>	<input checked="" type="checkbox"/> Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1556 467 2062 526" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1556 526 2062 695">                     6/2/2023 3:47:33 PM                      State Monitor Helen Gross                      Reporting was submitted and approved in a timely manner.                 </td> </tr> </tbody> </table>	Monitor Comments	6/2/2023 3:47:33 PM State Monitor Helen Gross Reporting was submitted and approved in a timely manner.
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6/2/2023 3:47:33 PM State Monitor Helen Gross Reporting was submitted and approved in a timely manner.							
<p><b>Documentation must be uploaded for all LEAs</b></p>					<p><a href="#">Schoolwide plans approved.png</a></p>		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan.</p> <p>ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation  ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.</p>	☑	☐	☐	<p>☐ <b>Agendas and sign-in sheets</b> demonstrating plan was developed in the year prior to initial implementation for newly identified schoolwide program schools</p> <p>☑ <b>Agendas and sign-in sheets</b> demonstrating plan was updated within a year of the monitoring visit.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1566 131 2043 180" style="background-color: #e0e0e0;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1566 180 2043 496"> <p>5/12/2023 2:35:37 PM  CEO Malynda Maurer  CPDLF has been in School Improvement since 19-20. Schoolwide planning is part of our school improvement planning as evidenced in the attached rolling agenda.</p> </td> </tr> <tr> <th data-bbox="1566 496 2043 545" style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td data-bbox="1566 545 2043 1068"> <p>6/2/2023 3:54:48 PM  State Monitor Helen Gross  Attached documentation is not current. 21/22 information was not provided to support the development of the 22/23 CSI School Plan. Attendees are listed for 20/21. However, this monitor counted the responses to the next question (#3) as evidence existing of the schoolwide plan being planned/developed in the year prior to the 22/23 Schoolwide Plan submission. .</p> </td> </tr> </tbody> </table>	District Comments	<p>5/12/2023 2:35:37 PM  CEO Malynda Maurer  CPDLF has been in School Improvement since 19-20. Schoolwide planning is part of our school improvement planning as evidenced in the attached rolling agenda.</p>	Monitor Comments	<p>6/2/2023 3:54:48 PM  State Monitor Helen Gross  Attached documentation is not current. 21/22 information was not provided to support the development of the 22/23 CSI School Plan. Attendees are listed for 20/21. However, this monitor counted the responses to the next question (#3) as evidence existing of the schoolwide plan being planned/developed in the year prior to the 22/23 Schoolwide Plan submission. .</p>
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**Documentation must be uploaded for all LEAs**

[CPDLF Rolling Agenda 2020-21 - SIP monitoring and 21-22 SIP planning.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plans action plan. Please note: Schoolwide plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.</p> <p>(b) Evidence exists that data has been collected in line with the schoolwide plans goals targeted timeframes.</p> <p>ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Agendas and sign-in sheets</b> of meetings  <input type="checkbox"/> Copies of data reports	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1560 126 2053 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1560 180 2053 500"> <p>5/12/2023 2:36:28 PM CEO Malynda Maurer CPDLF has been in School Improvement since 19-20. Schoolwide monitoring is part of our school improvement planning as evidenced in the attached rolling agenda.</p> </td> </tr> <tr> <th data-bbox="1560 500 2053 545" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1560 545 2053 899"> <p>6/2/2023 3:56:53 PM State Monitor Helen Gross Current evidence of ongoing review and revisions for the 22/23 document was not provided. Plan Monitoring quarterly reports have not been completed in any of the three current aforementioned school reports.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/12/2023 2:36:28 PM CEO Malynda Maurer CPDLF has been in School Improvement since 19-20. Schoolwide monitoring is part of our school improvement planning as evidenced in the attached rolling agenda.</p>	Monitor Comments	<p>6/2/2023 3:56:53 PM State Monitor Helen Gross Current evidence of ongoing review and revisions for the 22/23 document was not provided. Plan Monitoring quarterly reports have not been completed in any of the three current aforementioned school reports.</p>
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<b>Documentation must be uploaded for all LEAs</b>				<a href="#">CPDLF IU08 Quarter 3 Meeting (4_13_22).pdf</a> <a href="#">CPDLF Quarter 4 Meeting 6_29_22.pdf</a> <a href="#">CPDLF IU08 Quarter 1 Meeting.pdf</a> <a href="#">CPDLF IU08 Quarter 2 Meeting 1_28_22.pdf</a>					
<b>Note: If the school does not have an approved 2022-23 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</b>									
If you have additional comments to make about this section, enter them here:									

