

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Agenda**  
**August 5, 2020 - Emergency Board Meeting**  
**1:00 P.M. – Virtual Meeting**

[Conflict of Interest Abstain Memorandum](#)

---

| <u>Item #</u> | <u>Item Description</u>  |
|---------------|--|
| 1             | Call to Order<br>A. Roll Call  |
| 2             | Approval of Agenda<br>A. Motion to approve the August 5, 2020 Board Agenda   |
| 3             | Approval of Minutes<br>A. Motion to approve the draft <a href="#"><u>June 11, 2020 Board of Trustees Meeting Minutes</u></a> |
| 4             | Accept the Financial Reports<br>A. None  |
| 5             | Old Business<br>A. None  |
| 6             | New Business<br>A. Board Business<br>1. None   |

B. General Operations

1. Motion to approve the [2020-2021 CPDLF Health and Safety Plan](#)
2. Motion to approve the [2020 Charter Annual Report](#) retroactive to July 30, 2020
3. Motion to approve entering into an [Affiliation Agreement with East Stroudsburg University](#) for teacher candidates to gain field experience at CPDLF.

C. Personnel

1. Motion to accept resignation of Mr. Justin Keel, Director of Technology and Innovation retroactive to July 31, 2020
2. Motion to hire Ms. Teresa Black as a 10 Month Part Time Instructor, for an annual salary of \$24,175.60, retroactive to July 20, 2020
3. Motion to convert a Part Time Instructor position to a Full Time Learning Guide/Instructor position.
4. Motion to promote Ms. Kimberly Forsythe from a Part Time Instructor to a Full Time Learning Guide/Instructor for 194 days for a salary of \$48,999.22 retroactive to July 20, 2020.
5. Motion to approve Ms. Kimberly Forsythe for a supplemental position of Department Lead and Summer School Teacher for an additional 27 days for a salary of \$6,819.48.

6. Motion to pay 10 month employees that volunteer for additional projects needed as a result of increased enrollments and re-entry to school during the COVID-19 pandemic. All projects fall within the time frame of August 3 to August 21, 2020.
  - i. K and 1 Screening Assessor - Daily Rate
    1. Ms. Tori McCloskey
  - ii. Request for Information Callers - \$20 per hour (PCCD Grant Funded, if approved)
    1. Ms. Stephenie Schroth
    2. Ms. Leslie Rupp
    3. Ms. Bonnie Waltz
    4. Ms. Briana Pincherri
  - iii. Preparing for Returning to School - \$25 per hour (PCCD Grant Funded, if approved)
    1. Mr. Travis Weyandt
    2. Ms. Tricia Noonan
  - iv. Virtual Enrollment Day - Daily Rate
    1. Ms. Heather Jancula
    2. Ms. Tori McCloskey
    3. Ms. Patti Murtha
    4. Ms. Tricia Noonan
    5. Ms. Leslie Rupp
    6. Ms. Stephenie Schroth
    7. Mr. Travis Weyandt
    8. Ms. Bonnie Waltz

7. Motion to create Temporary Part Time and Full Time Learning Guide/Instructor positions on an as needed basis to meet Instructional and Learning Guide needs within the parameters of 10 additional CPDLF students or 20 additional Extended Campus students for (1) Full Time position or (2) Part Time positions when either of the following conditions are met:
  - i. CPDLF student enrollments surpass 225 (Note: 3 Extended Campus students = 1 CPDLF student enrollment)
  - ii. K-5 CPDLF and Extended Campus enrollments surpass the given numbers in the following grade level bands:
    1. K and 1 > 25
    2. 2 and 3 > 25
    3. 4 and 5 > 30
8. Motion to create a Temporary Full Time 10 month Technology Assistant position for the 2020-21 school year at base salary of \$28,000 for 194 working days.
9. Motion to allow the Interviewing Committee to hire to fill Temporary positions as needed.

D. Contracted Services

1. None

E. Curriculum

1. None

F. Technology

1. None

G. Professional Development

1. None

H. Policies

1. None

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – September 10, 2020 at 1:00 P.M. via Zoom

# Central Pennsylvania Digital Learning Foundation Charter School

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

## **CPDLF Board of Trustees Meeting Minutes** **August 5, 2020 - Emergency Board Meeting** **1:00 P.M. – Virtual Meeting**

### **Members Present**

- Dr. Doug Arnold
- Ms. Royce Boyd
- Dr. Paul Gallagher
- Mr. William Kanich
- Ms. Lisa Murgas

### **Members Absent:**

- Dr. Robert Gildea
- Dr. Tom McInroy
- Mr. Scott Magnetti
- Dr. Allen Sell

### **Others Present:**

Ms. Joan Dodge, Board Recorder  
Dr. Malynda Maurer, CEO  
Ms. Karlie Shook, Business Manager

CEO Report: Prior to the Board Meeting, Dr. Maurer provided the attendees with the [CEO Board Report](#).

The CPDLF Board meeting started at 1:40 P.M. and was conducted via Zoom due to COVID-19. CPDLF Board President, Ms. Royce Ann Boyd, presided over the meeting.

---

| <u>Item #</u> | <u>Item Description</u>  |
|---------------|--|
| 1             | Call to Order @ 1:40 p.m.<br>A. Roll Call                                  |
| 2             | Approval of Agenda<br>A. Motion to approve the August 5, 2020 Board Agenda |

3 Approval of Minutes

- A. Motion to approve the draft [June 11, 2020 Board of Trustees Meeting Minutes](#)

**Action: Approve 2A and 3A**

**1st: Doug Arnold**

**2nd: Paul Gallagher**

**All in favor**

4 Accept the Financial Reports

- A. None

5 Old Business

- A. None

6 New Business

- A. Board Business

1. None

- B. General Operations

1. Motion to approve the [2020-2021 CPDLF Health and Safety Plan](#)

**Action: Approve 6B1**

**1st: Paul Gallagher**

**2nd: Bill Kanich**

**All in favor**

2. Motion to approve the [2020 Charter Annual Report](#) retroactive to July 30, 2020

**Action: Approve 6B2**

**1st: Doug Arnold**

**2nd: Lisa Murgas**

**All in favor**

3. Motion to approve entering into an [Affiliation Agreement with East Stroudsburg University](#) for teacher candidates to gain field experience at CPDLF.

**Action: Approve 6B3**

**1st: Paul Gallagher**

**2nd: Lisa Murgas**

**All in favor**

C. Personnel

1. Motion to accept resignation of Mr. Justin Keel, Director of Technology and Innovation retroactive to July 31, 2020

**Action: Approve 6C1**

**1st: Bill Kanich**

**2nd: Doug Arnold**

**All in favor**

2. Motion to hire Ms. Teresa Black as a 10 Month Part Time Instructor, for an annual salary of \$24,175.60, retroactive to July 20, 2020

**Action: Approve 6C2**

**1st: Lisa Murgas**

**2nd: Paul Gallagher**

**All in favor**

3. Motion to convert a Part Time Instructor position to a Full Time Learning Guide/Instructor position.

**Action: Approve 6C3**

**1st: Lisa Murgas**

**2nd: Bill Kanich**

**All in favor**

4. Motion to promote Ms. Kimberly Forsythe from a Part Time Instructor to a Full Time Learning Guide/Instructor for 194 days for a salary of \$48,999.22 retroactive to July 20, 2020.

5. Motion to approve Ms. Kimberly Forsythe for a supplemental position of Department Lead and Summer School Teacher for an additional 27 days for a salary of \$6,819.48.

**Action: Approve 6C4 and 6C5**

**1st: Paul Gallagher**

**2nd: Doug Arnold**

**All in favor**

6. Motion to pay 10 month employees that volunteer for additional projects needed as a result of increased enrollments and re-entry to school during the COVID-19 pandemic. All projects fall within the time frame of August 3 to August 21, 2020.

- i. K and 1 Screening Assessor - Daily Rate

1. Ms. Tori McCloskey

- ii. Request for Information Callers - \$20 per hour (PCCD Grant Funded, if approved)

1. Ms. Stephenie Schroth
2. Ms. Leslie Rupp
3. Ms. Bonnie Waltz
4. Ms. Briana Pincherri

- iii. Preparing for Returning to School - \$25 per hour (PCCD Grant Funded, if approved)

1. Mr. Travis Weyandt
2. Ms. Tricia Noonan

- iv. Virtual Enrollment Day - Daily Rate

1. Ms. Heather Jancula
2. Ms. Tori McCloskey
3. Ms. Patti Murtha
4. Ms. Tricia Noonan
5. Ms. Leslie Rupp
6. Ms. Stephenie Schroth
7. Mr. Travis Weyandt
8. Ms. Bonnie Waltz

**Action: Approve 6C6i, 6C6ii, 6C6iii, and 6C6iv**

**1st: Lisa Murgas**

**2nd: Bill Kanich**

**All in favor**

7. Motion to create Temporary Part Time and Full Time Learning Guide/Instructor positions on an as needed basis to meet Instructional and Learning Guide needs within the parameters of 10 additional CPDLF students or 20 additional Extended Campus students for (1) Full Time position or (2) Part Time positions when either of the following conditions are met:
  - i. CPDLF student enrollments surpass 225 (Note: 3 Extended Campus students = 1 CPDLF student enrollment)
  - ii. K-5 CPDLF and Extended Campus enrollments surpass the given numbers in the following grade level bands:
    1. K and 1 > 25
    2. 2 and 3 > 25
    3. 4 and 5 > 30

**Action: Approve 6C7i and 6C7ii**

**1st: Doug Kanich**

**2nd: Lisa Murgas**

**All in favor**

8. Motion to create a Temporary Full Time 10 month Technology Assistant position for the 2020-21 school year at base salary of \$28,000 for 194 working days.

**Action: Approve 6C8**

**1st: Paul Gallagher**

**2nd: Lisa Murgas**

**All in favor**

9. Motion to allow the Interviewing Committee to hire to fill Temporary positions as needed.

**Action: Motion to 6C9**

**1st: Doug Arnold**

**2nd: Lisa Murgas**

**All in favor**

D. Contracted Services

1. None

E. Curriculum

1. None

F. Technology

1. None

G. Professional Development

1. None

H. Policies

1. None

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn @ 1:46 pm  
**1st: Lisa Murgas**  
**2nd: Paul Gallagher**  
**All in favor**

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – September 10, 2020 at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Agenda**  
**September 10, 2020**  
**1:00 P.M. – Virtual Meeting**

[Conflict of Interest Abstain Memorandum](#)

**Fund Balance Reconciliation**

---

| <u>Item #</u> | <u>Item Description</u>   |
|---------------|---|
| 1             | Call to Order   |
|               | A. Roll Call  |
| 2             | Approval of Agenda  |
|               | A. Motion to approve the September 10, 2020 Board Agenda  |
| 3             | Approval of Minutes   |
|               | A. Motion to approve the draft <a href="#">August 5, 2020 Board of Trustees Meeting Minutes</a> |
| 4             | Accept the Financial Reports  |
|               | A. Motion to accept <a href="#">Budget vs Actual as of August 31, 2020</a>                      |
|               | B. Motion to accept <a href="#">Site Budget vs Actual as of August 31, 2020</a>                 |
|               | C. Motion to accept the <a href="#">List of Payments as of August 31, 2020</a>                  |
| 5             | Old Business  |
|               | A. None   |
| 6             | New Business  |
|               | A. Board Business   |
|               | 1. None   |

## B. General Operations

1. Motion to approve draft [2020-2021 Learner and Learner Coach Guidebook](#)
2. Motion to approve draft [CPDLF Employee Handbook](#)

## C. Personnel

1. Motion to hire the following individuals:
  - i. Temporary Full Time Learning Guides:
    1. Ms. Kelli Mercurio, with a start date of 9/5/2020, at a prorated salary of \$45,249.42
  - ii. Temporary Part Time Learning Guide:
    1. Ms. Andrea Ketcham, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - iii. Temporary Full Time Learning Guides/Instructors:
    1. Ms. Berea Longwell, with a start date of 8/20/2020, at a prorated salary of \$45,249.42
    2. Ms. Erica Dorsch, with a start date of 8/20/2020, at a prorated salary of \$45,249.42
  - iv. Temporary Part Time Learning Guides/Instructors:
    1. Ms. Kalena Smith, with a start date of 8/20/2020, at a per diem rate of \$116.63
    2. Ms. Shana Casey, with a start date of 8/20/2020, at a per diem rate of \$116.63
    3. Ms. Tracey King, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - v. Temporary Full Time Special Ed Learning Guide/Instructor
    1. Ms. Laura Wilt, with a start date of 8/20/2020, at a prorated salary of \$45,249.42

## vi. Temporary Part Time Instructors:

1. Ms. Jean Vasilko, with a start date of 9/5/2020, at a per diem rate of \$116.63
2. Mr. Robert Malcom, with a start date of 9/5/2020, at a per diem rate of \$116.63
3. Ms. Genie Kline, with a start date of 8/20/2020, at a per diem rate of \$116.63
4. Ms. Alyssa Weidlich, with a start date of 8/20/2020, at a per diem rate of \$116.63
5. Ms. Cheri Grimaldi, with a start date of 8/20/2020, at a per diem rate of \$116.63
6. Ms. Joanna Nieves, with a start date of 8/20/2020, at a per diem rate of \$116.63
7. Ms. Melissa Cabo, with a start date of 8/20/2020, at a per diem rate of \$116.63
8. Ms. Zachary Noel, with a start date of 9/5/2020, at a per diem rate of \$116.63
9. Ms. Molly Comperatore, with a start date of 9/5/2020, at a per diem rate of \$116.63
10. Ms. Abby Bono, with a start date of 8/20/2020, at a per diem rate of \$116.63
11. Ms. Amanda Smorto, with a start date of 8/20/2020, at a per diem rate of \$116.63
12. Ms. Carolee Hajnosz, with a start date of 8/20/2020, at a per diem rate of \$116.63
13. Ms. Chelsea Murray, with a start date of 8/20/2020, at a per diem rate of \$116.63
14. Ms. Kara Morelli, with a start date of 8/20/2020, at a per diem rate of \$116.63
15. Mr. Matthew Young, with a start date of 8/20/2020, at a per diem rate of \$116.63

## vii. Temporary Part Time Special Ed Instructors:

1. Ms. Season Consiglio, with a start date of 8/20/2020, at a per diem rate of \$116.63
2. Ms. Jamie LaBenne, with a start date of 9/5/2020, at a per diem rate of \$116.63

D. Contracted Services

1. None

E. Curriculum

1. Motion to approve purchasing the following, as described in each Accelerate Education quote, respectively.
  - i. [Credit recovery content](#), at a not to exceed cost of \$2,490.00
  - ii. [Regular content](#), at a not to exceed cost of \$156,510.00

F. Technology

1. None

G. Professional Development

1. None

H. Policies

1. Motion to approve updated [B05 - Title IX Policy](#)

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – November 12, 2020 at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Minutes**  
**September 10, 2020**  
**1:00 P.M. – Virtual Meeting**

**Members Present**

- Dr. Doug Arnold
- Ms. Royce Boyd
- Dr. Paul Gallagher
- Mr. William Kanich
- Dr. Tom McInroy
- Mr. Scott Magnetti
- Ms. Lisa Murgas
- Dr. Allen Sell

**Members Absent:**

- Dr. Robert Gildea

**Others Present:**

Ms. Joan Dodge, Board Recorder  
Dr. Malynda Maurer, CEO  
Ms. Karlie Shook, Business Manager

CEO Report: Prior to the Board Meeting, Dr. Maurer provided the attendees with the [CEO Board Report](#).

Financial Report: Prior to the Board Meeting, Mrs. Shook provided the attendees with the [Financial Report](#).

The CPDLF Board meeting started at 1:37 P.M. and was conducted via Zoom due to COVID-19. CPDLF Board President, Ms. Royce Ann Boyd, presided over the Meeting.

- | <u>Item #</u> | <u>Item Description</u>  |
|---------------|--|
| 1             | Call to Order <ul style="list-style-type: none"><li>A. Roll Call</li></ul>   |
| 2             | Approval of Agenda <ul style="list-style-type: none"><li>A. Motion to approve the September 10, 2020 Board Agenda</li></ul> <p style="text-align: center;"><b>Action: Approve 2A</b><br/><b>1st: Tom McInroy</b><br/><b>2nd: Lisa Murgas</b><br/><b>All in favor</b></p>   |
| 3             | Approval of Minutes <ul style="list-style-type: none"><li>A. Motion to approve the draft <a href="#">August 5, 2020 Board of Trustees Meeting Minutes</a></li></ul> <p style="text-align: center;"><b>Action: Approve 3A</b><br/><b>1st: Doug Arnold</b><br/><b>2nd: Bill Kanich</b><br/><b>All in favor</b></p>   |
| 4             | Accept the Financial Reports <ul style="list-style-type: none"><li>A. Motion to accept <a href="#">Budget vs Actual as of August 31, 2020</a></li><li>B. Motion to accept <a href="#">Site Budget vs Actual as of August 31, 2020</a></li><li>C. Motion to accept the <a href="#">List of Payments as of August 31, 2020</a></li></ul> <p style="text-align: center;"><b>Action: Approve 4A, 4B, 4C</b><br/><b>1st: Paul Gallagher</b><br/><b>2nd: Lisa Murgas</b><br/><b>All in favor</b></p> |
| 5             | Old Business <ul style="list-style-type: none"><li>A. None</li></ul>   |
| 6             | New Business <ul style="list-style-type: none"><li>A. Board Business<ul style="list-style-type: none"><li>1. None</li></ul></li></ul>  |

---

## B. General Operations

1. Motion to approve draft [2020-2021 Learner and Learner Coach Guidebook](#)
2. Motion to approve draft [CPDLF Employee Handbook](#)

**Action: Approve 6B1, 6B2**

**1st: Tom McInroy**

**2nd: Allen Sell**

**All in favor**

## C. Personnel

1. Motion to hire the following individuals:
  - i. Temporary Full Time Learning Guides:
    1. Ms. Kelli Mercurio, with a start date of 9/5/2020, at a prorated salary of \$45,249.42
  - ii. Temporary Part Time Learning Guide:
    1. Ms. Andrea Ketcham, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - iii. Temporary Full Time Learning Guides/Instructors:
    1. Ms. Berea Longwell, with a start date of 8/20/2020, at a prorated salary of \$45,249.42
    2. Ms. Erica Dorsch, with a start date of 8/20/2020, at a prorated salary of \$45,249.42
  - iv. Temporary Part Time Learning Guides/Instructors:
    1. Ms. Kalena Smith, with a start date of 8/20/2020, at a per diem rate of \$116.63
    2. Ms. Shana Casey, with a start date of 8/20/2020, at a per diem rate of \$116.63
    3. Ms. Tracey King, with a start date of 8/20/2020, at a per diem rate of \$116.63

- v. Temporary Full Time Special Ed Learning Guide/Instructor
  - 1. Ms. Laura Wilt, with a start date of 8/20/2020, at a prorated salary of \$45,249.42
  
- vi. Temporary Part Time Instructors:
  - 1. Ms. Jean Vasilko, with a start date of 9/5/2020, at a per diem rate of \$116.63
  - 2. Mr. Robert Malcom, with a start date of 9/5/2020, at a per diem rate of \$116.63
  - 3. Ms. Genie Kline, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - 4. Ms. Alyssa Weidlich, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - 5. Ms. Cheri Grimaldi, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - 6. Ms. Joanna Nieves, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - 7. Ms. Melissa Cabo, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - 8. Ms. Zachary Noel, with a start date of 9/5/2020, at a per diem rate of \$116.63
  - 9. Ms. Molly Comperatore, with a start date of 9/5/2020, at a per diem rate of \$116.63
  - 10. Ms. Abby Bono, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - 11. Ms. Amanda Smorto, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - 12. Ms. Carolee Hajnosz, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - 13. Ms. Chelsea Murray, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - 14. Ms. Kara Morelli, with a start date of 8/20/2020, at a per diem rate of \$116.63
  - 15. Mr. Matthew Young, with a start date of 8/20/2020, at a per diem rate of \$116.63

vii. Temporary Part Time Special Ed Instructors:

1. Ms. Season Consiglio, with a start date of 8/20/2020, at a per diem rate of \$116.63
2. Ms. Jamie LaBenne, with a start date of 9/5/2020, at a per diem rate of \$116.63

**Action: Approve C1i, C1ii, C1iii, C1iv, C1v, C1vi, Cviii**  
**1st: Tom McInroy**  
**2nd: Bill Kanich**  
**All in favor**

D. Contracted Services

1. None

E. Curriculum

1. Motion to approve purchasing the following, as described in each Accelerate Education quote, respectively.
  - i. [Credit recovery content](#), at a not to exceed cost of \$2,490.00
  - ii. [Regular content](#), at a not to exceed cost of \$156,510.00

**Action: Approve 6E1i, 6E1ii**  
**1st: Doug Arnold**  
**2nd: Paul Gallagher**  
**All in favor**

F. Technology

1. None

G. Professional Development

1. None

H. Policies

1. Motion to approve updated [B05 - Title IX Policy](#)

**Action: Approve H1**  
**1st: Lisa Murgas**  
**2nd: Paul Gallagher**  
**All in favor**

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn @ 1:44 pm

**Action: Adjourn**  
**1st: Lisa Murgas**  
**2nd: Scott Magnetti**  
**All in favor**

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting –  
November 12, 2020 at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Agenda**  
**1:00 P.M. – Virtual Meeting**

[Conflict of Interest Abstain Memorandum](#)

- [CEO Board Report](#)
  - [Fund Balance Reconciliation](#)
- 

| <u>Item #</u> | <u>Item Description</u>  |
|---------------|--|
| 1             | Call to Order <ul style="list-style-type: none"><li>A. Roll Call</li></ul>   |
| 2             | Approval of Agenda <ul style="list-style-type: none"><li>A. Motion to approve the November 12, 2020 Board Agenda</li></ul>   |
| 3             | Approval of Minutes <ul style="list-style-type: none"><li>A. Motion to approve the draft <a href="#"><u>September 10, 2020 Board of Trustees Meeting Minutes</u></a></li></ul>   |
| 4             | Accept the Financial Reports <ul style="list-style-type: none"><li>A. Motion to accept <a href="#"><u>Budget vs Actual as of October 31, 2020</u></a></li><li>B. Motion to accept <a href="#"><u>Site Budget vs Actual as of October 31, 2020</u></a></li><li>C. Motion to accept the <a href="#"><u>List of Payments as of October 31, 2020</u></a></li></ul> |
| 5             | Old Business <ul style="list-style-type: none"><li>A. None</li></ul>   |
| 6             | New Business <ul style="list-style-type: none"><li>A. Board Business<ul style="list-style-type: none"><li>1. None</li></ul></li></ul>  |

B. General Operations

1. Motion to accept the 2019-2020 [Financial Audit](#) prepared by Young, Oakes, Brown & Company, P.C. for Year Ending June 30, 2020
2. Motion to authorize the Board President, CEO, and Business Manager to review, select, and activate the 2021 employee health, dental, and vision insurance plan
3. Motion to authorize the Board President, CEO, and Business Manager to determine the amount to fund the Individual Employee HSA accounts for payments in January and July of 2021 as necessary based on the chosen employee health plan

C. Personnel

1. Motion to utilize the Fund Balance to pay salaries for Temporary Academic Staff for the 2020-21 school year for an amount not to exceed \$580,000
2. Motion to add the following positions:
  - i. Project Coordinator
  - ii. Administrative Assistant
  - iii. Temporary Full Time Elementary Learning Guide/Instructor

D. Contracted Services

1. Motion to approve [addendum to Connecting the Pieces \(CTP\) Related Services Contract](#), retroactive to August 6, 2020
2. Motion to approve contracting with K-12 Unlimited for Special Education Coordinator Services for the 2020-21 school year beginning January 20, 2021 for a not to exceed cost of \$21,000
3. Motion to approve [Agreement with Charter Choices](#) to provide PIMS-related services, effective September 1, 2020 - August 31, 2021, for a total cost of \$12,000.00, invoiced monthly at \$1,000.00

4. Motion to approve contracting with IU 8 for the services of Mr. Jeff Malaspino as the Extended Campus Cyber Liaison between CPDLF and School Districts, for a not to exceed amount of \$40,000.00 retroactive to August 1, 2020
5. Motion to approve [proposal provided by Rodney Green](#), to provide educational consultation services retroactive to October 5, 2020, for a not to exceed cost of \$5,000.00
6. Motion to approve [contracting with Ms. Karen Eash, Chalkboard Consultants](#), to provide professional development and coaching in Early Childhood Education, effective October 19, 2020 - June 30, 2021, at a not to exceed cost of \$1,000.00

E. Curriculum

1. Motion to approve the purchase of (45) “Kids Better” and (45) “Teens Better” permanent licenses, [from Ripple Effects](#), to provide intervention programs for students and Professional Learning for staff, at a not to exceed cost of \$29,100.00

F. Technology

1. None

G. Professional Development

1. Motion to pay the following individuals a stipend of \$400.00 each for participating in new hire Professional Development
  - i. Abby Bono
  - ii. Melissa Cabo
  - iii. Shana Casey
  - iv. Molly Comperatore
  - v. Season Consiglio
  - vi. Erica Dorsch
  - vii. Cheri Grimaldi
  - viii. Carolee Hajnosz
  - ix. Andrea Ketcham
  - x. Tracey King
  - xi. Genie Kline
  - xii. Berea Longwell

- xiii. Kara Morelli
- xiv. Chelsea Murray
- xv. Joanna Nieves
- xvi. Amanda Smorto
- xvii. Jean Vasilko
- xviii. Alyssa Weidlich
- xix. Laura Wilt
- xx. Matthew Young
- xxi. Emily Yuhás

#### H. Policies

- 1. None

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting –  
January 14, 2021 at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Minutes**

**November 12, 2020**

**1:00 P.M. – Virtual Meeting**

**Members Present**

- Dr. Doug Arnold
- Ms. Royce Boyd
- Dr. Paul Gallagher
- Mr. William Kanich
- Dr. Tom McInroy

**Members Absent:**

- Dr. Robert Gildea
- Mr. Scott Magnetti
- Ms. Lisa Murgas
- Dr. Allen Sell

**Others Present:**

Ms. Joan Dodge, Board Recorder  
Dr. Malynda Maurer, CEO  
Mrs. Kim Salyards, Principal  
Ms. Karlie Shook, Business Manager

[CEO Report](#): Prior to the Board Meeting, Dr. Maurer provided the attendees with the CEO Board Report.

[Financial Report](#): Prior to the Board Meeting, Mrs. Shook provided the attendees with the Financial Report.

The CPDLF Board meeting started at 1:40 P.M. and was conducted via Zoom due to COVID-19. CPDLF Board President, Ms. Royce Ann Boyd, presided over the Meeting.

| <u>Item #</u> | <u>Item Description</u> |
|---------------|-------------------------|
|---------------|-------------------------|

|   |                      |
|---|----------------------|
| 1 | <b>Call to Order</b> |
|---|----------------------|

|  |              |
|--|--------------|
|  | A. Roll Call |
|--|--------------|

2        **Approval of Agenda**

- A. Motion to approve the November 12, 2020 Board Agenda

**Action: Approve 2A**  
**1st: Tom McInroy**  
**2nd: Paul Gallagher**  
**All in favor**

3        Approval of Minutes

- A. Motion to approve the draft [September 10, 2020 Board of Trustees Meeting Minutes](#)

4        **Accept the Financial Reports**

- A. Motion to accept [Budget vs Actual as of October 31, 2020](#)  
B. Motion to accept [Site Budget vs Actual as of October 31, 2020](#)  
C. Motion to accept the [List of Payments as of October 31, 2020](#)

**Action: Approve 3A, 4A, 4B, 4C**  
**1st: Tom McInroy**  
**2nd: Paul Gallagher**  
**All in favor**

5        **Old Business**

- A. None

6        **New Business**

**A. Board Business**

1. None

**B. General Operations**

1. Motion to accept the 2019-2020 [Financial Audit](#) prepared by Young, Oakes, Brown & Company, P.C. for Year Ending June 30, 2020

**Action: Approve 6B1**  
**1st: Doug Arnold**  
**2nd: Tom McInroy**  
**All in favor**

2. Motion to authorize the Board President, CEO, and Business Manager to review, select, and activate the 2021 employee health, dental, and vision insurance plan
3. Motion to authorize the Board President, CEO, and Business Manager to determine the amount to fund the Individual Employee HSA accounts for payments in January and July of 2021 as necessary based on the chosen employee health plan

**Action: Approve 6B2, 6B3**

**1st: Tom McInroy**

**2nd: Bill Kanich**

**All in favor**

### **C. Personnel**

1. Motion to utilize the Fund Balance to pay salaries for Temporary Academic Staff for the 2020-21 school year for an amount not to exceed \$580,000

**Action: Approve 6C1**

**1st: Bill Kanich**

**2nd: Paul Gallagher**

**All in favor**

2. Motion to add the following positions:
  - i. Project Coordinator
  - ii. Administrative Assistant
  - iii. Temporary Full Time Elementary Learning Guide/Instructor

**Action: Approve 6C2**

**1st: Paul Gallagher**

**2nd: Tom McInroy**

**All in favor**

#### **D. Contracted Services**

1. Motion to approve [addendum to Connecting the Pieces \(CTP\) Related Services Contract](#), retroactive to August 6, 2020

**Action: Approve 6D1**

**1st: Paul Gallagher**

**2nd: Doug Arnold**

**All in favor**

2. Motion to approve contracting with K-12 Unlimited for Special Education Coordinator Services for the 2020-21 school year beginning January 20, 2021 for a not to exceed cost of \$21,000

**Action: Approve 6D2**

**1st: Tom McInroy**

**2nd: Paul Gallagher**

**All in favor**

3. Motion to approve [Agreement with Charter Choices](#) to provide PIMS-related services, effective September 1, 2020 - August 31, 2021, for a total cost of \$12,000.00, invoiced monthly at \$1,000.00

**Action: Approve 6D3**

**1st: Bill Kanich**

**2nd: Tom McInroy**

**All in favor**

4. Motion to approve contracting with IU 8 for the services of Mr. Jeff Malaspino as the Extended Campus Cyber Liaison between CPDLF and School Districts, for a not to exceed amount of \$40,000.00 retroactive to August 1, 2020

5. Motion to approve [proposal provided by Rodney Green](#), to provide educational consultation services retroactive to October 5, 2020, for a not to exceed cost of \$5,000.00

6. Motion to approve [contracting with Ms. Karen Eash, Chalkboard Consultants](#), to provide professional development and coaching in Early Childhood Education, effective October 19, 2020 - June 30, 2021, at a not to exceed cost of \$1,000.00

**Action: Approve 6D4, 6D5, 6D6**

**1st: Tom McInroy**

**2nd: Paul Gallagher**

**All in favor**

### **E. Curriculum**

1. Motion to approve the purchase of (45) “Kids Better” and (45) “Teens Better” permanent licenses, [from Ripple Effects](#), to provide intervention programs for students and Professional Learning for staff, at a not to exceed cost of \$29,100.00

**Action: Approve 6E1**

**1st: Doug Arnold**

**2nd: Paul Gallagher**

**All in favor**

### **F. Technology**

1. None

### **G. Professional Development**

1. Motion to pay the following individuals a stipend of \$400.00 each for participating in new hire Professional Development
  - i. Abby Bono
  - ii. Melissa Cabo
  - iii. Shana Casey
  - iv. Molly Comperatore
  - v. Season Consiglio
  - vi. Erica Dorsch
  - vii. Cheri Grimaldi
  - viii. Carolee Hajnosz
  - ix. Andrea Ketcham
  - x. Tracey King
  - xi. Genie Kline

- xii. Berea Longwell
- xiii. Kara Morelli
- xiv. Chelsea Murray
- xv. Joanna Nieves
- xvi. Amanda Smorto
- xvii. Jean Vasilko
- xviii. Alyssa Weidlich
- xix. Laura Wilt
- xx. Matthew Young
- xxi. Emily Yuhás

**Action: Approve 6G1**  
**1st: Bill Kanich**  
**2nd: Doug Arnold**  
**All in favor**

#### **H. Policies**

- 1. None
  
- 7 Additional Discussion Items  
None
  
- 8 Parent Representative  
None
  
- 9 Public Comment  
None
  
- 10 Motion to Adjourn @ 1:46 p.m.  
**Action: Adjourn**  
**1st: Paul Gallagher**  
**2nd: Doug Arnold**  
**All in favor**

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting –  
January 14, 2021 at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Minutes**

**November 12, 2020**

**1:00 P.M. – Virtual Meeting**

**Members Present**

- Dr. Doug Arnold
- Ms. Royce Boyd
- Dr. Paul Gallagher
- Mr. William Kanich
- Dr. Tom McInroy

**Members Absent:**

- Dr. Robert Gildea
- Mr. Scott Magnetti
- Ms. Lisa Murgas
- Dr. Allen Sell

**Others Present:**

Ms. Joan Dodge, Board Recorder  
Dr. Malynda Maurer, CEO  
Mrs. Kim Salyards, Principal  
Ms. Karlie Shook, Business Manager

[CEO Report](#): Prior to the Board Meeting, Dr. Maurer provided the attendees with the CEO Board Report.

[Financial Report](#): Prior to the Board Meeting, Mrs. Shook provided the attendees with the Financial Report.

The CPDLF Board meeting started at 1:40 P.M. and was conducted via Zoom due to COVID-19. CPDLF Board President, Ms. Royce Ann Boyd, presided over the Meeting.

| <u>Item #</u> | <u>Item Description</u> |
|---------------|-------------------------|
|---------------|-------------------------|

|   |                      |
|---|----------------------|
| 1 | <b>Call to Order</b> |
|---|----------------------|

|  |              |
|--|--------------|
|  | A. Roll Call |
|--|--------------|

2        **Approval of Agenda**

- A. Motion to approve the November 12, 2020 Board Agenda

**Action: Approve 2A**  
**1st: Tom McInroy**  
**2nd: Paul Gallagher**  
**All in favor**

3        Approval of Minutes

- A. Motion to approve the draft [September 10, 2020 Board of Trustees Meeting Minutes](#)

4        **Accept the Financial Reports**

- A. Motion to accept [Budget vs Actual as of October 31, 2020](#)  
B. Motion to accept [Site Budget vs Actual as of October 31, 2020](#)  
C. Motion to accept the [List of Payments as of October 31, 2020](#)

**Action: Approve 3A, 4A, 4B, 4C**  
**1st: Tom McInroy**  
**2nd: Paul Gallagher**  
**All in favor**

5        **Old Business**

- A. None

6        **New Business**

**A. Board Business**

1. None

**B. General Operations**

1. Motion to accept the 2019-2020 [Financial Audit](#) prepared by Young, Oakes, Brown & Company, P.C. for Year Ending June 30, 2020

**Action: Approve 6B1**  
**1st: Doug Arnold**  
**2nd: Tom McInroy**  
**All in favor**

2. Motion to authorize the Board President, CEO, and Business Manager to review, select, and activate the 2021 employee health, dental, and vision insurance plan
3. Motion to authorize the Board President, CEO, and Business Manager to determine the amount to fund the Individual Employee HSA accounts for payments in January and July of 2021 as necessary based on the chosen employee health plan

**Action: Approve 6B2, 6B3**

**1st: Tom McInroy**

**2nd: Bill Kanich**

**All in favor**

### **C. Personnel**

1. Motion to utilize the Fund Balance to pay salaries for Temporary Academic Staff for the 2020-21 school year for an amount not to exceed \$580,000

**Action: Approve 6C1**

**1st: Bill Kanich**

**2nd: Paul Gallagher**

**All in favor**

2. Motion to add the following positions:
  - i. Project Coordinator
  - ii. Administrative Assistant
  - iii. Temporary Full Time Elementary Learning Guide/Instructor

**Action: Approve 6C2**

**1st: Paul Gallagher**

**2nd: Tom McInroy**

**All in favor**

#### **D. Contracted Services**

1. Motion to approve [addendum to Connecting the Pieces \(CTP\) Related Services Contract](#), retroactive to August 6, 2020

**Action: Approve 6D1**

**1st: Paul Gallagher**

**2nd: Doug Arnold**

**All in favor**

2. Motion to approve contracting with K-12 Unlimited for Special Education Coordinator Services for the 2020-21 school year beginning January 20, 2021 for a not to exceed cost of \$21,000

**Action: Approve 6D2**

**1st: Tom McInroy**

**2nd: Paul Gallagher**

**All in favor**

3. Motion to approve [Agreement with Charter Choices](#) to provide PIMS-related services, effective September 1, 2020 - August 31, 2021, for a total cost of \$12,000.00, invoiced monthly at \$1,000.00

**Action: Approve 6D3**

**1st: Bill Kanich**

**2nd: Tom McInroy**

**All in favor**

4. Motion to approve contracting with IU 8 for the services of Mr. Jeff Malaspino as the Extended Campus Cyber Liaison between CPDLF and School Districts, for a not to exceed amount of \$40,000.00 retroactive to August 1, 2020

5. Motion to approve [proposal provided by Rodney Green](#), to provide educational consultation services retroactive to October 5, 2020, for a not to exceed cost of \$5,000.00

6. Motion to approve [contracting with Ms. Karen Eash, Chalkboard Consultants](#), to provide professional development and coaching in Early Childhood Education, effective October 19, 2020 - June 30, 2021, at a not to exceed cost of \$1,000.00

**Action: Approve 6D4, 6D5, 6D6**

**1st: Tom McInroy**

**2nd: Paul Gallagher**

**All in favor**

### **E. Curriculum**

1. Motion to approve the purchase of (45) “Kids Better” and (45) “Teens Better” permanent licenses, [from Ripple Effects](#), to provide intervention programs for students and Professional Learning for staff, at a not to exceed cost of \$29,100.00

**Action: Approve 6E1**

**1st: Doug Arnold**

**2nd: Paul Gallagher**

**All in favor**

### **F. Technology**

1. None

### **G. Professional Development**

1. Motion to pay the following individuals a stipend of \$400.00 each for participating in new hire Professional Development
  - i. Abby Bono
  - ii. Melissa Cabo
  - iii. Shana Casey
  - iv. Molly Comperatore
  - v. Season Consiglio
  - vi. Erica Dorsch
  - vii. Cheri Grimaldi
  - viii. Carolee Hajnosz
  - ix. Andrea Ketcham
  - x. Tracey King
  - xi. Genie Kline

- xii. Berea Longwell
- xiii. Kara Morelli
- xiv. Chelsea Murray
- xv. Joanna Nieves
- xvi. Amanda Smorto
- xvii. Jean Vasilko
- xviii. Alyssa Weidlich
- xix. Laura Wilt
- xx. Matthew Young
- xxi. Emily Yuhás

**Action: Approve 6G1**  
**1st: Bill Kanich**  
**2nd: Doug Arnold**  
**All in favor**

#### **H. Policies**

- 1. None
  
- 7 Additional Discussion Items  
None
  
- 8 Parent Representative  
None
  
- 9 Public Comment  
None
  
- 10 Motion to Adjourn @ 1:46 p.m.  
**Action: Adjourn**  
**1st: Paul Gallagher**  
**2nd: Doug Arnold**  
**All in favor**

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting –  
January 14, 2021 at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Agenda**  
**January 14, 2021**  
**1:00 P.M. – Virtual Meeting via Zoom**

[Conflict of Interest Abstain Memorandum](#)

- [CEO Board Report](#)
- [Fund Balance Reconciliation](#)