## Component IV: Targeted Assistance Programs

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. 1113

**If the school does not operate a Targeted Assistance Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	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.	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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, <b>dated</b> agenda, sign-in sheets, and minutes	
<b>Documentation must be uploaded for all LEAs</b>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	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, <b>dated</b> agendas, and sign in sheets	
<b>Documentation must be uploaded for all LEAs</b>					
If you have additional comments to make about this section, enter them here:					

Special Ed Meeting w/PBSP Training Agenda

(Date)-11/3/22

Present: KS, BW, TW, DM, CM, TN, LW  
Absent:

Meeting Recording Link-n/a as everyone present

**CHECK IN** - short, get present, sacred space for each person to share without discussion

**Favorite Halloween candy to steal from your kid (or as a kid) and why?**

**CHECKLIST** - visibility over recurring actions; each person responds with a “check” or “no check”

- **No Objectives box on goals page**-needs to be clicked so that progress monitoring shows up on the education plan
- BW will look into the secondary measurement/baseline score that shows up sometimes

**PROJECT UPDATES** - Time to share what’s changed since the last meeting; clarifying questions are allowed, but no discussion

**BUILD AGENDA** - prior to meeting or on the fly in a shared space; should include description, time needed and agenda owner’s name

**(Note: not all topics will be covered at every meeting)**

- **Direct Instruction**-uploading videos, attendance (form)
  - Let KS/BW know if any goals are being revised
- **ESY-n/a**
- **Graduation/SAAFPs-n/a**
- **IEPwriter**-check on progress reports, any issues?
- **Parents**
- **PASA**-Travis, Dina training due in December

Start Date	End Date	DLM Role	PASA DLM Training/Activity	Location/Website
August 3	January 15	Teachers	<b>Required Test Administrator (RTAT) and Lessons Learned training</b> <ul style="list-style-type: none"> <li>● <i>Lessons Learned is incorporated as an additional module within RTAT</i></li> <li>● <i>AC/DTCs are encouraged, but not required to participate.</i></li> </ul> <i>**New teachers can not complete until entered as users in the Kite Educator portal.</i>	<a href="#">Dynamic Learning Maps: Log in to the site</a>

- 
- **Progress Reports**
  - Will be password protected and shared w/you & parents soon
- **Related Services-overall % attendance is now 67%**
  - Kim will share learners with low attendance with each of you via spreadsheet
- **Team Meeting documentation**
  - These notes have been very valuable for SAIP meetings and other tracking
  - These may be shared with regular ed teachers that have the learner on their rosters
- **Trainings**
  - PBSPs [video](#) and [form](#) for completion
  - Plan for December: possibly an independent (IXL?) training in lieu of monthly



meeting. TBD.

- **Transition**
- **Other:**

**PROCESS** - use protocol to process agenda items efficiently with the agenda owner

#### WHAT DO YOU NEED?



##### REQUEST AN ACTION

I need someone to take a specific action



##### REQUEST INFORMATION

I need an update on a specific project



##### SHARE INFORMATION

I need to share information with the group



##### REQUEST ADVICE

I would like to hear opinions and advice

**CHECK OUT** - short, feedback on meeting, everyone shares

**Complete & submit [form](#) once you've watched the training video. Due 10am 11/4/22.**

Timestamp	Your name:	The video reminded us th	Think about one of your le	Describe how the image a	What questions do you sti	How helpful was today's special ed team meeting?
11/3/2022 16:16:33	Laura Wilt	Avoidance Refusal	Parents/guardians Tutors Regular ed teachers The student	The end function should b	The antecedents are som	3
11/3/2022 16:18:16	Dina Morrissey	Some tartget behaviors th I also have a learner who	Other people I could use t Other sources of informat	I think it's very important t	I do not have any other qu	4
11/3/2022 16:45:23	Tricia Noonan	-Work avoidance -Attention seeking behavi -Lack of motivation -Attendance -Lack of engagement/part	-Parents/Guardians -Outside agencies with re -Regular Education Instru -Work ethics in all course -Attendance at LLH or Liv	When watching the video,	In our virtual setting, we s	4
11/3/2022 20:14:09	Chelsey Murray	Nom-compliance, difficult	Parents, general educatio	Looking at this graphic, I a	Who conducts the FBA at	4
11/4/2022 9:30:44	Travis Weyandt	The most common behav	I could definitely use our f	This visual could help me	I don't have any questions	4

Charter Annual Report 2022-23

Special Education Personnel Development

[Parent Training Folder/agenda for each training linked here.](#)

Training is completed with each family at new or annual IEP meetings and as needed.