---

| <u>Item #</u> | <u>Item Description</u>  |
|---------------|--|
| 1             | Call to Order<br><br>A. Roll Call  |
| 2             | Approval of Agenda<br><br>A. Motion to approve the January 14, 2021 Board Agenda   |
| 3             | Approval of Minutes<br><br>A. Motion to approve the <a href="#"><u>draft November 12, 2020 Board of Trustees Meeting Minutes</u></a>   |
| 4             | Accept the Financial Reports<br><br>A. Motion to accept <a href="#"><u>Budget vs Actual as of December 31, 2020</u></a><br>B. Motion to accept <a href="#"><u>Site Budget vs Actual as of December 31, 2020</u></a><br>C. Motion to accept the <a href="#"><u>List of Payments as of December 31, 2020</u></a> |
| 5             | Old Business<br><br>A. None  |
| 6             | New Business<br><br>A. Motion to accept the resignation of Dr. Bob Gildea as CPDLF Board Secretary retroactive to November 15, 2020.<br><i>(Dr. Gildea remains a CPDLF Board Member)</i><br><br>B. Motion to appoint Dr. Paul Gallagher as CPDLF Board Secretary, retroactive to November 30, 2020             |

C. General Operations

1. Motion to acknowledge the [Attestation to the CPDLF Health and Safety Plan](#) submitted to PDE by Dr. Malynnda Maurer on November 30, 2020.
2. Motion to acknowledge the [Updated Phased School Health and Safety Plan - November 30, 2020](#)
3. Motion to approve the renewal of the following Health Insurance Plans for January 1 - December 31, 2021
  - a. [Medical - UPMC Gold HSA PPO \\$2,100/\\$4,200 - Premium Network](#)
  - b. [Vision - Highmark Fashion Advantage Gold - Opt V](#)
  - c. [Dental - Highmark - Blue Edge FPlan 3W 50/150 1500](#)
4. Motion to approve the renewal of CPDLF funding Individual Employee HSA accounts with an increase to match the increase of the health plan deductible in two payments for a total of \$1,600 Single plan and \$3,200 for a Family plan,
  - a. January 2021 - \$800 Single /\$1,600 Family
  - b. July 2021 - \$800 Single/\$1,600 Family
5. Motion to approve offering a stipend that aligns to the funding of Individual HSA accounts to employees who did not utilize our medical insurance. Total possible stipend \$1,600 Single plan and \$3,200 for a Family plan. Employee must not have utilized our medical insurance benefit for the entire period as listed:
  - a. Period: January 2021 to June 2021, Stipend paid in July 2021 - \$800 single/\$1,600 family
  - b. Period: July 2021 to December 2021, Stipend paid in January 2022 - \$800 single/\$1,600 family

D. Personnel

1. Motion to approve the creation of the following positions
  - a. PT Administrative Assistant (#2 position)
  - b. Project Coordinator (#2 position)
  - c. Project Support
  - d. Support Team Leader
  - e. Site Coordinator - Stroudsburg Learning Center  
\*Note: Job Description for March approval
  - f. Teaching and Learning Support - Academic Year  
\*Note: Job Description for March approval
  - g. Teaching and Learning Support - Summer  
\*Note: Job Description for March approval
2. Motion to approve the job following job descriptions
  - a. [PT Administrative Assistant](#)
  - b. [Project Coordinator](#)
  - c. [Project Support](#)
  - d. [Support Team Leader](#)
  - e. [Director of Teaching and Learning](#)
3. Motion to approve hiring the following new employees:
  - a. Ms. Jennifer McConnell, Part-Time Administrative Assistant, retroactive to January 4, 2021, at an hourly rate of \$13.00 per hour
  - b. Ms. Michelle Reilly, Full-Time Project Support, retroactive to January 11, 2021, for an annual salary of \$34,297.89 pro-rated to the number of days remaining on the 2020-21 Calendar for 12 month employees.
  - c. Mr. Nicholas Roman, Full-Time Project Coordinator, retroactive to January 11, 2021, for an annual salary of \$45,525.40 pro-rated to the number of days remaining on the 2020-21

Calendar for 12 month employees.

- d. Ms. Alyssa Maurer, Full-Time Project Coordinator, effective January 18, 2021, \$44,025.40 pro-rated to the number of days remaining on the 2020-21 Calendar for 12 month employees.
- e. Ms. Jamie Saylor, Temporary Full-Time Learning Guide/Instructor, effective January 19, 2021, for an annual salary of \$45,249.42 pro-rated to the number of days remaining on the Academic Calendar.

4. Motion to approve the following for current staff:

- a. Transfer Mrs. Kelli Mercurio from Temporary Full Time Academic Staff to Temporary Full Time Support Staff for 217 days and add Stroudsburg Learning Center Site Coordinator to her responsibilities, retroactive to January 11, 2021 with an increase of \$3,221.12 for the remainder of the 2020-21 school year for a total annual salary of \$47,418.67.
- b. Addition of two supplemental positions under Teaching and Learning Support for Dr. Stephenie Schroth, retroactive to January 4, 2021,
  - 1. Teaching and Learning Support - Academic Year - \$6,839.70 for the period of January 4, 2021 to June 4, 2021
  - 2. Teaching and Learning Support - Summer - \$5,211.20 Stipend divided into two pays for the period of June 7, 2021 to August 6, 2021
- c. Promotion of Mrs. Joan (Dodge) Horsey to Support Staff Leader, retroactive to January 4, 2021, including increasing the number of working days to 242 from 217 for an annual salary of \$57,017.59 pro-rated
- d. Increase of salary by \$10,000 for Mrs. Deanna

Mayers due addition of supervision to her job description for a pro-rated change of salary from \$71,400 to \$81,400 annually

5. Motion to update to PTO Buyback program
  - a. From Current: At the end of each school year, any unused paid days off (PTO or sick) may be carried over to the next school year. All employees may accumulate up to 40 days in banked PTO, with no limit on the number of banked sick days. After accumulating 30 PTO days, employees may begin to buy back banked PTO days at \$100/day for up to 5 days per year. Banked sick days are paid out at retirement.
  - b. To Updated: At the end of each school year, any unused paid days off (PTO or sick) may be carried over to the next school year. All employees may accumulate up to 45 days in banked PTO, with no limit on the number of banked sick days. After accumulating 30 PTO days, employees may begin to buy back banked PTO days at 80% of the employee's current daily rate of pay for up to 10 days per year for days banked above 30 at any time during the year. Unused PTO days above the banked limit of 45 will be lost. At retirement, banked PTO days are paid out at retirement at \$100 per day. Banked sick days are paid out at retirement at the current daily rate of the employee at \$100 per day. Banked PTO and sick days are lost when an employee is no longer employed by CPDLF unless a request is made to transfer the days to another institution.
6. Motion to acknowledge the resignation of Mrs. Bonnie Waltz, Part-Time Special Education Learning Guide, effective January 11, 2021.
7. Motion to acknowledge the resignation of Brianne Hilger, Social Wellness Emotional Coordinator, effective January 29, 2021.
8. Motion to terminate the employment of the following:

- a. Ms. Kalena Smith, Part-Time Temporary Learning Guide/Instructor, effective September 23, 2020.
- b. Mr. Zachary Noel, Part-Time Temporary Instructor, effective September 15, 2020.
- c. Ms. Carolee Hajnosz, Part-time Temporary Instructor, effective October 22, 2020.
- d. Ms. Cheri Grimaldi, Part-time Temporary Instructor, effective January 8, 2021.

E. Contracted Services

1. Motion to approve [agreement with McGarvey Educational Services](#) to provide Leadership Coaching, effective December 1, 2020 - June 30, 2021, at a not to exceed cost of \$7,000.00
2. Motion to accept the [IU8 Gifted IEP Management Proposal](#) to provide gifted support services (Option 2), effective December 1, 2020 - June 30, 2021, at a not to exceed cost up to \$5,700.00
3. Motion to approve agreement with BSW Consulting to provide Special Education Coordinator services, effective January 20, 2021 to June 30, 2021 for a not to exceed cost of \$17,495.

F. Curriculum

1. Motion to approve purchase of 3 teacher licences from Study.Com for curriculum content, December 1, 2020 - December 1, 2021, at a not to exceed cost of \$1,437.00

G. Technology

1. None

H. Professional Development

1. Motion to approve to pay Ms. Jamie Saylor a stipend of \$400 upon completion of assigned professional development before her effective hire date.

I. Policies

1. Motion to approve the updated [Right to Know Policy](#)

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – March 11, 2021  
at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635  
[www.cpdf.org](http://www.cpdf.org)

Website:

---

**CPDLF Board of Trustees Meeting Minutes**  
**January 14, 2021**  
**1:00 P.M. – Virtual Meeting via Zoom**

**Members Present**

- Dr. Doug Arnold
- Dr. Paul Gallagher
- Dr. Robert Gildea
- Mr. William Kanich
- Dr. Tom McInroy
- Ms. Lisa Murgas
- Dr. Allen Sell

**Members Absent:**

- Ms. Royce Boyd
- Mr. Scott Magnetti

**Others Present:**

Mrs. Joan Horsey, Board Recorder  
Dr. Malynda Maurer, CEO  
Mrs. Kim Salyards, Principal  
Ms. Karlie Shook, Business Manager

**CEO Report:** Prior to the Board Meeting, Dr. Maurer provided the attendees with the CEO Board Report.

**Financial Report:** Prior to the Board meeting, Mrs. Shook provided the attendees with the Financial Report.

Dr. Paul Gallagher presided over the meeting, which was held via Zoom.

- | <u>Item #</u> | <u>Item Description</u>   |
|---------------|---|
| 1             | Call to Order<br><br>A. Roll Call   |
| 2             | Approval of Agenda<br><br>A. Motion to approve the January 14, 2021 Board Agenda  |
| 3             | Approval of Minutes<br><br>A. Motion to approve the <a href="#">draft November 12, 2020 Board of Trustees Meeting Minutes</a><br><br><b>Action: Approve 2A, 3A</b><br><b>1st: Lisa Murgas</b><br><b>2nd: Doug Arnold</b><br><b>All in favor</b>   |
| 4             | Accept the Financial Reports<br><br>A. Motion to accept <a href="#">Budget vs Actual as of December 31, 2020</a><br>B. Motion to accept <a href="#">Site Budget vs Actual as of December 31, 2020</a><br>C. Motion to accept the <a href="#">List of Payments as of December 31, 2020</a><br><br><b>Action: Approve 4A, 4B, 4C</b><br><b>1st: Lisa Murgas</b><br><b>2nd: Bill Kanich</b><br><b>All in favor</b> |
| 5             | Old Business<br><br>A. None   |
| 6             | New Business<br><br>A. Motion to accept the resignation of Dr. Bob Gildea as CPDLF Board Secretary retroactive to November 15, 2020.<br><i>(Dr. Gildea remains a CPDLF Board Member)</i><br><br><b>Action: Approve 6A (Dr. Bob Gildea abstained)</b><br><b>1st: Doug Arnold</b><br><b>2nd: Lisa Murgas</b><br><b>All in favor</b>   |

- 
- B. Motion to appoint Dr. Paul Gallagher as CPDLF Board Secretary, retroactive to November 30, 2020

**Action: Approve 6B (*Dr. Paul Gallagher abstained*)**

**1st: Bob Gildea**

**2nd: Lisa Murgas**

**All in favor**

- C. General Operations

1. Motion to acknowledge the [Attestation to the CPDLF Health and Safety Plan](#) submitted to PDE by Dr. Malynnda Maurer on November 30, 2020.
2. Motion to acknowledge the [Updated Phased School Health and Safety Plan - November 30, 2020](#)
3. Motion to approve the renewal of the following Health Insurance Plans for January 1 - December 31, 2021
  - a. [Medical - UPMC Gold HSA PPO \\$2,100/\\$4,200 - Premium Network](#)
  - b. [Vision - Highmark Fashion Advantage Gold - Opt V](#)
  - c. [Dental - Highmark - Blue Edge FPlan 3W 50/150 1500](#)

**Action: Approve 6C1, 6C2, 6C3a-c**

**1st: Doug Arnold**

**2nd: Lisa Murgas**

**All in favor**

4. Motion to approve the renewal of CPDLF funding Individual Employee HSA accounts with an increase to match the increase of the health plan deductible in two payments for a total of \$1,600 Single plan and \$3,200 for a Family plan,
  - a. January 2021 - \$800 Single /\$1,600 Family
  - b. July 2021 - \$800 Single/\$1,600 Family

**Action: Approve 6C4a, 6C4b**

**1st: Doug Arnold**

**2nd: Bob Gildea**

**All in favor**

5. Motion to approve offering a stipend that aligns to the funding of Individual HSA accounts to employees who did not utilize our medical insurance. Total possible stipend \$1,600 Single plan and \$3,200 for a Family plan. Employee must not have utilized our medical insurance benefit for the entire period as listed:
  - a. Period: January 2021 to June 2021, Stipend paid in July 2021 - \$800 single/\$1,600 family
  - b. Period: July 2021 to December 2021, Stipend paid in January 2022 - \$800 single/\$1,600 family

**Action: Approve 6C5a, 6C5b**

**1st: Doug Arnold**

**2nd: Lisa Murgas**

**All in favor**

#### D. Personnel

1. Motion to approve the creation of the following positions
  - a. PT Administrative Assistant (#2 position)
  - b. Project Coordinator (#2 position)
  - c. Project Support
  - d. Support Team Leader
  - e. Site Coordinator - Stroudsburg Learning Center  
\*Note: Job Description for March approval
  - f. Teaching and Learning Support - Academic Year  
\*Note: Job Description for March approval
  - g. Teaching and Learning Support - Summer  
\*Note: Job Description for March approval

**Action: Approve 6D1a-6D1g**

**1st: Bill Kanich**

**2nd: Doug Arnold**

**All in favor**

2. Motion to approve the job following job descriptions

- a. [PT Administrative Assistant](#)
- b. [Project Coordinator](#)
- c. [Project Support](#)
- d. [Support Team Leader](#)
- e. [Director of Teaching and Learning](#)

**Action: Approve 6D2a-6D1e**

**1st: Lisa Murgas**

**2nd: Doug Arnold**

**All in favor**

3. Motion to approve hiring the following new employees:

- a. Ms. Jennifer McConnell, Part-Time Administrative Assistant, retroactive to January 4, 2021, at an hourly rate of \$13.00 per hour
- b. Ms. Michelle Reilly, Full-Time Project Support, retroactive to January 11, 2021, for an annual salary of \$34,297.89 pro-rated to the number of days remaining on the 2020-21 Calendar for 12 month employees.
- c. Mr. Nicholas Roman, Full-Time Project Coordinator, retroactive to January 11, 2021, for an annual salary of \$45,525.40 pro-rated to the number of days remaining on the 2020-21 Calendar for 12 month employees.
- d. Ms. Alyssa Maurer, Full-Time Project Coordinator, effective January 18, 2021, \$44,025.40 pro-rated to the number of days remaining on the 2020-21 Calendar for 12 month employees.

- 
- e. Ms. Jamie Saylor, Temporary Full-Time Learning Guide/Instructor, effective January 19, 2021, for an annual salary of \$45,249.42 pro-rated to the number of days remaining on the Academic Calendar.

**Action: Approve 6D3a-6D3e**

**1st: Doug Arnold**

**2nd: Allen Sell**

**All in favor**

- 4. Motion to approve the following for current staff:
  - a. Transfer Mrs. Kelli Mercurio from Temporary Full Time Academic Staff to Temporary Full Time Support Staff for 217 days and add Stroudsburg Learning Center Site Coordinator to her responsibilities, retroactive to January 11, 2021 with an increase of \$3,221.12 for the remainder of the 2020-21 school year for a total annual salary of \$47,418.67.
  - b. Addition of two supplemental positions under Teaching and Learning Support for Dr. Stephenie Schroth, retroactive to January 4, 2021,
    - 1. Teaching and Learning Support - Academic Year - \$6,839.70 for the period of January 4, 2021 to June 4, 2021
    - 2. Teaching and Learning Support - Summer - \$5,211.20 Stipend divided into to two pays for the period of June 7, 2021 to August 6, 2021
  - c. Promotion of Mrs. Joan (Dodge) Horsey to Support Staff Leader, retroactive to January 4, 2021, including increasing the number of working days to 242 from 217 for an annual salary of \$57,017.59 pro-rated

- d. Increase of salary by \$10,000 for Mrs. Deanna Mayers due addition of supervision to her job description for a pro-rated change of salary from \$71,400 to \$81,400 annually

**Action: Approve 6D4a-6D4d**

**1st: Allen Sell**

**2nd: Bob Gildea**

**All in favor**

5. Motion to update to PTO Buyback program

- a. From Current: At the end of each school year, any unused paid days off (PTO or sick) may be carried over to the next school year. All employees may accumulate up to 40 days in banked PTO, with no limit on the number of banked sick days. After accumulating 30 PTO days, employees may begin to buy back banked PTO days at \$100/day for up to 5 days per year. Banked sick days are paid out at retirement.
- b. To Updated: At the end of each school year, any unused paid days off (PTO or sick) may be carried over to the next school year. All employees may accumulate up to 45 days in banked PTO, with no limit on the number of banked sick days. After accumulating 30 PTO days, employees may begin to buy back banked PTO days at 80% of the employee's current daily rate of pay for up to 10 days per year for days banked above 30 at any time during the year. Unused PTO days above the banked limit of 45 will be lost. At retirement, banked PTO days are paid out at retirement at \$100 per day. Banked sick days are paid out at retirement at the current daily rate of the employee at \$100 per day. Banked PTO and sick days are lost when an employee is no longer employed by CPDLF unless a request is made to transfer the days to another institution.

**Action: Approve 6D5, with noted changes**

**1st: Bob Gildea**

**2nd: Doug Arnold**

**All in favor**

6. Motion to acknowledge the resignation of Mrs. Bonnie Waltz, Part-Time Special Education Learning Guide, effective January 11, 2021.
7. Motion to acknowledge the resignation of Brianne Hilger, Social Wellness Emotional Coordinator, effective January 29, 2021.

**Action: Approve 6D6, 6D7**

**1st: Lisa Murgas**

**2nd: Doug Arnold**

**All in favor**

8. Motion to terminate the employment of the following:
  - a. Ms. Kalena Smith, Part-Time Temporary Learning Guide/Instructor, effective September 23, 2020.
  - b. Mr. Zachary Noel, Part-Time Temporary Instructor, effective September 15, 2020.
  - c. Ms. Carolee Hajnosz, Part-time Temporary Instructor, effective October 22, 2020.
  - d. Ms. Cheri Grimaldi, Part-time Temporary Instructor, effective January 8, 2021.

**Action: Approve 6D8a-6D8d**

**1st: Bill Kanich**

**2nd: Doug Arnold**

**All in favor**

E. Contracted Services

1. Motion to approve [agreement with McGarvey Educational Services](#) to provide Leadership Coaching, effective December 1, 2020 - June 30, 2021, at a not to exceed cost of \$7,000.00
2. Motion to accept the [IU8 Gifted IEP Management Proposal](#) to provide gifted support services (Option 2), effective December 1, 2020 - June 30, 2021, at a not to exceed cost up to \$5,700.00

3. Motion to approve agreement with BSW Consulting to provide Special Education Coordinator services, effective January 20, 2021 to June 30, 2021 for a not to exceed cost of \$17,495.

**Action: Approve 6DE1-6D3**

**1st: Doug Arnold**

**2nd: Allen Sell**

**All in favor**

#### F. Curriculum

1. Motion to approve purchase of 3 teacher licences from Study.Com for curriculum content, December 1, 2020 - December 1, 2021, at a not to exceed cost of \$1,437.00

**Action: Approve 6F1**

**1st: Lisa Murgas**

**2nd: Bill Kanich**

**All in favor**

#### G. Technology

1. None

#### H. Professional Development

1. Motion to approve to pay Ms. Jamie Saylor a stipend of \$400 upon completion of assigned professional development before her effective hire date.

**Action: Approve 6H1**

**1st: Doug Arnold**

**2nd: Allen Sell**

**All in favor**

#### I. Policies

1. Motion to approve the updated [Right to Know Policy](#)

**Action: Approve 6I1**

**1st: Bob Gildea**

**2nd: Doug Arnold**

**All in favor**

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn  
**Action: Adjourn**  
**1st: Lisa Murgas**  
**2nd: Allen Sell**  
**All in favor**

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – May 13, 2021  
at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635  
[www.cpdf.org](http://www.cpdf.org)

Website:

---

**CPDLF Board of Trustees Meeting Agenda**  
**March 11, 2021**  
**1:00 P.M. – Virtual Meeting via Zoom**

[Conflict of Interest Abstain Memorandum](#)

- [CEO Board Report](#)
- [Fund Balance Reconciliation](#)

---

| <u>Item #</u> | <u>Item Description</u>   |
|---------------|---|
| 1             | Call to Order<br><br>A. Roll Call   |
| 2             | Approval of Agenda<br><br>A. Motion to approve the March 11, 2021 Board Agenda  |
| 3             | Approval of Minutes<br><br>A. Motion to approve the <a href="#">draft January 14, 2021 Board of Trustees Meeting Minutes</a>  |
| 4             | Accept the Financial Reports<br><br>A. Motion to accept <a href="#">Budget vs Actual as of February 28, 2021</a><br>B. Motion to accept <a href="#">Site Budget vs Actual as of February 28, 2021</a><br>C. Motion to accept the <a href="#">List of Payments as of February 28, 2021</a> |
| 5             | Old Business<br><br>A. None   |
| 6             | New Business<br><br>A. Board Business<br>B. General Operations<br><br>1. Motion to approve the <a href="#">2021-22 CPDLF School Calendar</a>  |

C. Personnel

1. None

D. Contracted Services

1. Motion to accept [proposal from Renegade Consulting Services, Inc.](#) to provide leadership coaching to Mrs. Joan Horsey, from March 2021-August 2021, for a not to exceed cost of \$3,000.00

E. Curriculum

1. None

F. Technology

1. None

G. Professional Development

1. None

H. Policies

First Read (FR): Policies for review; proposed agenda items for May 13, 2021 CPDLF Board Meeting:

- [Act 110 Policy](#)
1. Motion to approve [C04 - Visitation to School/Classroom Policy](#)

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – May 13, 2021 at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Minutes**  
**March 11, 2021**  
**1:00 P.M. – Virtual Meeting via Zoom**

**Members Present**

- Ms. Royce Boyd
- Dr. Paul Gallagher
- Dr. Robert Gildea
- Mr. William Kanich
- Dr. Tom McInroy
- Ms. Lisa Murgas
- Dr. Allen Sell

**Members Absent:**

- Dr. Doug Arnold
- Mr. Scott Magnetti

**Others Present:**

Mrs. Joan Horsey, Board Recorder  
Ms. Alyssa Maurer, Project Coordinator  
Dr. Malynda Maurer, CEO  
Mrs. Deanna Mayers, Director of Teaching and Learning  
Mrs. Kim Salyards, Principal  
Ms. Karlie Shook, Business Manager

**CEO Report:** Prior to the Board Meeting, Dr. Maurer provided the attendees with the CEO Board Report.

**Fund Balance Reconciliation:** Prior to the Board meeting, Mrs. Shook provided the attendees with the Financial Report.

Ms. Royce Ann Boyd presided over the meeting which was held via Zoom and started at 1:57p.m.

- | <u>Item #</u> | <u>Item Description</u>   |
|---------------|---|
| 1             | Call to Order <ul style="list-style-type: none"><li>A. Roll Call</li></ul>  |
| 2             | Approval of Agenda <ul style="list-style-type: none"><li>A. Motion to approve the March 11, 2021 Board Agenda<br/><br/><b>Action: Approve 2A</b><br/><b>1st: Lisa Murgas</b><br/><b>2nd: Paul Gallagher</b><br/><b>All in favor</b></li></ul>   |
| 3             | Approval of Minutes <ul style="list-style-type: none"><li>A. Motion to approve the <a href="#">draft January 14, 2021 Board of Trustees Meeting Minutes</a><br/><br/><b>Action: Approve 3A</b><br/><b>1st: Paul Gallagher</b><br/><b>2nd: Lisa Murgas</b><br/><b>All in favor</b></li></ul>   |
| 4             | Accept the Financial Reports <ul style="list-style-type: none"><li>A. Motion to accept <a href="#">Budget vs Actual as of February 28, 2021</a></li><li>B. Motion to accept <a href="#">Site Budget vs Actual as of February 28, 2021</a></li><li>C. Motion to accept the <a href="#">List of Payments as of February 28, 2021</a><br/><br/><b>Action: Approve 3A, 3B, 3C</b><br/><b>1st: Paul Gallagher</b><br/><b>2nd: Bob Gildea</b><br/><b>All in favor</b></li></ul> |
| 5             | Old Business <ul style="list-style-type: none"><li>A. None</li></ul>  |
| 6             | New Business <ul style="list-style-type: none"><li>A. Board Business<ul style="list-style-type: none"><li>1. None</li></ul></li></ul>   |

B. General Operations

1. Motion to approve the [2021-22 CPDLF School Calendar](#)

**Action: Approve 6B1**

**1st: Tom McInroy**

**2nd: Lisa Murgas**

**All in favor**

C. Personnel

1. None

D. Contracted Services

1. Motion to accept [proposal from Renegade Consulting Services, Inc.](#) to provide leadership coaching to Mrs. Joan Horsey, from March 2021-August 2021, for a not to exceed cost of \$3,000.00

**Action: Approve 6D1**

**1st: Paul Gallagher**

**2nd: Bill Kanich**

**All in favor**

E. Curriculum

1. None

F. Technology

1. None

G. Professional Development

1. None

H. Policies

First Read (FR): Policies for review; proposed agenda item for May 13, 2021 CPDLF Board Meeting:

- [Act 110 Policy](#)

*H. Policies (continued)*

1. Motion to approve [C04 - Visitation to School/Classroom Policy](#)

**Action: Approve**  
**1st: Tom McInRoy**  
**2nd: Allen Sell**  
**All in favor**

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn @ 2:23pm

**Action: Approve Adjournment**  
**1st: Tom McInroy**  
**2nd: Lisa Murgas**  
**All in favor**

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – May 13, 2021  
at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Agenda**  
**May 13, 2021**  
**1:00 P.M. – Virtual Meeting via Zoom**

[Conflict of Interest Abstain Memorandum](#)

- [CEO Board Report](#)
- [Fund Balance Reconciliation](#)

---

| <u>Item #</u> | <u>Item Description</u>  |
|---------------|--|
| 1             | Call to Order <ul style="list-style-type: none"><li>A. Roll Call</li></ul>   |
| 2             | Approval of Agenda <ul style="list-style-type: none"><li>A. Motion to approve the May 13, 2021 Board Agenda</li></ul>  |
| 3             | Approval of Minutes <ul style="list-style-type: none"><li>A. Motion to approve the <a href="#"><u>draft March 11, 2021 Board of Trustees Meeting Minutes</u></a></li></ul>   |
| 4             | Accept the Financial Reports <ul style="list-style-type: none"><li>A. Motion to accept <a href="#"><u>Budget vs Actual</u></a> as of April 30, 2021</li><li>B. Motion to accept <a href="#"><u>Site Budget vs Actual</u></a> as of April 30, 2021</li><li>C. Motion to accept the <a href="#"><u>List of Payments</u></a> as of April 30, 2021</li></ul> |
| 5             | Old Business <ul style="list-style-type: none"><li>A. None</li></ul>   |
| 6             | New Business <ul style="list-style-type: none"><li>A. Board Business</li><li>B. General Operations<ul style="list-style-type: none"><li>1. Motion to approve the preliminary <a href="#"><u>Draft 2021-22 Budget</u></a></li></ul></li></ul>   |

for approval in June

2. Motion to approve entering into a [License Agreement with LOGAN VALLEY REALTY LLC, LOGAN VALLEY CH LLC, LOGAN VALLEY NASSIM LLC](#) for Space # 743 at the Logan Valley Mall, for a 1-year term, at a not to exceed cost of \$1,500.00/month, effective within 30 days of approval of the Charter Amendment Request from PDE
3. Motion to adopt the [Board Resolution](#) for Approval of License Agreement for Space #743 at the Logan Valley Mall with LOGAN VALLEY REALTY LLC, LOGAN VALLEY CH LLC, LOGAN VALLEY NASSIM LLC
4. Motion to approve the [Charter Amendment Request](#) to PDE for the opening of a third facility at the Logan Valley Mall, Goods Lane, Altoona, PA 16602

#### C. Personnel

1. Motion to approve the [CPDLF 2021-22 Salaries](#)
2. Motion to accept resignation of Ms. Teresa Black, 10 Month, Part Time Instructor, effective June 4, 2021
3. Motion to approve the [Site Coordinator Job Description](#)
4. Motion to approve the updated [Social Emotional Wellness Coordinator Job Description](#)
5. Motion to approve promoting Kelli Mercurio to the position of Social Emotional Wellness Coordinator, at a salary of \$48,367.04 for 217 days for the 2021-2022 school year, effective July 1, 2021
6. Motion to create the position of Office Manager
7. Motion to approve the [Office Manager](#) job description
8. Motion to approve Mr. Travis Weyandt as 2020-21 ESY Instructor for a stipend amount not to exceed \$1,455.12
9. Motion to appoint Mrs. Kim Salyards as Special

Education Director

10. Motion to hire the following teachers to teach summer school, from June 7 to July 23, 2021, for a rate of \$75 per student per course

- a. Abby Bono
- b. Patricia Murtha
- c. Matthew Young
- d. Stephenie Schroth
- e. Season Consiglio
- f. Joanna Nieves
- g. Laura Wilt
- h. Amanda Smorto
- i. Chelsea Murray

D. Contracted Services

1. None

E. Curriculum

1. Motion to approve [recommended list of seniors for Class of 2021 graduation](#)

F. Technology

1. Motion to approve the quote for the [IU 8 Canvas/Alma Integration for the 2021-22 school year](#), at a not to exceed cost of \$4,750.00
2. Motion to approve the [proposal from AspirEDU for Grade Guardian](#), for student performance analytics, with a one-time implementation cost of \$2,000.00 and an annual subscription fee \$3,000.00

G. Professional Development

1. None

H. Policies

1. Motion to approve [S41 - Discipline of Student Convicted/Adjudicated of Sexual Assault Policy](#)

- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – June 10, 2021  
at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Minutes**  
**March 11, 2021**  
**1:00 P.M. – Virtual Meeting via Zoom**

**Members Present**

- Ms. Royce Boyd
- Dr. Paul Gallagher
- Dr. Robert Gildea
- Mr. William Kanich
- Dr. Tom McInroy
- Ms. Lisa Murgas
- Dr. Allen Sell

**Members Absent:**

- Dr. Doug Arnold
- Mr. Scott Magnetti

**Others Present:**

Mrs. Joan Horsey, Board Recorder  
Ms. Alyssa Maurer, Project Coordinator  
Dr. Malynda Maurer, CEO  
Mrs. Deanna Mayers, Director of Teaching and Learning  
Mrs. Kim Salyards, Principal  
Ms. Karlie Shook, Business Manager

**CEO Report:** Prior to the Board Meeting, Dr. Maurer provided the attendees with the CEO Board Report.

**Fund Balance Reconciliation:** Prior to the Board meeting, Mrs. Shook provided the attendees with the Financial Report.

Ms. Royce Ann Boyd presided over the meeting which was held via Zoom and started at 1:57p.m.

- | <u>Item #</u> | <u>Item Description</u>   |
|---------------|---|
| 1             | Call to Order <ul style="list-style-type: none"><li>A. Roll Call</li></ul>  |
| 2             | Approval of Agenda <ul style="list-style-type: none"><li>A. Motion to approve the March 11, 2021 Board Agenda<br/><br/><b>Action: Approve 2A</b><br/><b>1st: Lisa Murgas</b><br/><b>2nd: Paul Gallagher</b><br/><b>All in favor</b></li></ul>   |
| 3             | Approval of Minutes <ul style="list-style-type: none"><li>A. Motion to approve the <a href="#">draft January 14, 2021 Board of Trustees Meeting Minutes</a><br/><br/><b>Action: Approve 3A</b><br/><b>1st: Paul Gallagher</b><br/><b>2nd: Lisa Murgas</b><br/><b>All in favor</b></li></ul>   |
| 4             | Accept the Financial Reports <ul style="list-style-type: none"><li>A. Motion to accept <a href="#">Budget vs Actual as of February 28, 2021</a></li><li>B. Motion to accept <a href="#">Site Budget vs Actual as of February 28, 2021</a></li><li>C. Motion to accept the <a href="#">List of Payments as of February 28, 2021</a><br/><br/><b>Action: Approve 3A, 3B, 3C</b><br/><b>1st: Paul Gallagher</b><br/><b>2nd: Bob Gildea</b><br/><b>All in favor</b></li></ul> |
| 5             | Old Business <ul style="list-style-type: none"><li>A. None</li></ul>  |
| 6             | New Business <ul style="list-style-type: none"><li>A. Board Business<ul style="list-style-type: none"><li>1. None</li></ul></li></ul>   |

B. General Operations

1. Motion to approve the [2021-22 CPDLF School Calendar](#)

**Action: Approve 6B1**

**1st: Tom McInroy**

**2nd: Lisa Murgas**

**All in favor**

C. Personnel

1. None

D. Contracted Services

1. Motion to accept [proposal from Renegade Consulting Services, Inc.](#) to provide leadership coaching to Mrs. Joan Horsey, from March 2021-August 2021, for a not to exceed cost of \$3,000.00

**Action: Approve 6D1**

**1st: Paul Gallagher**

**2nd: Bill Kanich**

**All in favor**

E. Curriculum

1. None

F. Technology

1. None

G. Professional Development

1. None

H. Policies

First Read (FR): Policies for review; proposed agenda item for May 13, 2021 CPDLF Board Meeting:

- [Act 110 Policy](#)

*H. Policies (continued)*

1. Motion to approve [C04 - Visitation to School/Classroom Policy](#)

**Action: Approve**  
**1st: Tom McInRoy**  
**2nd: Allen Sell**  
**All in favor**

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn @ 2:23pm

**Action: Approve Adjournment**  
**1st: Tom McInroy**  
**2nd: Lisa Murgas**  
**All in favor**

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – May 13, 2021  
at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Agenda**  
**May 13, 2021**  
**1:00 P.M. – Virtual Meeting via Zoom**

[Conflict of Interest Abstain Memorandum](#)

- [CEO Board Report](#)
- [Fund Balance Reconciliation](#)

---

| <u>Item #</u> | <u>Item Description</u>  |
|---------------|--|
| 1             | Call to Order <ul style="list-style-type: none"><li>A. Roll Call</li></ul>   |
| 2             | Approval of Agenda <ul style="list-style-type: none"><li>A. Motion to approve the May 13, 2021 Board Agenda</li></ul>  |
| 3             | Approval of Minutes <ul style="list-style-type: none"><li>A. Motion to approve the <a href="#"><u>draft March 11, 2021 Board of Trustees Meeting Minutes</u></a></li></ul>   |
| 4             | Accept the Financial Reports <ul style="list-style-type: none"><li>A. Motion to accept <a href="#"><u>Budget vs Actual</u></a> as of April 30, 2021</li><li>B. Motion to accept <a href="#"><u>Site Budget vs Actual</u></a> as of April 30, 2021</li><li>C. Motion to accept the <a href="#"><u>List of Payments</u></a> as of April 30, 2021</li></ul> |
| 5             | Old Business <ul style="list-style-type: none"><li>A. None</li></ul>   |
| 6             | New Business <ul style="list-style-type: none"><li>A. Board Business</li><li>B. General Operations<ul style="list-style-type: none"><li>1. Motion to approve the preliminary <a href="#"><u>Draft 2021-22 Budget</u></a></li></ul></li></ul>   |

for approval in June

2. Motion to approve entering into a [License Agreement with LOGAN VALLEY REALTY LLC, LOGAN VALLEY CH LLC, LOGAN VALLEY NASSIM LLC](#) for Space # 743 at the Logan Valley Mall, for a 1-year term, at a not to exceed cost of \$1,500.00/month, effective within 30 days of approval of the Charter Amendment Request from PDE
3. Motion to adopt the [Board Resolution](#) for Approval of License Agreement for Space #743 at the Logan Valley Mall with LOGAN VALLEY REALTY LLC, LOGAN VALLEY CH LLC, LOGAN VALLEY NASSIM LLC
4. Motion to approve the [Charter Amendment Request](#) to PDE for the opening of a third facility at the Logan Valley Mall, Goods Lane, Altoona, PA 16602

#### C. Personnel

1. Motion to approve the [CPDLF 2021-22 Salaries](#)
2. Motion to accept resignation of Ms. Teresa Black, 10 Month, Part Time Instructor, effective June 4, 2021
3. Motion to approve the [Site Coordinator Job Description](#)
4. Motion to approve the updated [Social Emotional Wellness Coordinator Job Description](#)
5. Motion to approve promoting Kelli Mercurio to the position of Social Emotional Wellness Coordinator, at a salary of \$48,367.04 for 217 days for the 2021-2022 school year, effective July 1, 2021
6. Motion to create the position of Office Manager
7. Motion to approve the [Office Manager](#) job description
8. Motion to approve Mr. Travis Weyandt as 2020-21 ESY Instructor for a stipend amount not to exceed \$1,455.12
9. Motion to appoint Mrs. Kim Salyards as Special

Education Director

10. Motion to hire the following teachers to teach summer school, from June 7 to July 23, 2021, for a rate of \$75 per student per course

- a. Abby Bono
- b. Patricia Murtha
- c. Matthew Young
- d. Stephenie Schroth
- e. Season Consiglio
- f. Joanna Nieves
- g. Laura Wilt
- h. Amanda Smorto
- i. Chelsea Murray

D. Contracted Services

1. None

E. Curriculum

1. Motion to approve [recommended list of seniors for Class of 2021 graduation](#)

F. Technology

1. Motion to approve the quote for the [IU 8 Canvas/Alma Integration for the 2021-22 school year](#), at a not to exceed cost of \$4,750.00
2. Motion to approve the [proposal from AspirEDU for Grade Guardian](#), for student performance analytics, with a one-time implementation cost of \$2,000.00 and an annual subscription fee \$3,000.00

G. Professional Development

1. None

H. Policies

1. Motion to approve [S41 - Discipline of Student Convicted/Adjudicated of Sexual Assault Policy](#)

- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – June 10, 2021  
at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Minutes**  
**May 13, 2021**  
**1:00 P.M. – Virtual Meeting via Zoom**

**Members Present**

- Dr. Doug Arnold
- Dr. Paul Gallagher
- Dr. Robert Gildea
- Mr. William Kanich
- Ms. Lisa Murgas
- Dr. Allen Sell

**Members Absent:**

- Ms. Royce Boyd
- Mr. Scott Magnetti
- Dr. Tom McInroy

**Others Present:**

Mrs. Joan Horsey, Board Recorder  
Dr. Malynda Maurer, CEO  
Mrs. Deanna Mayers, Director of Teaching and Learning  
Mrs. Kim Salyards, Principal  
Ms. Karlie Shook, Business Manager

**CEO Report:** Prior to the Board Meeting, Dr. Maurer provided the attendees with the CEO Board Report.

**Fund Balance Reconciliation:** Prior to the Board meeting, Mrs. Shook provided the attendees with the Financial Report.