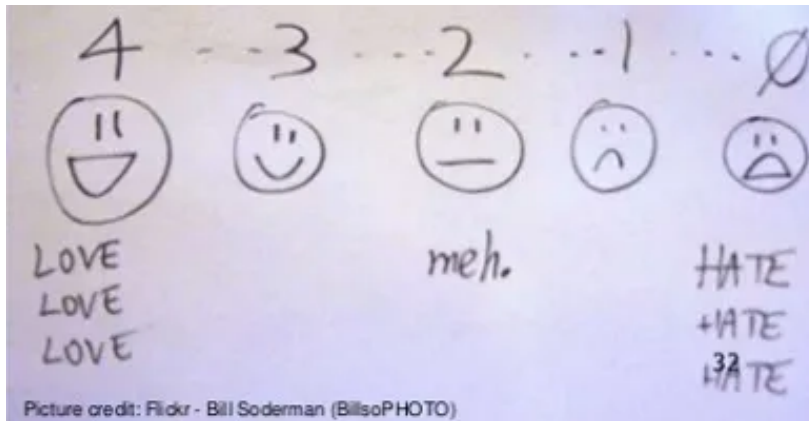
2/2/2023

Present: DMo, BW, CM, KS, TN, TW, BT, LW  
Absent: None

Meeting Recording Link

**CHECK IN** - short, get present, sacred space for each person to share without discussion

**ES intro**



- **Brad They's on ES and [the QIESSP tool](#)**
  - **Work on first 3 sections in small groups?**
  - An ES tool like compliance monitoring
  - A rubric that can be used to self assess your ES program
- LW- Meh- we miss the stability of having 1 person
- TN-Meh- also missing having one person to do ES
- BW- Meh
- KS- we get more ES kiddos because they don't do well in their brick & mortar school

[Notes from breakout rooms looking at sections D & F of the tool linked here.](#)

**CHECKLIST** - visibility over recurring actions; each person responds with a "check" or "no check"

**-Dante is retiring as of 2/27/23.**

- **He has done the bulk of our ER/RRs so we are looking for someone new.**

**PROJECT UPDATES** - Time to share what's changed since the last meeting; clarifying questions are allowed, but no discussion

**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**HARRISBURG AREA COMMUNITY COLLEGE (HACC)**  
**And**  
Central PA Digital Learning Foundation

**I. PURPOSE AND SCOPE**

The College in the High (CHS) and the Dual Enrollment (DE) programs enable qualified high school students the opportunity to enroll in HACC’s credit course offerings during their high school experience. CHS courses are taught by HACC approved high school instructors during the regular school day on location at the school. Only high school students are enrolled in CHS courses. DE Courses are taught by HACC faculty outside of the high school and consist of high school students and traditional HACC college students. CHS and DE courses are offered to high school students at a reduced tuition rate. Tuition, associated fees and costs of textbooks are assumed by the individual student and their parent/guardian.

**II. LENGTH OF THE AGREEMENT**

This agreement will become effective upon the signatures of both parties and will be reviewed by both parties every three years.

**III. DEFINITIONS/CRITERIA**

1. CHS Courses are taught by HACC approved high school instructors during the regular school day on location at the school. Only high school students are enrolled in CHS courses.
2. DE Courses are taught by HACC faculty outside of the high school and consist of high school students and traditional HACC college students.
3. CHS and DE courses are offered to high school students at a reduced tuition rate.
4. Tuition, associated fees and costs of textbooks are assumed by the individual student and their parent/guardian.
5. No developmental courses will be offered through either CHS or DE.

**IV. COLLEGE IN THE HIGH SCHOOL PROGRAM**

**ROLES AND RESPONSIBILITIES**

A. Harrisburg Area Community College (HACC) will:

1. Approve the high school’s CHS instructors, using the standardized HACC process for qualifying adjunct faculty. Instructor credentials will be approved by the respective Department Chair.

2. Approve CHS courses that may be offered in the high school and meet appropriate curriculum standards.
3. Provide a faculty orientation for new CHS instructors.
4. Coordinate student admissions and placement testing.
  - a. Students should be admitted to the CHS program in accordance with HACC standard admissions procedures.
  - b. HACC will provide high school with admissions applications and course enrollment forms.
  - c. HACC will coordinate application and enrollment deadlines with high schools.
  - d. Students admitted to the CHS program will be required to meet course prerequisites and take placement tests in accordance with HACC's policy on *Placement Testing*.
  - e. HACC will provide HACC's add/drop/withdrawal policy to high schools. Students will be permitted to add/drop/withdraw from CHS courses in accordance with HACC standard registration policies.
5. Provide enrolled CHS students with a HACC identification number (HACC ID) and information on HACC student policies and services including access to college resources and facilities appropriate to the CHS program.
6. Provide the CHS student with access to the myHACC portal to register for classes, pay tuition, access college email, check grades, and access other student services.
7. Work with the new CHS instructor on the following items:
  - a. Ensure that the CHS course is scheduled within the approved start and end dates and within the required number of contact hours.
  - b. Review HACC requirements of Form 335, including textbook(s).
  - c. Share course syllabus, assignments, tests, and other relevant course materials.
  - d. Work with the CHS instructor to develop a course syllabus, assignments, and tests based on the requirements in the HACC Form 335, assuring that each course meets HACC academic standards, required textbooks, course outlines, and sequence of topics covered.
  - e. Consult with the department chair to ensure that the high school has the supplies and equipment to offer the CHS course.
  - f. Validate and submit class rosters.
8. Communicate with the CHS instructor as necessary during the course, especially during the first year regarding progress, questions, and/or problems.