---

| <u>Item #</u> | <u>Item Description</u> |
|---------------|-------------------------|
| 1             | Call to Order @ 1:38 pm |
|               | A. Roll Call            |

2 Approval of Agenda

A. Motion to approve the May 13, 2021 Board Agenda

**Action: Approve 2A**

**1st: Paul Gallagher**

**2nd: Doug Arnold**

**All in favor**

3 Approval of Minutes

A. Motion to approve the [draft March 11, 2021 Board of Trustees Meeting Minutes](#)

**Action: Approve 3A**

**1st: Bill Kanich**

**2nd: Doug Arnold**

**All in favor**

4 Accept the Financial Reports

A. Motion to accept [Budget vs Actual](#) as of April 30, 2021

B. Motion to accept [Site Budget vs Actual](#) as of April 30, 2021

C. Motion to accept the [List of Payments](#) as of April 30, 2021

**Action: Approve 4A, 4B, 4C**

**1st: Allen Sell**

**2nd: Bob Gildea**

**All in favor**

5 Old Business

A. None

6 New Business

A. Board Business

1. None

B. General Operations

1. Motion to approve preliminary [Draft 2021-22 Budget](#) for approval in June

**Action: Approve 6B1**  
**1st: Doug Arnold**  
**2nd: Lisa Murgas**  
**All in favor**

C. Personnel

1. Motion to approve the [CPDLF 2021-22 Salaries](#)

**Action: Approve 6C1**  
**1st: Doug Arnold**  
**2nd: Bob Gildea**  
**All in favor**

2. Motion to accept resignation of Ms. Teresa Black, 10 Month, Part Time Instructor, effective June 4, 2021

3. Motion to approve the [Site Coordinator Job Description](#)

**Action: Approve 6C2, 6C3**  
**1st: Lisa Murgas**  
**2nd: Bill Kanich**  
**All in favor**

4. Motion to approve the updated [Social Emotional Wellness Coordinator Job Description](#)

5. Motion to approve promoting Kelli Mercurio to the position of Social Emotional Wellness Coordinator, at a salary of \$48,367.04 for 217 days for the 2021-2022 school year, effective July 1, 2021

**Action: Approve 6C4, 6C5**  
**1st: Doug Arnold**  
**2nd: Bob Gildea**  
**All in favor**

6. Motion to create the position of Office Manager
7. Motion to approve the [Office Manager](#) job description

**Action: Approve 6C6, 6C7**

**1st: Bill Kanich**

**2nd: Doug Arnold**

**All in favor**

8. Motion to approve Mr. Travis Weyandt as 2020-21 ESY Instructor for a stipend amount not to exceed \$1,455.12
9. Motion to appoint Mrs. Kim Salyards as Special Education Director
10. Motion to hire the following teachers to teach summer school, from June 7 to July 23, 2021, for a rate of \$75 per student per course
  - a. Ms. Abby Bono
  - b. Ms. Patricia Murtha
  - c. Mr. Matthew Young
  - d. Dr. Stephenie Schroth
  - e. Ms. Season Consiglio
  - f. Ms. Joanna Nieves
  - g. Ms. Laura Wilt
  - h. Ms. Amanda Smorto
  - i. Ms. Chelsea Murray

**Action: Approve 6C8, 6C9, 6C10**

**1st: Bob Gildea**

**2nd: Bill Kanich**

**All in favor**

D. Contracted Services

1. None

E. Curriculum

1. Motion to approve [recommended list of seniors for Class of 2021 graduation](#)

**Action: Approve 6E1**

**1st: Lisa Murgas**

**2nd: Doug Arnold**

**All in favor**

F. Technology

1. Motion to approve the quote for the [IU 8 Canvas/Alma Integration for the 2021-22 school year](#), at a not to exceed cost of \$4,750.00, retroactive to
2. Motion to approve the [proposal from AspirEDU for Grade Guardian](#), for student performance analytics, with a one-time implementation cost of \$2,000.00 and an annual subscription fee \$3,000.00

**Action: Approve 6F1. 6F2**

**1st: Lisa Murgas**

**2nd: Bill Kanich**

**All in favor**

G. Professional Development

1. None

H. Policies

1. Motion to approve [S41 - Discipline of Student Convicted/Adjudicated of Sexual Assault Policy](#)

**Action: Approve 6H1**

**1st: Bob Gildea**

**2nd: Lisa Murgas**

**All in favor**

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn @ 2:10 p.m.  
**Action: Adjourn**  
**1st: Lisa Murgas**  
**2nd: Bob Gildea**  
**All in favor**

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – June 10, 2021  
at 1:00 P.M. via Zoom

**Central Pennsylvania Digital Learning Foundation**  
**Charter School**

580 Foot of Ten Road  
Duncansville, PA 16635

Website: [www.cpdf.org](http://www.cpdf.org)

---

**CPDLF Board of Trustees Meeting Agenda**

**June 10, 2021**

**1:00 P.M. – Virtual Meeting via Zoom**

[Conflict of Interest Abstain Memorandum](#)

- [CEO Board Report](#)
- [Fund Balance Reconciliation](#)

---

| <u>Item #</u> | <u>Item Description</u>   |
|---------------|---|
| 1             | Call to Order<br><br>A. Roll Call   |
| 2             | Approval of Agenda<br><br>A. Motion to approve the June 10, 2021 Board Agenda<br><br><i>Executive Session for School Safety Report</i>  |
| 3             | Approval of Minutes<br><br>A. Motion to approve the <a href="#"><u>draft May 13, 2021 Board of Trustees Meeting Minutes</u></a>   |
| 4             | Accept the Financial Reports<br><br>A. Motion to accept <a href="#"><u>Budget vs Actual as of May 31, 2021</u></a><br>B. Motion to accept <a href="#"><u>Site Budget vs Actual as of May 31, 2021</u></a><br>C. Motion to accept the <a href="#"><u>List of Payments as of May 31, 2021</u></a> |
| 5             | Old Business<br><br>A. None   |
| 6             | New Business<br><br>A. Board Business<br><br>1. Motion to add a CPDLF Board Meeting on August 12, 2021@ 1:00 p.m.   |

B. General Operations

1. Motion to approve the [2021-22 Final Budget](#)
2. Motion to approve updated [2021-22 School Calendar](#), which now reflects specific Keystone/PSSA testing dates
3. Motion to approve the [2021-22 School Improvement Plan](#) as drafted for PDE approval
4. Motion to approve entering into [Sublease Agreement with Fusia, LLC](#) at the Manayunk, PA location, for a 3-year term, at a not to exceed cost of \$3,200/month, effective within 30 days of approval of the Charter Amendment Request from PDE
5. Motion to adopt the [Board Resolution for Approval of Sublease Agreement with Fusia, LLC](#) at the 126 Leverington Ave., Philadelphia, Pa 19127 location
6. Motion to approve the [Charter Amendment Request to PDE](#) for the opening of a fourth facility at 126 Leverington Ave., Philadelphia, Pa 19127. Request to be sent to PDE upon 50% of enrollments attributed to the site.
7. Motion to approve [contract with Circle Three Branding, Inc.](#) for monthly marketing services at a not to exceed cost of \$1,620.00/month
8. Motion to allow the Board President and the CEO to take all necessary steps for completing and submitting all end of the year reports, plans, and grant submissions due before the September Board of Trustees meeting
9. Motion to allow the CEO, Business Manager, and Board President to enter into any contracts and make any purchases necessary for 2021-22 school year operations before the September Board of Trustees meeting

C. Curriculum

1. Motion to approve offering [two Elementary Virtual Summer Camps](#) (K-5 Literacy and STEM) for \$50 for one camp or \$75 for two

camps per learner

2. Motion to approve the following Summer Curriculum Projects, for a not to exceed total cost of \$60,000
  - a. [Secondary Science Learning Progression Project](#)
  - b. [Early Elementary Learning Progression Project](#)
  - c. [Upper Elementary Learning Progression Project](#)
  - d. [Curriculum Alignment Project Agreement](#)
  - e. [Customized Learning Pathways Project](#)

D. Personnel

1. Motion to approve promoting Mrs. Michele Snowberger to the position of Office Manager, at a salary of \$40,515.64 for 242 days for the 2021-2022 school year, effective July 1, 2021
2. Motion to accept the updated [Senior Class Advisor job description](#)
3. Motion to create the position of Junior Class Advisor
4. Motion to approve the following list of stipends for the 2021-22 School Year
  - a. ESL Coordinator \$500
  - b. Junior Class Advisor \$500
  - c. Senior Class Advisor \$1,000
5. Motion to appoint Mrs. Heather Jancula as the 2021-22 ESL Coordinator
6. Motion to appoint Mrs. Heather Jancula as the 2021-22 Senior Class Advisor
7. Motion to approve the following supplemental incomes for the 2021-22 School Year:
  - a. Teaching and Learning Support, Dr. Stephenie Schroth \$17,275.32
  - b. Science Department Lead and Summer School Teacher/Learning Guide, Ms. Kimberly Forsythe, \$6,955.87

8. Motion to approve the [Reading Specialist Job Description](#)
9. Motion to approve hiring, Ms. Jamie LeBenne, as a 10-month Part-Time Reading Specialist, effective July 1, 2021, for a salary of \$24,828
10. Motion to approve the following Elementary Virtual Summer Camp Facilitator, Mrs. Erica Dorsch for:
  - a. K-5 Literacy Camp, \$450
  - b. K-5 STEM Camp, \$450
11. Motion to approve the following personnel to be paid up to \$125 per lesson for content produced for the Secondary Science Learning Progression Project:
  - a. Ms. Kim Forsythe (beyond supplemental income work, if needed)
  - b. Ms. Genie Kline
  - c. Mr. Paul Longwell
  - d. Ms. Chelsea Murray
  - e. Ms. Season Consiglio
12. Motion to approve the following personnel to be paid up to \$125 per lesson for content produced for the Early Elementary Learning Progression Project Personnel:
  - a. Ms. Jamie Saylor
  - b. Ms. Tori McCloskey
  - c. Ms. Jamie LaBenne
13. Motion to approve the following personnel to be paid up to \$125 per lesson for content produced for the Upper Elementary Learning Progression Project Personnel:
  - a. Dr. Stephenie Schroth (beyond supplemental income work, if needed)
  - b. Mrs. Erica Dorsch
  - c. Ms. Berea Longwell
14. Motion to approve the following personnel to be paid up to \$30 per hour for content produced for the Customized Learning Pathway Project Personnel:
  - a. Mrs. Laura Wilt

E. Contracted Services

1. None

F. Technology

1. Motion to approve [Equipment Disposition List](#) as of May 1, 2021

G. Professional Development

1. None

H. Policies

1. None

- 7 Additional Discussion Items
- 8 Parent Representative
- 9 Public Comment
- 10 Motion to Adjourn

REMINDER: The next regularly scheduled CPDLF Board of Trustees meeting – August 12, 2021 via Zoom or in person

|  | Name of employee (List all names in alphabetical order) | PA Certified Yes/No | Areas of Certification Type of Certificate    | Grades Teaching or Serving | All Areas of Assignment Subject Areas Teaching or Services Provided | Number of Hours Worked in Assignmnt | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|--|---|---------------------|---|----------------------------|---|-------------------------------------|--|---|
|  | Teresa Black  | Yes                 | General Science 7-12 ,Mathematics 7-12        | 10-12                      | Mathematics, 10-12  | 630                                 | 100%                                     | 0%  |
|  | Abby Bono   | Yes                 | Elementary Pk-4                               | 1-3 & K                    | Elementary, Primary Grades 1-3, Kindergarten, age 5 (K5)            | 630                                 | 100%                                     | 0%  |
|  | Melissaa Cabo   | Yes                 | English 7-12                                  | 10-12                      | English/Communication 10-12   | 630                                 | 100%                                     | 0%  |
|  | Season Consiglio  | Yes                 | Elementary K-6, Special Education PK-12, E    | PK-12                      | Special Education, Resource PK-12                                   | 630                                 | 100%                                     | 0%  |
|  | Brieana Day   | Yes                 | English K-12, Reading Specialist; Instruction | 10-12                      | English/Communication, 10-12  | 630                                 | 100%                                     | 0%  |
|  | Erica Dorsch  | Yes                 | Elementary K-6, Hearing Impaired PK-12        | PK-12                      | Special Education, Resource PK-12                                   | 1260                                | 100.00                                   | 0.00                                      |
|  | Melissa Fairbanks                                       | Yes                 | Special Ed PreK-12, Elementary K-6; Instru    | K-6                        | Special Ed, Resource K-6  | 630                                 | 100%                                     | 0%  |
|  | Kimberly Forsythe                                       | Yes                 | Biology, Chemistry; Instructional II          | 9-12                       | Biology, Chemistry  | 1260                                | 100%                                     | 0%  |
|  | Cheri Grimaldi  | Yes                 | Elementary K-6, English 7-12, Program Spe     | 1-3                        | Elementary, Primary Grades 1-3                                      | 630                                 | 100%                                     | 0%  |
|  | Carolee Hajnosz   | Yes                 | Elementary K-6, Special Education N-12, M     | 4-6                        | Elementary, Intermediate Grades 4-6                                 | 630                                 | 100%                                     | 0%  |
|  | Heather Jancula   | Yes                 | Social Studies 7-12, Program Specialist ES    | 7-12                       | Social Studies 7-12   | 1260                                | 100%                                     | 0%  |
|  | Tracey King   | Yes                 | English 7-12                                  | 10-12                      | English/Communications 10-12  | 630                                 | 100%                                     | 0%  |
|  | Genie Kline   | Yes                 | Chemistry 7-12, Physics 7-12                  | 10-12                      | Physical Science, Intermediate, 10-12, Chemistry                    | 630                                 | 100%                                     | 0%  |
|  | Jamie LaBenne   | Yes                 | Special Education N-12, Reading Specialist    | K-12                       | Instructional Support Teachers 2                                    | 630                                 | 100%                                     | 0%  |
|  | Berea Longwell  | Yes                 | Elementary PK-4                               | 4-6                        | Elementary, Intermediate Grades 4-6;                                | 1260                                | 100%                                     | 0%  |
|  | Paul Longwell   | Yes                 | General Science 7-12, Physics 7-12, Princip   | 7-9                        | Science 7-9   | 630                                 | 100%                                     | 0%  |
|  | Robert Malcolm  | Yes                 | Physics 7-12, General Scinece 7-12, Chemi     | 10-12                      | Mathematics, 10-12  | 630                                 | 100%                                     | 0%  |
|  | Deanna Mayers   | Yes                 | Elementary K-6, Instructional Technology St   | K                          | Elementary K-3  | 315                                 | 100%                                     | 0%  |
|  | Tori McCloskey  | Yes                 | Grades PK-6, ELA and Reading 7-8; Instruc     | 1-6                        | Elementary 1 - 6  | 1260                                | 100%                                     | 0%  |
|  | Kara Morelli  | Yes                 | Business Computer - info Tech PK-12, Math     | 7-9                        | Middle Level Mathematics, 7-9                                       | 630                                 | 100%                                     | 0%  |
|  | Geraldine Morrissey                                     | Yes                 | Elementary K-6, Special Education PK-12;      | K-12                       | Special Ed PreK-12  | 315                                 | 100%                                     | 0%  |
|  | Chelsey Murray  | Yes                 | Biology 7-12, Mid-Level Mathematics 6-9, M    | 7-9                        | Middle Level Science, 7-9   | 630                                 | 100%                                     | 0%  |
|  | Patti Murtha  | Yes                 | Health and Physical Education K-12, Instruc   | 7-12                       | Health and Physical Education, Secondary, 7-12                      | 1260                                | 100%                                     | 0%  |
|  | Joanna Nieves   | Yes                 | English 7-12                                  | 7-12                       | English/Communications 10-12, Middle Level English 7-9              | 630                                 | 100%                                     | 0%  |
|  | Tricia Noonan   | Yes                 | Elementary K-6, Special Education N-12; In    | 1-6                        | Elementary, Primary Grades 1-, Special Ed Resource 7-12             | 1260                                | 100%                                     | 0%  |
|  | Rebecca Pazcoguin                                       | Yes                 | Social Studies 7-12; Instructional I          | 7-9                        | Middle Level Social Studies, 7-9                                    | 1260                                | 100%                                     | 0%  |
|  | Briana Pincherri  | Yes                 | Business Computer - Info Tech K-12, Mathe     | 10-12                      | Mathematics, 10-12  | 630                                 | 100%                                     | 0%  |
|  | Wesley Rogers   | Yes                 | Business Computer - Info Tech K-12, Mathe     | 7-9                        | Middle Level Mathematics, 7-9                                       | 630                                 | 100%                                     | 0%  |
|  | Leslie Rupp   | Yes                 | Elementary K-6, Mid level English 7-9, Mid    | 4-9                        | Elementary, Intermediate Grades 4-6; ELA 9                          | 1260                                | 100%                                     | 0%  |
|  | Kimberly Salyards                                       | Yes                 | Prinicpal K-12; Administrative Level I        | K-12                       | Elementary Principal  | 1260                                | 100%                                     | 0%  |
|  | Jamie Saylor  | Yes                 | Elementary Pk-4                               | 1-3                        | Elementary, Primary Grades 1-3                                      | 1260                                | 100%                                     | 0%  |
|  | Stephenie Schroth                                       | Yes                 | Elementary K-6, Instructional Technology St   | 4-6                        | Elementary, Intermediate Grades 4-6                                 | 1260                                | 100%                                     | 0%  |
|  | Amanda Smorto   | Yes                 | Elementary K-6, Mid-Level Mathematics 6-9     | 4-6                        | Elementary, Intermediate Grades 4-6                                 | 630                                 | 100%                                     | 0%  |
|  | Jean Vasilko  | Yes                 | Elementary K-6, Reading Specialist PK-12, K,  | 1-3                        | Elementary, Primary Grades 1-3 & Kindergarten age 5 (K5)            | 630                                 | 100%                                     | 0%  |
|  | Bonnie Waltz  | Yes                 | Special Ed, Resource PreK-12; Instructiona    | 7-12                       | Special Ed, Resource 7-12   | 630                                 | 100%                                     | 0%  |
|  | Alyssa Weidlich   | Yes                 | English 7-12                                  | 7-9                        | Middle Level English, 7-9   | 630                                 | 100%                                     | 0%  |
|  | Travis Weyandt  | Yes                 | Grades 4-6 all subjects, Math 7-8, Special E  | 7-9                        | Middle Level Mathematics, 7-9; Special Ed Resource 7-10             | 1260                                | 100%                                     | 0%  |
|  | Laura Wilt  | Yes                 | Special Education N-12, English 7-12, Elem    | PreK-6                     | Special Ed, Elementary Subjects, PreK-6                             | 1260                                | 100%                                     | 0%  |
|  | Matthew Young   | Yes                 | Social Studies 7-12                           | 10-12                      | Social Studies 10-12  | 630                                 | 100%                                     | 0%  |

**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2021**

Name of School Central PA Digital Learning Foundation

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

CEO Signature *Dr. Aiko Malynnda Maurer*

**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 | 865.58   |
|             | 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             | 58210.04 |
|             | 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                               | 3697457.55 |
|             | 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  | 112.0      |
|             | 6999 | Other Revenues Not Specified Above   | 4242.1     |
| <b>7000</b> |      | <b>REVENUE FROM STATE SOURCES</b>  |            |
| 7100        |      | <b>BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES</b>                                 |            |
|             | 7150 | Unassigned   |            |
|             | 7160 | Tuition for Orphans and Children Placed in Private Homes                           |            |
|             | 7180 | Staff and Program Development  |            |
| 7200        |      | <b>REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS</b>                                   |            |
|             | 7210 | Homebound Instruction  |            |
|             | 7220 | Vocational Education   |            |
|             | 7230 | Alternative Education  |            |
|             | 7240 | Driver Education - Student   |            |
|             | 7250 | Migratory Children   |            |
|             | 7260 | Workforce Investment Act (WIA)   |            |
|             | 7270 | Specialized Education of Exceptional Pupils  |            |
|             | 7280 | Adult Literacy   |            |
|             | 7290 | Additional Educational Program Revenues  |            |

|             |      |   |         |
|-------------|------|---|---------|
| 7300        |      | REVENUES FOR NON-EDUCATIONAL PROGRAMS   |         |
|             | 7310 | Transportation (Regular and Additional)   |         |
|             | 7320 | Rental and Sinking Fund Payments / Building Reimbursement Subsidy               |         |
|             | 7330 | Health Services (Medical, Dental, Nurse, Act 25)                                | 2316.29 |
|             | 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)   | 127159 |
|             | 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  | 117185 |
| 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> |      |   | 4016022.56 |