B. Central PA Digital Learning Foundation will:

1. Designate an Administrative Contact to:

- a. Identify qualified teachers and make a recommendation for their approval as CHS instructors.
- b. Require CHS instructors teaching the course for the first time to attend the new faculty orientation.
- c. Permit HACC personnel access to CHS instructor and the classroom for the purposes of meeting, conferring and observing.
- d. Forward all application and course registration materials to HACC in order to meet agreed upon deadlines; including, completing and signing applications and course enrollment forms. (A parent or guardian's signature is required for students under the age of 18.)
- e. Encourage CHS students to participate in a HACC New Student Orientation session.
- f. Ensure that the CHS course is scheduled within the approved start and end dates and within the required number of contact hours.

2. Ensure that approved CHS Instructor will:

- a. Submit materials for on-line application for adjunct qualification including professional resume, professional certifications, unofficial transcripts, and references-
- b. Attend orientations and trainings offered by HACC.
- c. Ensure that academic standards and expectations are the same for all students in the classroom, regardless of whether every student in the classroom has registered to take the college course and earn college credits.
- d. Facilitate the process requiring that all students meet placement requirements via placement testing.
- e. Submit a course syllabus before the start of every class to HACC's department chair, academic dean, and faculty secretary.
- f. Where required by the high school, assign a correlating grading scale between the high school grading and HACC grading.
- g. Discuss progress of course with the appropriate HACC contact as necessary by telephone or email, especially during the first year.
- h. Follow HACC's procedures for grade reporting, for student withdrawal or for change of grade.
- i. Require and facilitate the process for all students to complete an online college-approved student evaluation for the course.
- j. Participate in department and college assessment procedures.

### C. Program Administration

1. The Vice President of Academic Affairs shall oversee the entire CHS program.
2. The Director of High School Partnerships shall be responsible for developing partnerships with the local secondary schools and be responsible for ensuring that the Memorandum of Understanding (MOU) is completed, signed and renewed every 3 years.
3. The appropriate School Deans will be responsible for assisting the selected high school instructor with the on-line application for adjunct qualification process.
4. Academic Guidelines: Quality Assurance
  - a. Both the CHS instructor and the HACC designee will work together to ensure during their pre-course planning that all the elements of the course (syllabus, projects, experiments, papers, readings, exams, etc.) are of college-level quality.
    - (1) Courses offered shall follow official course outlines provided by HACC, meet HACC's academic standards, and meet HACC's required number of contact hours.
    - (2) Scheduled face-to-face hours for CHS courses should align with that of HACC's on-campus course.
    - (3) Where the high school schedule includes class time, in addition to HACC's required number of minutes, HACC faculty and administration will establish guidelines for integrating high school curriculum requirements with College curriculum requirements.
    - (4) Courses in composition, literature, social sciences and humanities will demand a substantial amount of writing and will maintain College standards in the amount and difficulty of reading and writing required.
    - (5) Courses in mathematics, foreign languages, and the sciences will have a quantitative problem-solving component, and/or laboratories as appropriate. High school laboratory facilities must be equipped to meet HACC's laboratory course requirements, as outlined in the HACC Form 335.

### V. DUAL ENROLLMENT

#### ROLES AND RESPONSIBILITIES

- A. Harrisburg Area Community College (HACC) will:
  1. Oversee the partnership with the School District and be responsible for administration of the program at that campus, including the following details:
    - a. Complete and sign the Memorandum of Understanding (MOU).



- b. Work with School District to coordinate student selection process, application and course enrollment completion, placement testing, and orientation programs.
2. Approve HACC courses that may be taken by high school students.
3. Coordinate student admissions, placement testing, and course enrollment.
  - a. Admit students in accordance with HACC Shared Governance Policies.
  - b. Provide high school with admissions applications and course enrollment forms.
  - c. Coordinate application and enrollment deadlines with high schools.
  - d. Require students to meet course prerequisites and take placement tests in accordance with the HACC Shared Governance Policy on Placement Testing.
  - e. Permit students to add/drop/withdraw from courses in accordance with applicable HACC Shared Governance Policies.
4. Provide enrolled students with a HACC ID, information on HACC student policies and services, and with access to college resources and facilities.
5. Provide the DE student with access to the myHACC portal to register for classes, pay tuition, access college email, check grades, and access other student services.