**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2021**

Name of School Central PA Digital Learning Foundation

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

CEO Signature Dr. Aiko Malynnda Maurer

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

**EXPENDITURES**

| <b>1000</b> | <b>INSTRUCTION</b>                                    |            |
|-------------|---|------------|
| 1100        | REGULAR PROGRAMS - ELEMENTARY / SECONDARY             | 2189210.83 |
| 1200        | SPECIAL PROGRAMS - ELEMENTARY / SECONDARY             | 629894.8   |
| 1300        | VOCATIONAL EDUCATION                                  |            |
| 1400        | OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY | 24937.71   |
| 1600        | ADULT EDUCATION PROGRAMS                              | 0          |
| 1700        | HIGHER EDUCATION PROGRAMS                             | 0          |
| 1800        | PRE-KINDERGARTEN                                      | 0          |
| <b>2000</b> | <b>SUPPORT SERVICES</b>                               |            |
| 2100        | SUPPORT SERVICES - PUPIL PERSONNEL                    | 6560.43    |
|             | 2110 Supervision of Pupil Personnel Services          | 89194.57   |
|             | 2120 Guidance Services                                | 39551.78   |
|             | 2130 Attendance Services                              |            |
|             | 2140 Psychological Services                           | 402        |
|             | 2150 Speech Pathology and Audiology Services          |            |
|             | 2160 Social Work Services                             |            |
|             | 2170 Student Accounting Services                      | 14750      |
|             | 2190 Other Pupil Personnel Services                   |            |
| 2200        | SUPPORT SERVICES - INSTRUCTIONAL STAFF                | 105715.69  |
|             | 2210 Supervision of Educational Media Services        |            |

|      |      |  |           |
|------|------|--|-----------|
|      | 2220 | Technology Support Services  |           |
|      | 2230 | Educational Television Services  |           |
|      | 2240 | Computer-Assisted Instruction Support Services   |           |
|      | 2250 | School Library Services  |           |
|      | 2260 | Instruction and Curriculum Development Services  | 97819.04  |
|      | 2270 | Instructional Staff Professional Development Services                                    | 91664.75  |
|      | 2280 | Nonpublic Support Services   |           |
|      |      |  |           |
| 2300 |      | SUPPORT SERVICES - ADMINISTRATION  | 920.3     |
|      | 2310 | Board Services   |           |
|      | 2320 | Board Treasurer Services   |           |
|      | 2340 | Staff Relations and Negotiations Services  |           |
|      | 2350 | Legal Services   |           |
|      | 2360 | Office of the Superintendent (Executive Director) Services                               | 338117.87 |
|      | 2370 | Community Relations Services   | 17137.54  |
|      | 2380 | Office of the Principal Services   | 104783.05 |
|      | 2390 | Other Administration Services  | 37413.92  |
|      |      |  |           |
| 2400 |      | SUPPORT SERVICES - PUPIL HEALTH  | 4010.9    |
|      |      |  |           |
| 2500 |      | SUPPORT SERVICES - BUSINESS  | 169630.58 |
|      | 2510 | Fiscal Services  | 14945.8   |
|      | 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  | 110344.63 |
|      | 2610 | Supervision of Operation and Maintenance of Plant Services                               |           |
|      | 2620 | Operation of Buildings Services  |           |
|      | 2630 | Care and Upkeep of Grounds Services  |           |
|      | 2640 | Care and Upkeep of Equipment Services  |           |
|      | 2650 | Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles) |           |
|      | 2660 | Security Services  |           |
|      | 2690 | Other Operation and Maintenance of Plant Services  |           |
|      |      |  |           |
| 2700 |      | STUDENT TRANSPORTATION SERVICES  |           |
|      | 2710 | Supervision of Student Transportation Services   |           |
|      | 2720 | Vehicle Operation Services   |           |
|      | 2730 | Monitoring Services  |           |
|      | 2740 | Vehicle Servicing and Maintenance Services   |           |
|      | 2750 | Nonpublic Transportation   |           |

|             |      |  |          |
|-------------|------|--|----------|
|             | 2790 | Other Student Transportation Services  |          |
|             |      |  |          |
| 2800        |      | SUPPORT SERVICES - CENTRAL   | 24474.74 |
|             | 2810 | Planning, Research, Development and Evaluation Services  | 26231.65 |
|             | 2820 | Information Services   |          |
|             | 2830 | Staff Services   | 5583.91  |
|             | 2840 | Data Processing Services   |          |
|             | 2850 | State and Federal Agency Liaison Services  |          |
|             | 2860 | Management Services  |          |
|             | 2890 | Other Support Services Central   |          |
|             |      |  |          |
| 2900        |      | OTHER SUPPORT SERVICES - CENTRAL   |          |
|             | 2990 | Pass-Thru Funds  |          |
|             |      |  |          |
| <b>3000</b> |      | <b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>   |          |
| 3100        |      | FOOD SERVICES  | 0        |
|             |      |  |          |
| 3200        |      | STUDENT ACTIVITIES   |          |
|             | 3210 | School Sponsored Student Activities  | 0        |
|             | 3250 | School Sponsored Athletics   | 0        |
|             |      |  |          |
| 3300        |      | COMMUNITY SERVICES   | 117.77   |
|             | 3310 | Community Recreation   | 0        |
|             | 3320 | Civic Services   | 0        |
|             | 3330 | Public Library Services  | 0        |
|             | 3340 | Custody and Child Care   | 0        |
|             | 3350 | Welfare Activities   | 0        |
|             | 3390 | Other Community Services   |          |
|             |      |  |          |
| 3400        |      | SCHOLARSHIPS AND AWARDS  | 0        |
|             |      |  |          |
| <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>4143414.26</b> |

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND  
BALANCE AS OF JUNE 30, 2021**

**ANNUAL REPORT**  
**OF**  
**CENTRAL PENNSYLVANIA**  
**DIGITAL LEARNING FOUNDATION, INC.**  
**DUNCANVILLE, PENNSYLVANIA**

\*\*\*\*\*

**FOR THE YEAR ENDED JUNE 30, 2020**

## CONTENTS

|   | <b>Page</b> |
|---|-------------|
| <b>INDEPENDENT AUDITOR'S REPORT</b>   | 1 - 2       |
| Required Supplemental Information<br>Management's Discussion and Analysis   | 3 - 6       |
| <b>BASIC FINANCIAL STATEMENTS</b>   |             |
| District-Wide Financial Statements  |             |
| Statement of Net Position   | 7           |
| Statement of Activities   | 8           |
| Fund Financial Statements   |             |
| Governmental Funds  |             |
| Balance Sheet   | 9           |
| Reconciliation of the Governmental Funds Balance Sheet<br>to the Statement of Net Position  | 10          |
| Statement of Revenues, Expenditures, and Changes in Fund Balances   | 11          |
| Reconciliation of the Governmental Funds Statement of Revenues,<br>Expenditures, and Changes in Fund Balances to the Statement of Activities  | 12          |
| Notes to Financial Statements   | 13 - 33     |
| <b>REQUIRED SUPPLEMENTAL INFORMATION</b>  |             |
| Defined Benefit Pension Plan Information Related to the Pennsylvania Public<br>School Employees' Retirement System (PSERS) - Schedule of School's Proportionate<br>Share of the Net Pension Liability | 34 - 35     |
| Defined Benefit Pension Plan Information Related to the Pennsylvania Public<br>School Employees' Retirement System (PSERS) - Schedule of School's Contribution  | 36 - 37     |
| Defined Benefit Pension Plan Information Related to the Pennsylvania Public<br>School Employees' Retirement System (PSERS) - Notes to Required Supplementary Information                              | 38          |
| Defined Benefit OPEB Plan Information Related to the Pennsylvania Public<br>School Employees' Retirement System (PSERS) - Schedule of School's Proportionate<br>Share of the Net OPEB Liability       | 39          |
| Defined Benefit OPEB Plan Information Related to the Pennsylvania Public<br>School Employees' Retirement System (PSERS) - Schedule of School's Contribution   | 40          |
| Defined Benefit OPEB Plan Information Related to the Pennsylvania Public<br>School Employees' Retirement System (PSERS) - Notes to Required Supplementary Information                                 | 41          |
| Schedule of Revenues, Expenditures, and Changes in Fund Balances -<br>Budget and Actual - General Fund  | 42          |
| Notes to Required Supplemental Information  | 43          |

**INDEPENDENT AUDITOR'S REPORT**

To the Board of Trustees  
Central Pennsylvania Digital Learning  
Foundation, Inc.  
580 Foot of Ten Road  
Duncansville, PA 16635

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, 2020, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the Contents.

***Management's Responsibility for the Financial Statements***

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

***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

## Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund information of the Central Pennsylvania Digital Learning Foundation, Inc. as of June 30, 2020, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Matters

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 3 to 6, 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 34 to 43 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

*Young, DeKeyser, 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, 2020.

### FINANCIAL HIGHLIGHTS

- This was CPDLF's seventeenth year of operation. The net position for the period ending June 30, 2020 was (\$105,167).
- During the 2019-2020 school year, CPDLF saw a decrease of 8% in student enrollment.
- The Balance Sheet has a fund balance of \$2,517,634 for the year ended June 30, 2020.

### 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 and liabilities – 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 6/30/2020 | As of 6/30/2019 |
|--------------------------------|-----------------|-----------------|
| Current Assets                 | \$ 2,911,860    | \$ 2,820,307    |
| Total Assets                   | \$ 2,911,860    | \$ 2,820,307    |
| Deferred Outflows of Resources | \$ 175,089      | \$ 602,794      |
| Current Liabilities            | \$ 440,756      | \$ 390,324      |
| Noncurrent Liabilities         | \$ 2,411,856    | \$ 2,755,000    |
| Total Liabilities              | \$ 2,852,612    | \$ 3,145,324    |
| Deferred Inflows of Resources  | \$ 339,504      | \$ 581,753      |
| Net Position:                  |                 |                 |
| Unrestricted                   | (\$ 105,167)    | (\$ 303,976)    |

**CPDLF's CHANGES IN NET POSITION**

| REVENUES                                    | 2020         | 2019          |
|---|--------------|---------------|
| <b>Program Revenues</b>                     |              |               |
| Charges for Services                        | \$2,555,765  | \$2,437,527   |
| Operating Grants & Contributions            | 136,591      | 149,807       |
| Interest Earnings                           | 23,413       | 22,096        |
| Miscellaneous Income                        | <u>5,696</u> | <u>15,240</u> |
| Total Revenues                              | \$ 2,721,465 | \$ 2,624,670  |
| <b>Expenses</b>                             |              |               |
| Instruction                                 | \$1,492,437  | \$1,663,264   |
| Instructional Student Support               | 338,325      | 318,085       |
| Administrative & Financial Support Services | 691,894      | 545,116       |
| Operation & Maintenance of Plant Services   |              |               |
| Total Expenses                              | \$2,522,656  | \$2,526,464   |
| Change in Net Position                      | 198,809      | 98,206        |
| <b>Net Position – Beginning</b>             | (303,976)    | (402,182)     |
| <b>Net Position – Ending</b>                | (\$105,167)  | (\$303,976)   |

Revenues for CPDLF for the year ended 6/30/20 were \$2,721,465. For the year ended 6/30/19, revenues were \$2,624,670.

Ninety-three 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 \$2,522,656. Prior year expenses were \$2,526,464. During the 2019-2020 school year, CPDLF increased office personnel and had less enrollment compared to the 2018-2019 school year.

Fifty-nine percent of expenditures were for direct instruction (\$1,492,437). Prior year expenses were \$1,663,264 (66%). Instructional student support expenses were \$338,325 (14%) compared with \$318,085 (13%) for fiscal year ended 6/30/19. \$691,894 (27%) was expended for administrative & financial support services. Prior year expenses for this function were \$545,116 (21%).

**General Fund Budgetary Highlights**

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

|   | Final Budget       | Actual             | Variance           |
|---|--------------------|--------------------|--------------------|
| <b>Revenues</b>                           |                    |                    |                    |
| Local Revenues                            | 2,888,609          | \$2,584,874        | (303,735)          |
| State Revenues                            | 10,475             | 11,231             | 756                |
| Federal Revenues                          | <u>46,858</u>      | <u>125,360</u>     | <u>78,502</u>      |
| <b>Total Budgeted/Actual Revenues</b>     | <b>\$2,945,942</b> | <b>\$2,721,465</b> | <b>\$(224,477)</b> |
| <b>Expenditures</b>                       |                    |                    |                    |
| Regular Programs                          | \$1,327,882        | \$1,124,174        | \$203,708          |
| Other Instructional Programs              | 82,124             | 47,516             | 34,608             |
| Special Programs                          | 538,028            | 400,295            | 137,733            |
| Pupil Personnel Services                  | 94,086             | 113,473            | (19,387)           |
| Instructional Staff Services              | 160,427            | 242,885            | (82,458)           |
| Administrative Services                   | 312,575            | 390,011            | (77,436)           |
| Pupil Health                              | 6,675              | 2556               | (4,119)            |
| Business Services                         | 158,223            | 137,391            | 20,832             |
| Operation & Maintenance of Plant Services | 138,239            | 104,938            | 33,301             |
| Central & Other Support Services          | 127,683            | <u>93,876</u>      | 33,807             |
| <b>Total Budgeted/Actual Expenditures</b> | <b>\$2,945,942</b> | <b>\$2,657,115</b> | <b>\$288,827</b>   |
| Net Change in Fund Balance                | 0                  | \$64,350           | \$64,350           |
| Fund Balances – July 1, 2019              | -                  | <u>\$2,453,284</u> | <u>\$2,453,284</u> |
| <b>Fund Balances – June 30, 2020</b>      | <b>0</b>           | <b>\$2,517,634</b> | <b>\$2,517,634</b> |

**CAPITAL ASSETS AND DEBT ADMINISTRATION**

CPDLF leases space from Appalachia Intermediate Unit 08 at a monthly rate of \$5,931.42. CPDLF owns no land or buildings and there is no long-term 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, 580 Foot of Ten Road, Duncansville, PA 16635, (814) 940-0223 Ext. 1381.

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**STATEMENT OF NET POSITION**  
**JUNE 30, 2020**

| <b><u>ASSETS</u></b>                                      | <b><u>Governmental<br/>Activities</u></b> |
|---|---|
| Cash and Cash Equivalents                                 | \$2,167,685                               |
| Due from Other Governments                                | 723,599                                   |
| Prepaid Expenses  | <u>20,576</u>                             |
| Total Assets  | <u>\$2,911,860</u>                        |
| <br>  |   |
| <b><u>DEFERRED OUTFLOW OF RESOURCES</u></b>               |   |
| Deferred Outflows related to Defined Benefit Pension Plan | \$ 159,901                                |
| Deferred Outflows related to OPEB Liability               | <u>15,188</u>                             |
| Total Deferred Outflow of Resources                       | <u>\$ 175,089</u>                         |
| <br>  |   |
| <b><u>LIABILITIES</u></b>                                 |   |
| Accounts Payable  | \$ 129,548                                |
| Accrued Salaries and Benefits                             | 147,505                                   |
| Payroll Deductions and Withholdings                       | 106,545                                   |
| Other Current Liabilities                                 | 10,628                                    |
| Noncurrent Liabilities:                                   |   |
| Due Within One Year                                       | 46,530                                    |
| Due in More Than One Year                                 | <u>2,411,856</u>                          |
| Total Liabilities   | <u>\$2,852,612</u>                        |
| <br>  |   |
| <b><u>DEFERRED INFLOW OF RESOURCES</u></b>                |   |
| Deferred Inflows related to Defined Benefit Pension Plan  | \$ 318,316                                |
| Deferred Inflows related to OPEB Liability                | <u>21,188</u>                             |
| Total Deferred Inflow of Resources                        | <u>\$ 339,504</u>                         |
| <br>  |   |
| <b><u>NET POSITION</u></b>                                |   |
| Unrestricted  | <u>(\$ 105,167)</u>                       |
| Total Net Position  | <u><u>(\$ 105,167)</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, 2020

| <u>Functions/Programs</u>                     | <u>Expenses</u>           |
|---|---------------------------|
| <b><u>Governmental Activities</u></b>         |                           |
| Instruction                                   | \$1,492,437               |
| Instructional Student Support                 | 338,325                   |
| Administrative and Financial Support Services | <u>691,894</u>            |
| Total Governmental Activities                 | \$2,522,656               |
| Total Primary Government                      | <u><u>\$2,522,656</u></u> |
| <br><b><u>General Revenues</u></b>            |                           |
| Interest Earnings                             |                           |
| Miscellaneous Income                          |                           |
| Total General Revenues                        |                           |
| Change in Net Position                        |                           |
| <br><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, 2020**

| ----- Program Revenues -----    | Net (Expense) Revenue and<br>----- Changes in Net Position ----- |                                    |
|---------------------------------|--|------------------------------------|
| <u>Charges for<br/>Services</u> | <u>Operating<br/>Grants and Contributions</u>                    | <u>Governmental<br/>Activities</u> |
| \$1,621,170                     | \$ 86,642  | \$ 215,375                         |
| 236,079                         | 12,617   | ( 89,629)                          |
| <u>698,516</u>                  | <u>37,332</u>  | <u>43,954</u>                      |
| \$2,555,765                     | \$136,591  | \$ 169,700                         |
| <u>                    </u>     | <u>                    </u>                                      | <u>                    </u>        |
| \$2,555,765                     | \$136,591  | \$ 169,700                         |
| <u>                    </u>     | <u>                    </u>                                      | <u>                    </u>        |
|                                 |  | \$ 23,413                          |
|                                 |  | <u>5,696</u>                       |
|                                 |  | \$ 29,109                          |
|                                 |  | <u>                    </u>        |
|                                 |  | \$ 198,809                         |
|                                 |  | ( <u>303,976</u> )                 |
|                                 |  | ( \$ <u>105,167</u> )              |
|                                 |  | <u>                    </u>        |

See Accompanying Notes and Independent Auditor's Report

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 BALANCE SHEET  
 GOVERNMENTAL FUNDS  
 JUNE 30, 2020

|  | <b><u>General<br/>Fund</u></b> |
|--|--------------------------------|
| <b><u>ASSETS</u></b>                           |                                |
| Cash and Cash Equivalents                      | \$2,167,685                    |
| Due from Other Governments                     | 723,599                        |
| Prepaid Expense                                | <u>20,576</u>                  |
| <b>TOTAL ASSETS</b>                            | <b>\$2,911,860</b>             |
| <br>   |                                |
| <b><u>LIABILITIES AND FUND BALANCES</u></b>    |                                |
| <b><u>Liabilities</u></b>                      |                                |
| Accounts Payable                               | \$ 129,548                     |
| Accrued Salaries and Benefits                  | 147,505                        |
| Payroll Deductions and Withholdings            | 106,545                        |
| Other Payables                                 | <u>10,628</u>                  |
| Total Liabilities                              | <u>\$ 394,226</u>              |
| <br>   |                                |
| <b><u>Fund Balances</u></b>                    |                                |
| Committed Fund Balance                         | \$2,100,000                    |
| Nonspendable Fund Balance                      | 20,576                         |
| Unassigned Fund Balance                        | <u>397,058</u>                 |
| Total Fund Balances                            | <u>\$2,517,634</u>             |
| <br><b>TOTAL LIABILITIES AND FUND BALANCES</b> | <br><b>\$2,911,860</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, 2020**

|   |                    |                     |
|---|--------------------|---------------------|
| Total Fund Balances - Governmental Funds  |                    | \$2,517,634         |
| Amounts reported for governmental activities in the statement of net position are different because:  |                    |                     |
| 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. |                    | ( 46,530)           |
| The net pension liability is not due and payable in the current period and, therefore, are not reported in the funds.   |                    | ( 2,301,722)        |
| 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  | \$159,901          |                     |
| Deferred Inflows of Resources   | ( <u>318,316</u> ) | ( 158,415)          |
| 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  | \$ 15,188          |                     |
| Deferred Inflows of Resources   | ( <u>21,188</u> )  | ( 6,000)            |
| 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.                      |                    | ( <u>110,134</u> )  |
| Total Net Position - Governmental Activities  |                    | <u>(\$ 105,167)</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, 2020

|   | <b><u>General<br/>Fund</u></b> |
|---|--------------------------------|
| <b><u>Revenues</u></b>                      |                                |
| Local Sources                               | \$2,584,874                    |
| State Sources                               | 11,231                         |
| Federal Sources                             | <u>125,360</u>                 |
| Total Revenues                              | <u>\$2,721,465</u>             |
| <br><b><u>Expenditures</u></b>              |                                |
| Instruction                                 | \$1,571,985                    |
| Support Services                            | <u>1,085,130</u>               |
| Total Expenditures                          | <u>\$2,657,115</u>             |
| Net Change in Fund Balance                  | \$ 64,350                      |
| <b><u>Fund Balances</u></b> - July 1, 2019  | <u>2,453,284</u>               |
| <b><u>Fund Balances</u></b> - June 30, 2020 | <u><u>\$2,517,634</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, 2020

|  |           |
|--|-----------|
| Total Net Change in Fund Balances - Governmental Funds | \$ 64,350 |
|--|-----------|

Amounts reported for governmental activities in the statement of activities are different because:

|  |           |
|--|-----------|
| 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. | ( 23,229) |
|--|-----------|

|  |         |
|--|---------|
| 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. | 149,243 |
|--|---------|

|   |              |
|---|--------------|
| In the statement of activities, certain operating expenses - other postemployment benefits are measured by the amounts charged during the year. | <u>8,445</u> |
|---|--------------|

|   |                         |
|---|-------------------------|
| Change in Net Position of Governmental Activities | <u><u>\$198,809</u></u> |
|---|-------------------------|

See Accompanying Notes and Independent Auditor's Report

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020

**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;

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(CONTINUED)

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

**B. Reporting Entity** (Continued)

- b. The potential for unilateral dissolution by a government with the net position reverting to a government; or
- 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.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(CONTINUED)

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

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

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 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, 2020.

**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.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(CONTINUED)

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

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

**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.

**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.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(CONTINUED)

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

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

**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.

**8. 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.

**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.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(CONTINUED)

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

**G. Revenues and Expenditures/Expenses** (Continued)

**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, 2020, appear in the financial statements as summarized below:

|                           |             |
|---------------------------|-------------|
| Cash and Cash Equivalents | \$2,167,685 |
|                           | <hr/> <hr/> |

**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.

**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.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(CONTINUED)

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

A. Deposits (Continued)

**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 \$2,189,821. Of the bank balance, \$250,000 is covered by Federal Depository Insurance and \$1,939,821 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.

***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

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(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)

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.

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:**

Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(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)

**Member Contributions:** (Continued)

Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

**Employer Contributions:**

The School's contractually required contribution rate for fiscal year ended June 30, 2020 was 33.43% 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 \$318,278 for the year ended June 30, 2020.

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

At June 30, 2020, the School reported a liability of \$2,620,000, reduced by \$318,278 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, 2019, 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, 2018 to June 30, 2019. 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, 2019, the School's proportion was .0056%, which was an increase of .0001% from its proportion measured as of June 30, 2018.

At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2020  
 (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)

|   | <u>Deferred Outflows<br/>of Resources</u> | <u>Deferred Inflows<br/>of Resources</u> |
|---|---|--|
| Difference between expected and actual experience               | \$ 7,390                                  | \$ 60,278                                |
| Changes in Assumptions  | ( 1,793)                                  | 0  |
| Net difference between projected and actual investment earnings | ( 24,523)                                 | 3,429                                    |
| Changes in proportions  | <u>178,827</u>                            | <u>254,609</u>                           |
|   | <u>\$159,901</u>                          | <u>\$318,316</u>                         |

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

Year Ended June 30

|      |             |
|------|-------------|
| 2021 | (\$215,413) |
| 2022 | 67,302      |
| 2023 | ( 10,304)   |

Actuarial Assumptions

The total pension liability as of June 30, 2019 was determined by rolling forward the System's total pension liability as of June 30, 2018 to June 30, 2019 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 7.25%, includes inflation at 2.75%.
- Salary growth - 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 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.

The actuarial assumptions used in the June 30, 2019 valuation were based on the results of an actuarial experience study that was performed for the five-year period ending June 30, 2015.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(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)

Actuarial Assumptions (Continued)

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    | 20.0%                    | 5.6%  |
| Fixed Income            | 36.0%                    | 1.9%  |
| Commodities             | 8.0%                     | 2.7%  |
| Absolute Return         | 10.0%                    | 3.4%  |
| Risk Parity             | 10.0%                    | 4.1%  |
| Infrastructure/MLPs     | 8.0%                     | 5.5%  |
| Real Estate             | 10.0%                    | 4.1%  |
| Alternative Investments | 15.0%                    | 7.4%  |
| Cash                    | 3.0%                     | 0.3%  |
| Financing (LIBOR)       | ( 20.0%)                 | 0.7%  |
|                         | 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, 2019.

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. 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.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(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)

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 7.25%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.25%) or 1-percentage-point higher (8.25%) than the current rate:

|   | <u>1%<br/>Decrease<br/>6.25%</u> | <u>Current<br/>Discount<br/>Rate<br/>7.25%</u> | <u>1%<br/>Increase<br/>8.25%</u> |
|---|----------------------------------|--|----------------------------------|
| School's proportionate share of the net pension liability | \$2,075,000                      | \$2,620,000                                    | \$3,263,000                      |
|   | <u>                    </u>      | <u>                    </u>                    | <u>                    </u>      |

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, 2019 is as follows:

|   |                    |
|---|--------------------|
| Assets                                  | \$3,605,000        |
| Liabilities                             | ( <u>316,000</u> ) |
| Net Position Held in Trust for Benefits | <u>\$3,289,000</u> |

As of June 30, 2020, the Center had the following elements related to its PSERS Plan:

|                            |                   |
|----------------------------|-------------------|
| Total Pension Expense      | \$ 179,689        |
| Total Pension Expenditures | <u>\$ 328,932</u> |

Other Postemployment Benefits

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.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(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)

*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, 2019, there were no assumed future benefit increases to participating eligible retirees.

**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, 2019, there were no assumed future benefit increases to participating eligible retirees.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2020  
 (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)

**Employer Contributions:**

The School's contractually required contribution rate for the fiscal year ended June 30, 2019 was 0.83% 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 \$8,866 for the year ended June 30, 2020.

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

At June 30, 2020, the School reported a liability of \$115,000, reduced by \$8,866 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, 2019, 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, 2018 to June 30, 2019. 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, 2019, the School's proportion was .0056 percent, which was an increase of .0001 percent from its proportion measured as of June 30, 2018.

At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

|                               | <u>Deferred Outflows<br/>of Resources</u> | <u>Deferred Inflows<br/>of Resources</u> |
|-------------------------------|---|--|
| Expected vs Actual Experience | \$ 688                                    | \$ 0                                     |
| Changes in Assumptions        | 2,875                                     | 2,438                                    |
| Changes in Proportion         | <u>11,625</u>                             | <u>18,750</u>                            |
|                               | \$15,188                                  | \$21,188                                 |
|                               | <u>          </u>                         | <u>          </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:**

|      |            |
|------|------------|
| 2021 | (\$10,000) |
| 2022 | 4,000      |
| 2023 | 0          |

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020  
(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)

Actuarial Assumptions

The Total OPEB Liability as of June 30, 2019, was determined by rolling forward the System's Total OPEB Liability as of June 30, 2018 to June 30, 2019 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 2.79% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 5.00%, comprised of inflation of 2.75% and 2.25% 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 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.
- 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, 2017 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, 2016 determined the employer contribution rate for fiscal year 2019.
- 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 rates and retirement ages were based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 for both males and females for healthy annuitants and for dependent beneficiaries. For disabled annuitants, the RP-2000 Combined Disabled Tables with age set back 7 years for males and 3 years for females for disabled annuitants. (A unisex table based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 years for both genders assuming the population consists of 25% males and 75% females is used to determine actuarial equivalent benefits.)

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2020  
 (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)

**Actuarial Assumptions** (Continued)

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.

| <u>OPEB - Asset Class</u> | <u>Target Allocation</u> | <u>Long-Term Expected Real Rate of Return</u> |
|---------------------------|--------------------------|---|
| Cash                      | 13.2%                    | 0.2%  |
| US Core Fixed Income      | 83.1%                    | 1.0%  |
| Non-US Development Fixed  | <u>3.7%</u>              | 0.0%  |
|                           | 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, 2019.

**Discount Rate**

The discount rate used to measure the Total OPEB Liability was 2.79%. 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 2.79% which represents the S&P 20 year Municipal Bond Rate at June 30, 2019, was applied to all projected benefit payments to measure the total OPEB liability.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2020  
 (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)

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, 2019, 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, 2019, 93,339 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2019, 780 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.

The following presents the System net OPEB liability for June 30, 2019, 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%<br/>Decrease</u>             | <u>Current<br/>Trend Rate</u> | <u>1%<br/>Increase</u>      |
| System Net OPEB Liability | \$119,000                          | \$119,000                     | \$119,000                   |
|                           | <u>                    </u>        | <u>                    </u>   | <u>                    </u> |

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 2.79%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower 1.79% or 1-percentage-point higher 3.79% than the current rate:

|  | <u>1%<br/>Decrease<br/>1.7%</u> | <u>Current<br/>Discount<br/>Rate<br/>2.79%</u> | <u>1%<br/>Increase<br/>3.79%</u> |
|--|---------------------------------|--|----------------------------------|
| School's Proportionate Share of the Net OPEB Liability | \$136,000                       | \$119,000                                      | \$105,000                        |
|  | <u>                    </u>     | <u>                    </u>                    | <u>                    </u>      |

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2020  
 (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)

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, 2019 is as follows:

|   |                  |
|---|------------------|
| Assets                                  | \$26,000         |
| Liabilities                             | ( <u>4,000</u> ) |
| Net Position Held in Trust for Benefits | <u>\$22,000</u>  |

As of June 30, 2020, the Center had the following elements related to its PSERS Plan:

|                         |                 |
|-------------------------|-----------------|
| Total OPEB Expense      | <u>\$ 770</u>   |
| Total OPEB Expenditures | <u>\$ 9,215</u> |

In addition, as of June 30, 2020, the School had a payable of \$128,212 to the PSERS pension plan. The amount of \$92,687 represents the second quarter 2020 required contributions, while \$35,585 represents the liability related to accrued payroll as of June 30, 2020.

C. 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 |
|              | =   |

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2020**  
**(CONTINUED)**

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

**D. Due from Other Governments**

The account represents the \$710,912 due from various school districts at June 30, 2020, who had students that attended Central Pennsylvania Digital Learning Foundation, Inc. charter school during the 2019-2020 school year.

**E. Long-Term Liabilities**

The following is a summary of changes in other long-term obligations for the fiscal year ended June 30, 2020.

**Primary Government**

**Governmental Activities**

Other Long-Term Obligations:

|                               | <u>07/01/19</u>    | <u>Change</u>      | <u>06/30/20</u>    | <u>Due Within<br/>One Year</u> |
|-------------------------------|--------------------|--------------------|--------------------|--------------------------------|
| Accrued Compensated Absences  | \$ 23,301          | \$ 23,229          | \$ 46,530          | \$46,530                       |
| Other Postemployment Benefits | 2,640,000          | ( 338,278)         | 2,301,722          | 0                              |
| Net Pension Liability         | <u>115,000</u>     | <u>( 4,866)</u>    | <u>110,134</u>     | <u>0</u>                       |
| Total Governmental Activities | <u>\$2,778,301</u> | <u>(\$319,915)</u> | <u>\$2,458,386</u> | <u>\$46,530</u>                |

**F. 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 2020 was \$46,530.

**G. Subsequent Events**

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through September 9, 2020, the date the financial statements were available to be issued.

**H. Related Party Transactions**

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

**I. 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, 2020  
(CONTINUED)

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

**J. 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.

**K. 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.

**L. Operating Lease**

The School entered into a lease agreement with Appalachia Intermediate Unit 8 to lease space for its offices and operations. The leased facility, referred to as the "Educational Development Center," is located at 580 Foot of Ten Road, Duncansville, Pennsylvania, 16635. The term of this lease began in the 2016-2017 fiscal year and shall continue for a period of ten (10) years with an option to renew at the end of the term. Rent expense for Year 1 and Year 2 is a rate of \$5,300 per month. Beginning in Year 3, the rent will increase each year based upon increases in the Consumer Price Index.

**M. 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.

**N. Fund Balance**

As of June 30, 2020, the governmental fund financial statements fund balances are comprised of the following:

**Nonspendable**

The School has prepaid expenses of \$20,576 classified as nonspendable.

**Committed**

The School has committed \$2,100,000 of fund balance as of June 30, 2020 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.

**CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2020**  
**(CONTINUED)**

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

**N. Fund Balance (Continued)**

**Committed (Continued)**

- \$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.

**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 \$397,058.

**O. Economic Dependency**

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

**P. Subsequent Events**

Central Pennsylvania Digital Learning Foundation, Inc. has evaluated subsequent events as of June 30, 2020 and through September 9, 2020, 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**

|   | <b>As of<br/>June 30, 2019<br/><u>Measurement Date</u></b> |
|---|--|
| 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<br>as a Percentage of its Covered Employee Payroll | 340.27%  |
| PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability  | 55.66%   |

|   | <b>As of<br/>June 30, 2018<br/><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<br>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<br/>June 30, 2017<br/><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<br>as a Percentage of its Covered Employee Payroll | 368.35%  |
| PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability  | 51.84%   |

**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<br/>June 30, 2016<br/><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<br>as a Percentage of its Covered Employee Payroll | 385.05%  |
| PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability  | 50.14%   |

|   | <b>As of<br/>June 30, 2015<br/><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<br>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>As of<br/>June 30, 2014<br/><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<br>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<br/><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   |
|   | <hr/>  |
| 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%   |
|   |  |
|   | <b>For the year ended<br/><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<br/><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%  |

**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<br/> <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  |
|   | =====   |
| 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%  |

|   | <b>For the year ended<br/> <u>June 30, 2015</u></b> |
|---|---|
| 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 and 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, 2017 and Beginning June 30, 2018 and Beginning June 30, 2019***

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, 2018 actuarial valuation will be made during the fiscal year ended June 30, 2020. The following actuarial methods and assumptions were used to determine contribution rates reported in that schedule:

- Investment return - 7.25%, includes inflation at 2.75% 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.

***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**

|   | <u><b>June 30, 2019</b></u> |
|---|-----------------------------|
| 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<br>as a Percentage of its Covered Employee Payroll | 15.45%                      |
| Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability                                   | 5.56%                       |

|   | <u><b>June 30, 2018</b></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<br>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><b>June 30, 2017</b></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<br>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><b>June 30, 2019</b></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: 100%;"/>  |
| School's Covered Employee Payroll                                    | \$769,983                   |
| Contribution as a Percentage of Covered Employee Payroll             | .78%                        |
| <br>   |                             |
|  | <u><b>June 30, 2018</b></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: 100%;"/>  |
| 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, 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 2.500%, 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, 2018 actuarial valuation will be made during the fiscal year ended June 30, 2020. The following actuarial methods and assumptions were used to determine contribution rates reported in that schedule:

- Investment return - 2.79% - 20 year S&P Municipal Bond Rate.
- 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, 2020**

|   | <u>Budgeted Amounts</u> |                    | <u>Actual</u>            | <u>Variance with</u> |
|---|-------------------------|--------------------|--------------------------|----------------------|
|   | <u>Original</u>         | <u>Final</u>       | <u>(Budgetary Basis)</u> | <u>Final Budget</u>  |
|   |                         |                    |                          | <u>Positive</u>      |
|   |                         |                    |                          | <u>(Negative)</u>    |
| <b><u>Revenues</u></b>                      |                         |                    |                          |                      |
| Local Sources                               | \$2,888,609             | \$2,888,609        | \$2,584,874              | (\$ 303,735)         |
| State Sources                               | 10,475                  | 10,475             | 11,231                   | 756                  |
| Federal Sources                             | <u>46,858</u>           | <u>46,858</u>      | <u>125,360</u>           | <u>78,502</u>        |
| Total Revenues                              | <u>\$2,945,942</u>      | <u>\$2,945,942</u> | <u>\$2,721,465</u>       | <u>(\$ 224,477)</u>  |
| <b><u>Expenditures</u></b>                  |                         |                    |                          |                      |
| Regular Programs                            | \$1,327,882             | \$1,327,882        | \$1,124,174              | \$ 203,708           |
| Special Programs                            | 538,028                 | 538,028            | 400,295                  | 137,733              |
| Other Instructional Programs                | 82,124                  | 82,124             | 47,516                   | 34,608               |
| Pupil Personnel Services                    | 94,086                  | 94,086             | 113,473                  | ( 19,387)            |
| Instructional Staff Services                | 160,427                 | 160,427            | 242,885                  | ( 82,458)            |
| Administrative Services                     | 312,575                 | 312,575            | 390,011                  | ( 77,436)            |
| Pupil Health                                | 6,675                   | 6,675              | 2,556                    | 4,119                |
| Business Services                           | 158,223                 | 158,223            | 137,391                  | 20,832               |
| Operation of Plant Services                 | 138,239                 | 138,239            | 104,938                  | 33,301               |
| Central and Other Support Services          | <u>127,683</u>          | <u>127,683</u>     | <u>93,876</u>            | <u>33,807</u>        |
| Total Expenditures                          | <u>\$2,945,942</u>      | <u>\$2,945,942</u> | <u>\$2,657,115</u>       | <u>\$ 288,827</u>    |
| Net Change in Fund Balances                 | \$ 0                    | \$ 0               | \$ 64,350                | \$ 64,350            |
| <b><u>Fund Balances</u></b> - July 1, 2019  | <u>0</u>                | <u>0</u>           | <u>2,453,284</u>         | <u>2,453,284</u>     |
| <b><u>Fund Balances</u></b> - June 30, 2020 | <u>\$ 0</u>             | <u>\$ 0</u>        | <u>\$2,517,634</u>       | <u>\$2,517,634</u>   |

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.  
NOTES TO REQUIRED SUPPLEMENTAL INFORMATION  
JUNE 30, 2020

**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.



# Title I

## Component I: Appropriately State Certified

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

Section 1112(c)(6)

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence | Comments  |                  |  |
|--|-------------------------------------|--------------------------|--------------------------|--|---------------------|---|------------------|--|
| 1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> List of staff working in the Title I and Title II program and their certifications<br><input type="checkbox"/> Samples of valid level 1 or 2 certificates with appropriate content areas aligned with class schedules.<br><input checked="" type="checkbox"/> Emergency permits unacceptable except for charter schools 25% rule<br><input checked="" type="checkbox"/> Report generated by the LEA data system on staff qualifications |                     | <table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>                     3/29/2018 3:06:04 PM<br/>                     Monitor Scot Mato<br/>                     The LEA has one emergency certified teacher. Emergency certificate provided. List of staff and certifications provided.                 </td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 3:06:04 PM<br>Monitor Scot Mato<br>The LEA has one emergency certified teacher. Emergency certificate provided. List of staff and certifications provided. |
| Monitor Comments   |                                     |                          |                          |  |                     |   |                  |  |
| 3/29/2018 3:06:04 PM<br>Monitor Scot Mato<br>The LEA has one emergency certified teacher. Emergency certificate provided. List of staff and certifications provided. |                                     |                          |                          |  |                     |   |                  |  |
| <p>If you have additional comments to make about this section, enter them here:</p>  |                                     |                          |                          |  |                     |   |                  |  |

**Component II: Equity Plan**

The Local Education Agency (LEA) will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Section 1111(g)(1)(B)

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments |
|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|----------|
| <p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity Plan</li> <li><input type="checkbox"/> Documentation of annual review of Equity Plan</li> <li><input type="checkbox"/> Teachers are reassigned, if applicable</li> <li><input type="checkbox"/> Changes to union contract are made, if applicable</li> <li><input type="checkbox"/> Sample class schedules with applicable staff and student percentages</li> </ul> |                     |          |
|  |                                     |                          |                          |   |                     |          |
| <p>If you have additional comments to make about this section, enter them here:</p>  |                                     |                          |                          |   |                     |          |