B. Central PA Digital Learning Foundation will:

1. Identify an Administrative Contact to:
  - a. Ensure that students who apply for DE meet the admission criteria for HACC.
  - b. Ensure that students who apply meet the high school's eligibility requirements.
2. Forward all application and course registration materials to HACC in order to meet agreed upon deadlines; including,
  - a. Completed and signed applications, course enrollment forms, and student transcripts.
    - a. A parent or guardian's signature is required for students under the age of 18.

## SIGNATURES

Central PA Digital Learning Foundation

DocuSigned by:  
*Dr. Deanna Mayers*  
90B991D8D01148A  
Signature, Director or Principal

Dr. Deanna Mayers 6/3/2023  
Name (Please Print) Date

DocuSigned by:  
*Dr. Aiko Malynda Maurer*  
14E2DD6D4029412...  
Signature, Superintendent of Record

Dr. Aiko Malynda Maurer 6/3/2023  
Name (Please Print) Date

**Harrisburg Area Community College (HACC)**

DocuSigned by:  
*Dr. Alfred Griswold*  
26B096266130407  
Dr. Alfred Griswold; V.P. & Provost  
Academic Affairs  
Harrisburg Area Community College

Dr. Alfred Griswold 6/4/2023  
Name (Please Print) Date



Model Memorandum of Understanding

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**Memorandum of Understanding  
Between**

Logan Township Police Department

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(Law Enforcement Authority)

and

Central Pennsylvania Digital Learning  
Foundation

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(School Entity)

September 21, 2021

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(Date)

**I. Introduction**

**A. Parties**

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

Logan Township Police Department

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

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

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

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

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

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

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

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

E. Priorities of the Law Enforcement Authority

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

F. Priorities of the School Entity

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

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

## II. Notification of Incidents to Law Enforcement

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

### A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
  - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
    - i. Section 908 (relating to prohibited offensive weapons).
      - a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).
      - b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.
    - ii. Section 912 (relating to possession of weapon on school property).
      - a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
      - b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

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

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

B. Discretionary Notification

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



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

C. Law Enforcement Response to Notification

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

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

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

disability.

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

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

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

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

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

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

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

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

**B. Custody of Actors**

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

**IV. Assistance of School Entities**

**A. *In Loco Parentis***

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

**B. Notification of Parent or Guardian**

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

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

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

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

2. Victims

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

3. Witness

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

4. Suspects and Custodial Interrogation

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

5. Conflicts of Interest

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

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

#### D. Reporting Requirements

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

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

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

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

**V. General Provisions**

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

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

Central PA Digital Learning Foundation  
School Entity

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

Logan Township Police Department  
Law Enforcement Authority

DocuSigned by:  
Kimberly Salgado  
DB483929F52A486...  
Building Principal

CPDLF Altoona Learning Center  
School Building

**Updated, February 1, 2019**

## MEMORANDUM OF UNDERSTANDING BY AND BETWEEN

Altoona Area School District (School District)

And

Central PA Digital Learning Foundation Charter School (Charter School)

July 1, 2022 to June 30, 2024

### I. Purpose

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

### II. Financial Considerations

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



III. General Provisions

- A. This Memorandum is not intended to and does not create any contractual rights or obligations with respect to the signatory agencies or any other persons or entities.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties, but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. In the event of changes in state or federal law which necessitate changes to this Memorandum, the parties shall collaborate to amend this Memorandum to assure compliance by the parties with state and federal requirements.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

**AND NOW, on this date signed below,** the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.



Superintendent  
Altoona Area School District



Date

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

June 21, 2022

Date

## **DUAL ENROLLMENT AGREEMENT**

This Agreement is entered into this 13th day of January, 2022, between Central PA Digital Learning Foundation (“CPDLF”) and Saint Francis University (the “Institution of Higher Education”). This Agreement sets out the terms and conditions of the dual enrollment program offered by these two institutions.

Intending to be legally bound, the parties agree as follows:

### **Background**

CPDLF is a public charter school located at 5580 Goods Lane, Suite 1132, Altoona, PA 16602. CPDLF enrolls students in grades K-12.

SFU \_\_\_\_\_ is an institution of higher education approved to operate in the Commonwealth of Pennsylvania located at 117 Evergreen Drive, Loretto, PA 15940

This Dual Enrollment Agreement is authorized under Act 55 of 2022, 24 P.S. § 15-1525 (the “Act”), which permits school entities including charter schools to enter into an agreement with institutions of higher education to permit students enrolled in the charter school to attend institutions of higher education. The provisions of this Agreement shall be interpreted according to the provisions of the Act, and the provisions of the Act shall control if there is any conflict between the Act and the provisions of this Agreement.

### **Term**

This Agreement will become effective upon the approval of the Board of Trustees of CPDLF, the approval of the governing board of the Institution of Higher Education, and the signature of both parties. This Agreement will remain in effect until either party provides written notice to the other party terminating this Agreement. Should this Agreement be terminated by either party while students enrolled in CPDLF are attending courses at the Institution of Higher Education, the students shall be allowed to complete those courses.

### **Program Description**

The purpose of this Agreement is to fulfill the requirements of the Act to allow secondary school students enrolled in CPDLF to attend the Institution of Higher Education.

### **Student Eligibility**

In order to be eligible to enroll in a dual enrollment course a student must meet the eligibility requirements of both CPDLF and the Institution of Higher Education. Eligibility requirements for students include but are not limited to:

- The student must be entering into or currently in secondary school at CPDLF;
- The student must have a GPA of 3.0 or higher and satisfactory progress toward meeting high school graduation requirements as determined by CPDLF;
- The Institution of Higher Education may, but is not required to, require the student to satisfactorily perform on a placement exam to determine readiness for postsecondary coursework in general or a particular course;
- The student and his or her parent must submit any forms required by the Institution of Higher Education;
- The student must satisfy the prerequisite requirements, if any, for the specific courses

CPDLF and the Institution of Higher Education may, from time to time, adopt additional eligibility requirements to ensure the students taking a Dual Enrollment Course (as defined below) are prepared. Such eligibility requirements do not need to be included in this Agreement. However, CPDLF and the Institution of Higher Education shall attempt to keep the other party informed in writing of any eligibility requirements that are not included in this Agreement.

### **Courses**

The suitability of any course for use as a dual-enrollment course under this Agreement (a “Dual Enrollment Course”) will be determined by CPDLF and the Institution of Higher Education on a course-by-course basis. CPDLF will determine, on a student-by-student basis, the suitability of a Dual Enrollment Course for each of CPDLF’s students who wish to enroll in the course. The availability of a course to serve as a Dual Enrollment Course in any particular term shall also be subject to any space limitations set by the Institution of Higher Education.

Dual Enrollment Courses may be offered in-person, online, or a combination of in-person and online.

When possible, Dual Enrollment Courses shall be aligned to the graduation requirements of CPDLF, the requirements of any career and technical education program at CPDLF, or a career pathway offered by CPDLF.

When possible, Dual Enrollment Courses shall supplement and not supplant courses offered by CPDLF to its secondary school students.

### **Course Credit**

Students who satisfactorily complete a Dual Enrollment Course shall receive credits through the Institution of Higher Education. The credits awarded for a Dual Enrollment Course shall be the same credits offered to a postsecondary school student enrolled at the Institution of Higher Education. The Institution of Higher Education’s transcript shall reflect completion of college-level work according to commonly accepted post-secondary practices, with no notation of the student’s status as a secondary school student. If a student in a Dual Enrollment Course should become a regularly enrolled postsecondary student at the Institution of Higher Learning, the Institution of Higher Education shall recognize the credits from the Dual Enrollment Course as applying to the student’s degree requirements as it would for any regularly enrolled postsecondary students who took the course.

Students who satisfactorily complete a Dual Enrollment Course may also receive credits toward the completion of courses required for graduation at CPDLF. CPDLF shall weight credits for a Dual Enrollment Course in a manner similar to Advanced Placement Programs, International Baccalaureate Diploma Program, or Cambridge advanced courses in CPDLF's grading system, including both academic and technical courses.

### **Payment**

CPDLF may pay for tuition, fees, supplies or other costs related to a student enrolled in CPDLF attending a Dual Enrollment Course at the Institution of Higher Education. The Institution of Higher Education shall provide CPDLF, the student, and the student's parents or guardians with an invoice each term showing the amount charged for tuition, fees, supplies, and other costs related to a student attending a Dual Enrollment Course.

The Institution of Higher Education will provide CPDLF and CPDLF's students with at least 50% reduction in the regular tuition rate for all Dual Enrollment Courses.

The Institution of Higher Education's normal refund policy will apply in the case of a student who withdraws from a Dual Enrollment Course before completing it.

### **Rights, Privileges, and Responsibilities**

Students attending a Dual Enrollment Course under this Agreement will have all of the same rights, privileges, and responsibilities as other students at the Institution of Higher Education, including the right to a student ID and the use of the library and other academic resources. All policies and procedures of the Institution of Higher Education shall also apply, including but not limited to academic and student discipline policies, classroom conduct requirements, and attendance and participation requirements.

The Institution of Higher Education shall notify CPDLF of any misconduct by a student attending a Dual Enrollment Course under this Agreement and shall provide CPDLF with all documentation of such misconduct upon CPDLF's request.

### **Nondiscrimination**

CPDLF and the Institution of Higher Education shall not unlawfully discriminate on the basis of a student's race, nationality, ethnicity, religion, gender, disability, or any other basis protected by state, federal, or applicable local law, regulation, or ordinance.

The Institution of Higher Education shall ensure that students with disabilities have equal opportunity to participate in Dual Enrollment Courses in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

### **Child Abuse Clearances and Criminal History Checks**

Before any employee, contractor, or agent of the Institute of Higher Education has direct contact with any student of CPDLF under this Agreement, the Institute of Higher Education shall provide to CPDLF for that employee, contractor, or agent: (1) a report of criminal history record information from the Pennsylvania State Police as required by Section 1-111 of the Pennsylvania

School Code of 1949, (2) a Federal criminal history record as required by Section 1-111 of the Pennsylvania School Code of 1949, and (3) a certification from the Department of Human Services as to whether the employee, contractor, or agent is named in the Statewide database as the alleged perpetrator in a pending child abuse investigation or as the perpetrator of a founded report or an indicated report as required by 23 Pa. C.S. § 6344(b)(2) et seq. Should any of these requirements or statutes be amended or replaced, the Institute of Higher Education shall comply with the requirements of the amended or replacement statute.

The Institution of Higher Education shall not permit any of its employees, contractors, or agents to have any direct contact with any of CPDLF's students under this Agreement (including but not limited to providing instruction to such students) if they have been convicted of a disqualifying offense under Section 1-111 of the Public School Code. The Institution of Higher Education shall not permit any of its employees, contractors, or agents to have direct contact with any of CPDLF's student under this Agreement where the Department of Human Services has verified that the employee, contractor, or agent is named in the Statewide database as the perpetrator of a founded report committed within five years.

The Institution of Higher Education shall ensure that its employees, contractors, or agents who have direct contact with children (as that phrase is defined in Act 126 of 2012, 24 P.S. § 12-1205.6) complete child abuse recognition and reporting training that complies with the requirements of Act 126 of 2012 or any statute replacing Act 126 of 2012. As part of this training, each employee, contractor, or agent has direct contact with children under this Agreement shall view CPDLF's training on CPDLF's policies related to reporting of suspected abuse and sexual misconduct. CPDLF's training can be found online at <https://www.reportabusepa.pitt.edu>. The Institution of High Education shall ensure that its employees, contractors, and agents understand that CPDLF's training alone does not fulfill the requirements of Act 126 of 2012, and that additional training must be obtained in order to comply with Act 126 of 2012. The Institution of Higher Education shall provide to CPDLF on a form provided by CPDLF documentation demonstrating that each employee, contractor, or agent who will have direct contact with children under this Agreement has complied with the Act 126 of 2012 training requirements before such employee, contractor, or agent has direct contact with children under this Agreement.

### **Compliance with Laws regarding Education Records**

Both parties shall comply with all applicable federal and state laws regarding the confidentiality of educational records of the students including but not limited to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, its implementing regulations (34 C.F.R. Part 99), and Title 22 of the Pennsylvania Code §§ 12.31-12.33.

### **Status**

The Agreement shall not be interpreted to create a partnership or a joint venture between CPDLF and the Institution of Higher Education. The employees, contractors, and agents of the Institution of Higher Education shall not be considered employees, contractors, or agents of

CPDLF. The employees, contractors, and agents of CPDLF shall not be considered employees, contractors or agents of the Institution of Higher Education.

### **Insurance**

At all times during the term of this Agreement, CPDLF and the Institution of Higher Education shall maintain at their own expense liability insurance in an amount adequate to protect against any liability that may arise from the services provided under this Agreement. Each party shall also carry the statutorily required amounts of unemployment and workers' compensation insurance at its own expense.

### **Severability**

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

### **Successors and Assigns**

The obligations of this Agreement shall be binding upon the partners, successors, assigns and legal representatives of the parties to this Agreement. Neither party to this Agreement shall assign its rights or obligations under this Agreement to any third party without the written consent of the other party. Any attempt to assign without the written consent of the other party shall be null and void.

### **Governing Law and Exclusive Venue and Jurisdiction**

This Agreement shall be governed by and interpreted under the laws of the Commonwealth of Pennsylvania without regard to its choice of law provisions. If either party brings against the other party any proceeding arising out of this Agreement, that party may bring that proceeding only in the federal or state courts located in the Commonwealth of Pennsylvania, and each party hereby submits to the exclusive jurisdiction of those courts for purposes of any such proceeding.

### **Entire Agreement**

This Agreement constitutes the entire agreement between the parties with respect to the subject matters of this Agreement. This Agreement supersedes all prior oral or written agreements and understandings on the same subject matter. The parties also intend that this Agreement may not be supplemented, explained, or interpreted by any evidence of trade usage or course of dealing.

### **Survival**

All provisions of this Agreement which are intended by their nature to survive the expiration or termination of this Agreement shall do so.

### **Amendment**

No amendment or modification of the terms of this Agreement shall be binding unless the amendment or modification is made subsequent to the effective date of this Agreement, is in writing, and is properly approved and executed by all of the parties to this Agreement. Administrators and employees of CPDLF do not have the authority or the power to amend, modify, or vary this Agreement or waive performance of its conditions. Any such amendment, modification, variance, or waiver must be approved by the Board of Trustees of CPDLF at a public meeting in order to be valid with respect to the CPDLF.

### **No Third Party Beneficiaries**

This Agreement does not confer any rights or benefits on anyone other than CPDLF and the Institution of Higher Education.

### **Notice**

All notices required to be given under this Agreement shall be in writing unless otherwise indicated. Notice shall be sent by United States certified or registered mail, return receipt requested, or with any reputable overnight delivery company, postage prepaid, and addressed to the proper party at the addresses given below. Notice shall be deemed given three days after it has been deposited with the United States Post Office or with any reputable overnight delivery company.

Notice to CPDLF – Notice to CPDLF shall be sent to:

Aiko Malynda Maurer, D.Ed.  
Chief Executive Officer  
Central PA Digital Learning Foundation  
5580 Goods Lane, Suite 1132  
Altoona, PA 16602

with a copy to:

Joshua Pollak, Esq.  
McKenna Snyder LLC  
350 Eagleview Blvd, Suite 100  
Exton, PA 19341

Notice to the Institution of Higher Education - Notice to the Institution of Higher Education shall be sent to:

IN WITNESS WHEREOF, the parties hereto have hereunder set their hands each by its duly authorized representatives the day, month and year first above written.

ATTEST:

Central PA Digital Learning Foundation, a  
Pennsylvania non-profit corporation

DocuSigned by:  
*Alyssa Maurer*  
62248E714CE9440...

DocuSigned by:  
*Dr. Aiko Malynnda Maurer*  
14E2DD6D4029412...

Secretary

Its: CEO

ATTEST:

[THE INSTITUTION OF HIGHER  
EDUCATION],

DocuSigned by:  
*Tricia Giannone McFadden, Ph.D.*  
E036946CC66241D...

DocuSigned by:  
*[Signature]*  
D09C1787C3E8410...

Tricia Giannone McFadden, Ph.D.

Michael B. McGinnis  
Its: Vice President of Academic Affairs

Dean, Francis worldwide School of Continuing Studies, Saint Francis University



# Board Affirmation Statement



## Central PA Digital Learning Foundation

5580 Goods Lane, Suite 1132

Altoona, PA 16602

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

### Steps to Complete this Section:

Note: Individual signatures required for each section.

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

### Charter Annual Report Affirmation

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

Affirmed on this 31<sup>st</sup> day of July, 2023

By: Royce Ann Boyd (Signature of Board President)

ROYCE Ann Boyd (Print Name)

CPDLF Board of Trustees

## Charter School Law Affirmation

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

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

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

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

Affirmed on this 31<sup>st</sup> day of July, 2023

By: Royce Ann Boyd (Signature of Board President)

ROYCE ANN BOYD (Print Name)

CPDLF Board of Trustees

## Ethics Act Affirmation

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

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

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

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

Affirmed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

By: Royce Ann Boyd (Signature of Board President)

ROYCE ANN BOYD (Print Name)

\_\_\_\_\_ Board of Trustees

## Charter Annual Background Check Affirmation

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

Affirmed on this 31<sup>st</sup> day of July, 2023

By: Royce Ann Boyd (Signature of Board President)

ROYCE ANN BOYD (Print Name)

(PDLF) Board of Trustees

## Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this 31<sup>st</sup> day of July, 2023  
By: Royce Ann Boyd (Signature of Board President)  
Royce Ann Boyd (Print Name)  
CPDLF Board of Trustees

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

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

Affirmed on this 31<sup>st</sup> day of July, 2023

By: Royce Ann Boyd (Signature of Board President)

ROYCE ANN BOYD (Print Name)

CPDLF Board of Trustees

**Note:** Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.