**Component III: Foster Care**

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

Section 1111(g)(1)(E)

| Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation                       | Additional Evidence | Comments  |                   |   |                  |  |
|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|-------------------|---|------------------|--|
| 1. The LEA developed transportation procedures for students in foster care.  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Written transportation procedures |                     | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1419 407 1946 456" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1419 456 1946 618">           3/6/2018 1:30:00 PM<br/>           CEO Malynda Maurer<br/>           Transportation procedures do not apply as CPDLF is a cyber school.         </td> </tr> <tr> <th data-bbox="1419 618 1946 667" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1419 667 1946 829">           3/29/2018 3:07:10 PM<br/>           Monitor Scot Mato<br/>           The LEA is a cyber charter school.<br/>           Transportation procedures do not apply.         </td> </tr> </tbody> </table> | District Comments | 3/6/2018 1:30:00 PM<br>CEO Malynda Maurer<br>Transportation procedures do not apply as CPDLF is a cyber school. | Monitor Comments | 3/29/2018 3:07:10 PM<br>Monitor Scot Mato<br>The LEA is a cyber charter school.<br>Transportation procedures do not apply. |
| District Comments  |                          |                          |                                     |  |                     |   |                   |   |                  |  |
| 3/6/2018 1:30:00 PM<br>CEO Malynda Maurer<br>Transportation procedures do not apply as CPDLF is a cyber school.            |                          |                          |                                     |  |                     |   |                   |   |                  |  |
| Monitor Comments   |                          |                          |                                     |  |                     |   |                   |   |                  |  |
| 3/29/2018 3:07:10 PM<br>Monitor Scot Mato<br>The LEA is a cyber charter school.<br>Transportation procedures do not apply. |                          |                          |                                     |  |                     |   |                   |   |                  |  |
|  |                          |                          |                                     |  |                     |   |                   |   |                  |  |
| If you have additional comments to make about this section, enter them here:   |                          |                          |                                     |  |                     |   |                   |   |                  |  |

## Component IV: Parent and Family Engagement

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

Section 1116(a)(1-3)

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Additional Evidence | Comments |
|--------------|-----|---------|-----|--------------------------------------|---------------------|----------|
|--------------|-----|---------|-----|--------------------------------------|---------------------|----------|

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments   |                  |  |
|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|--|------------------|--|
| <p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <p>states how the LEA involves parents in the joint development of the Title I Plan (Title I Application)</p> <p>states how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1118(e) parent and family involvement activities to improve student academic achievement and school performance</p> <p>states how the LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs</p> <p>states how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under this part, including identifying</p> <ul style="list-style-type: none"> <li>- barriers to greater participation in activities,</li> <li>- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers</li> <li>- Strategies to support successful school and family interactions</li> </ul> <p>use the findings of the evaluation to design evidence based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies</p> <p>involve parents in the activities of the Title I schools</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.</p> |                     | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1520 172 1938 217" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 217 1938 513"> <p>3/29/2018 3:11:43 PM</p> <p>Monitor Scot Mato</p> <p>The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>3/29/2018 3:11:43 PM</p> <p>Monitor Scot Mato</p> <p>The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p> |
| Monitor Comments   |                                     |                          |                          |   |                     |  |                  |  |
| <p>3/29/2018 3:11:43 PM</p> <p>Monitor Scot Mato</p> <p>The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p>   |                                     |                          |                          |   |                     |  |                  |  |

| Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments  |
|--|--------------------------|--------------------------|-------------------------------------|---|---------------------|---|
| 2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application, Reservation of Funds   |                     | <p align="center"><b>District Comments</b></p> <p>3/6/2018 1:31:04 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF receives less than \$500,000</p> <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 3:20:19 PM<br/>Monitor Scot Mato<br/>The LEA receives less than \$500,000 Title I funds.</p>   |
| 3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)                           | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside |                     | <p align="center"><b>District Comments</b></p> <p>3/6/2018 1:32:55 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not reserve funds for Parent and Family Engagement.</p> <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 3:20:46 PM<br/>Monitor Scot Mato<br/>The Parent and Family engagement set aside does not apply to the LEA.</p> |

| Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments  |
|---|-------------------------------------|--------------------------|-------------------------------------|---|---------------------|---|
| <p>4. If the LEA receives \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with LEA parent and Family Engagement Policy, including at least one of the following;</p> <ul style="list-style-type: none"> <li>- Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies</li> <li>- Supporting programs that reach parents and family members at home, in the community, and at school</li> <li>- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members</li> <li>- Collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement</li> <li>- Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the Parent and Family Engagement (This can be marked N/A if the LEA received less than \$500,000 in Title I funds.)</li> </ul> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet   |                     | <b>District Comments</b>  |
|   |                                     |                          |                                     |   |                     | 3/6/2018 1:33:22 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF receives less than \$500,000.  |
|   |                                     |                          |                                     |   |                     | <b>Monitor Comments</b>   |
|   |                                     |                          |                                     |   |                     | 3/29/2018 3:21:02 PM<br>Monitor Scot Mato<br>The LEA receives less than \$500,000 Title I funds.  |
| <p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Agendas and sign in sheets from meeting with parents to discuss the evaluation<br><br><input type="checkbox"/> Surveys and collated results to demonstrate evaluation process |                     | <b>Monitor Comments</b>   |
|   |                                     |                          |                                     |   |                     | 3/29/2018 3:23:56 PM<br>Monitor Scot Mato<br>The LEA is a cyber charter school. They discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. |

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

**Component V: Schoolwide Programs**

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

Section 1114

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

| Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation       | Additional Evidence | Comments  |                   |  |                  |   |
|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|-------------------|--|------------------|---|
| 1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Financial reports |                     | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; background-color: #cccccc;">District Comments</th> </tr> <tr> <td>3/6/2018 1:34:39 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not consolidate funds.</td> </tr> <tr> <th style="text-align: center; background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>3/29/2018 3:24:46 PM<br/>Monitor Scot Mato<br/>The LEA does not consolidate local, state and federal funds.</td> </tr> </table> | District Comments | 3/6/2018 1:34:39 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not consolidate funds. | Monitor Comments | 3/29/2018 3:24:46 PM<br>Monitor Scot Mato<br>The LEA does not consolidate local, state and federal funds. |
| District Comments  |                          |                          |                                     |  |                     |   |                   |  |                  |   |
| 3/6/2018 1:34:39 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not consolidate funds.                         |                          |                          |                                     |  |                     |   |                   |  |                  |   |
| Monitor Comments   |                          |                          |                                     |  |                     |   |                   |  |                  |   |
| 3/29/2018 3:24:46 PM<br>Monitor Scot Mato<br>The LEA does not consolidate local, state and federal funds.              |                          |                          |                                     |  |                     |   |                   |  |                  |   |
|  |                          |                          |                                     |  |                     |   |                   |  |                  |   |
| If you have additional comments to make about this section, enter them here:   |                          |                          |                                     |  |                     |   |                   |  |                  |   |

## Component VI: Nonpublic Schools

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

ESEA sections 1117 and 8501, 8503

UGG Sec. 200.313 and 200.320

If the LEA has no participating nonpublic schools, this section can be skipped.

| Requirements   | Met                      | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence  | Comments |
|--|--------------------------|--------------------------|--------------------------|--|--|----------|
| 1. LEA has procedures for provision of services to eligible children attending nonpublic school officials.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Consolidated application, Performance Goals section listing nonpublic student's measurable goals and detailing the services provided to nonpublic students.   |  |          |
| 2. Consultation has occurred between LEA and nonpublic officials.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials<br><input type="checkbox"/> Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools  |  |          |
| 3. The results of agreement following consultation have been transmitted to the SEAs equitable services ombudsman. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Affirmation of Consultation<br><input type="checkbox"/> eGrants affirmation upload<br><input type="checkbox"/> LEA documentation that consultation has, or attempts at such consultation have, taken place (see Additional Evidence required ONLY if the nonpublic official fails to sign the affirmation). | <input type="checkbox"/> Return Receipt mail card<br><input type="checkbox"/> Certified Letter postage receipt |          |
| 4. LEA regularly monitors the provision of Title I services to nonpublic students.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Nonpublic school visitation documentation by LEA  |  |          |

| Requirements   | Met                      | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence | Comments |
|--|--------------------------|--------------------------|--------------------------|--|---------------------|----------|
| 5. LEA is evaluating the Title I program serving nonpublic school students.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Evaluation data<br><input type="checkbox"/> Needs assessment survey form and collated results<br><input type="checkbox"/> Assessment data   |                     |          |
| 6. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement if allocation is \$500,000 and over.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Non-Public Organizations Summary and Non-Public Institutions sections of eGrants<br><input type="checkbox"/> Announcements/sign-in sheets for Parent & Family Engagement opportunities for nonpublic teachers and parents if required |                     |          |
| 7. LEA has budgets that document appropriate set-asides.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Title I budget / Budget Summary section of eGrants  |                     |          |
| 8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Inventory list of items purchased with Title I A nonpublic funds<br><input type="checkbox"/> Documentation that a physical inventory is conducted annually at the end of the school year  |                     |          |
| 9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Copy of third-party contracts that include a breakdown of instructional costs, amount of services to be delivered, and administrative costs for nonpublic schools   |                     |          |
| 10. LEA has Title I complaint procedures available for nonpublic schools   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Copy of complaint procedure and verification of distribution to nonpublic schools   |                     |          |
|  |                          |                          |                          |  |                     |          |
| If you have additional comments to make about this section, enter them here:   |                          |                          |                          |  |                     |          |

**Component VII: General Fiscal Requirements/Uniform Grants Guidance (UGG)**

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantees financial operations, which may include a review of internal controls for program funds in accordance with state and federal requirements, an examination of principles, laws and regulations, and a determination of whether costs are reasonable and necessary to achieve program objectives. This activity involves an assessment of financial statements, records, and procedures. It is similar to an audit, but has a lesser degree of detail and depth and, usually, a higher degree of frequency.

Fiscal monitoring includes, but is not limited to:

- Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.
- Comparing budgets or budget limits to actual costs to determine if the LEAs expenditures are likely to be more or less than budgeted
- Obtaining documentation that services billed or items purchased were actually delivered according to the contract
- Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

An expenditure is allowable if it is an approved use of funds under the statute or regulations governing a program and meet the intent of the program.

An expenditure is necessary if it is part of an approved application for funding.

An expenditure is allocable to the extent that the expenditure is used to meet the intent of the grant program (costs are pro-rated across grants if used to meet several grant program objectives).

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Additional Evidence | Comments |
|-------------|--------------|-----|---------|-----|--------------------------------------|---------------------|----------|
|-------------|--------------|-----|---------|-----|--------------------------------------|---------------------|----------|

| Description   | Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |
|---|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|--|
| <p>1. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented</p> <p>Uniform Grants Guidance Section 200.501</p> | <p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Two most recent audit reports (federal programs only)</p> <p><input type="checkbox"/> LEA response to findings</p> <p><input type="checkbox"/> PDE follow-up review of findings</p> <p><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions</p> |                     | <p><b>District Comments</b></p> <p>3/15/2018 6:34:18 AM<br/>CEO Malynda Maurer<br/>Does not apply. We are under the threshold of funds received to qualify for a single audit.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:28:36 PM<br/>Monitor Scot Mato<br/>The LEA receives less than a total of \$750,000 in federal funds and is exempt from single audits.</p> |

| Description   | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|---|---|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|
| 2. Equipment and Related Property<br>UGG Sec. 200.313 | 1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$1500) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$1499) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/12/2018 11:01:23 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not use Title funds to purchase equipment.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 3:31:48 PM<br/>Monitor Scot Mato<br/>This item was discussed in a phone call with RC Fry, the LEA and the monitor during the monitoring visit. The LEA does not have a policy specific to Equipment and Related property. Agreement was to mark it N/A for further review by the RC. The LEA does not spend federal money on equipment and related property. The LEA's UGG policies were written by the LEA's attorney. There was not a section in the policies specific to equipment and related property. RC Fry explained the UGG policies are available on the PAFPC website.</p> |

| Description                             | Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|---|--|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|---|
|   | 2. LEA conducts a physical inventory of all items every two years    | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Documentation that physical inventory was conducted within the last two years             |                     | <p align="center"><b>District Comments</b></p> <p>3/12/2018 12:31:32 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not use Title funds to purchase equipment.</p> <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 3:32:12 PM<br/>Monitor Scot Mato<br/>LEA and the monitor during the monitoring visit. The LEA does not have a policy specific to Equipment and Related property. Agreement was to mark it N/A for further review by the RC. The LEA does not spend federal money on equipment and related property and there is no need for an inventory.</p> |
| 3. Obligating Funds<br>UGG Sec. 200.309 | 1. LEA began obligating funds on or after the programs approved date | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date |                     | <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 3:36:11 PM<br/>Monitor Scot Mato<br/>The Consolidated Application was approved in September. The LEA started spending funds in October.</p>  |

| Description   | Requirements  | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments   |                  |   |
|---|---|-------------------------------------|--------------------------|--------------------------|---|---------------------|--|------------------|---|
| 4. Record Retention<br>UGG Sec. 200.333   | 1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Documentation that records are maintained for a period of seven years   |                     |  |                  |   |
| 5. Performance Goal Reporting Verification<br>UGG 200.328   | 1. LEA has submitted the Performance Goal Output Report for Title I, Title ID, and/or Title III Immigrant and EL, where applicable.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title I, Title ID, and/or Title III Immigrant and EL.   |                     | <table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:36:51 PM<br/>Monitor Scot Mato<br/>The Performance Goal Report was dated March 26, 2018.</td> </tr> </tbody> </table>        | Monitor Comments | 3/29/2018 3:36:51 PM<br>Monitor Scot Mato<br>The Performance Goal Report was dated March 26, 2018.        |
| Monitor Comments  |   |                                     |                          |                          |   |                     |  |                  |   |
| 3/29/2018 3:36:51 PM<br>Monitor Scot Mato<br>The Performance Goal Report was dated March 26, 2018.        |   |                                     |                          |                          |   |                     |  |                  |   |
|   | 2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Data reports/summaries  |                     | <table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:37:18 PM<br/>Monitor Scot Mato<br/>Data supporting the performance goal report was provided.</td> </tr> </tbody> </table>    | Monitor Comments | 3/29/2018 3:37:18 PM<br>Monitor Scot Mato<br>Data supporting the performance goal report was provided.    |
| Monitor Comments  |   |                                     |                          |                          |   |                     |  |                  |   |
| 3/29/2018 3:37:18 PM<br>Monitor Scot Mato<br>Data supporting the performance goal report was provided.    |   |                                     |                          |                          |   |                     |  |                  |   |
| 6. Conflict of Interest<br>UGG Sec 200.112  | <p>1. Conflict of Interest Requirement - the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <p>Standards of Conduct - (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Board Approved policy,<br><input type="checkbox"/> self-disclosure form,<br><input type="checkbox"/> resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken) |                     | <table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:37:51 PM<br/>Monitor Scot Mato<br/>The Conflict of Interest Policy as approved on June 8, 2017.</td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 3:37:51 PM<br>Monitor Scot Mato<br>The Conflict of Interest Policy as approved on June 8, 2017. |
| Monitor Comments  |   |                                     |                          |                          |   |                     |  |                  |   |
| 3/29/2018 3:37:51 PM<br>Monitor Scot Mato<br>The Conflict of Interest Policy as approved on June 8, 2017. |   |                                     |                          |                          |   |                     |  |                  |   |

| Description | Requirements  | Met | Not Met | N/A | Suggested Evidence of Implementation | Additional Evidence | Comments |
|-------------|---|-----|---------|-----|--------------------------------------|---------------------|----------|
|             | <p>Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)</p> <p>Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)</p> <p>Mandatory Disclosure- (potential conflict disclosed in writing)</p> |     |         |     |                                      |                     |          |

| Description                                | Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments |
|--|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|----------|
| 7. Allowability of Costs<br>UGG Sec 200.43 | <p>1. Allowability of Costs Requirement<br/>Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles:</p> <p>Necessary, reasonable and allocable</p> <p>Conform with federal law and grant terms</p> <p>Consistent with state and local policies</p> <p>Adequately documented</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Review program expenditures</p> <p><input type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.</p> |                     |          |

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

| Description  | Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |                   |  |                  |  |
|--|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|--|-------------------|--|------------------|--|
| 9. Procurement extension<br><br>EDGAR 80.36  | 1. Procurement the LEA must still maintain procurement procedures using more restrict thresholds:<br><br>Any expenditure under \$100,000 price or rate quotes obtained by adequate number of qualified sources<br><br>Bids obtained for costs over \$100,000<br><br>Note: if opting not to take procurement extension mark N/A, and answer question 8. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels and documentation that LEA is taking the Procurement extension |                     | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; background-color: #cccccc;">District Comments</th> </tr> <tr> <td>3/12/2018 11:19:37 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF did not request an extension.</td> </tr> <tr> <th style="text-align: center; background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>3/29/2018 3:43:17 PM<br/>Monitor Scot Mato<br/>Procurement extension does not apply. The LEA did not request an extension.</td> </tr> </table> | District Comments | 3/12/2018 11:19:37 AM<br>CEO Malynda Maurer<br>Does not apply. CPDLF did not request an extension. | Monitor Comments | 3/29/2018 3:43:17 PM<br>Monitor Scot Mato<br>Procurement extension does not apply. The LEA did not request an extension. |
| District Comments  |  |                          |                          |                                     |  |                     |  |                   |  |                  |  |
| 3/12/2018 11:19:37 AM<br>CEO Malynda Maurer<br>Does not apply. CPDLF did not request an extension.                       |  |                          |                          |                                     |  |                     |  |                   |  |                  |  |
| Monitor Comments   |  |                          |                          |                                     |  |                     |  |                   |  |                  |  |
| 3/29/2018 3:43:17 PM<br>Monitor Scot Mato<br>Procurement extension does not apply. The LEA did not request an extension. |  |                          |                          |                                     |  |                     |  |                   |  |                  |  |

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

| Description  | Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments  |                  |  |
|--|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|---|------------------|--|
| 11. Travel Reimbursement<br>UGG Sec 200.474  | <p>1. Travel the District must have written travel policies for travel costs to be allowable</p> <p>Types of travel (single day, overnight or out-of-state)</p> <p>What expenses may be reimbursed (food, lodging, transportation, airfare)</p> <p>What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Board approved policies available for review<br><input type="checkbox"/> Samples of travel requests reviewed followed policy<br><input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel |                     | <table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:45:23 PM<br/>Monitor Scot Mato<br/>Travel Reimbursement policy dated September 8, 2016 provided.</td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 3:45:23 PM<br>Monitor Scot Mato<br>Travel Reimbursement policy dated September 8, 2016 provided. |
| Monitor Comments   |  |                                     |                          |                          |   |                     |   |                  |  |
| 3/29/2018 3:45:23 PM<br>Monitor Scot Mato<br>Travel Reimbursement policy dated September 8, 2016 provided. |  |                                     |                          |                          |   |                     |   |                  |  |

| Description  | Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |
|--|---|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|--|
| 12. Prior Written Approval for Various Expenditures  | <p>1. LEA must obtain prior written approval for the following expenditures:</p> <p>Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c))</p> <p>Out of State Travel for workshops/conferences (200.474)</p> <p>Entertainment Costs (200.438)</p> <p>Equipment (200.439)</p> <p>Student Activity Costs</p> <p>Memberships, subscriptions, and Professional Activities (200.454)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <p><input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives</p> <p><input checked="" type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p> |                     | <p><b>Monitor Comments</b></p> <p>3/29/2018 3:46:11 PM</p> <p>Monitor Scot Mato</p> <p>Email from RC Fry giving prior approval provided. Email dated February 14, 2018.</p>  |
| <p>13. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127 ESEA</p> | <p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary)</p>   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>   |                     | <p><b>District Comments</b></p> <p>3/12/2018 11:45:11 AM</p> <p>CEO Malynda Maurer</p> <p>Does not apply. CPDLF does not receive \$50,000 in Title I funds.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:46:35 PM</p> <p>Monitor Scot Mato</p> <p>The LEA receives less than \$50,000 a year.</p> |

| Description  | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation                                    | Additional Evidence | Comments  |
|--|---|--------------------------|--------------------------|-------------------------------------|---|---------------------|---|
| <p>14. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1007 ESEA, amends Sec. 1113 ESEA</p> | <p>1. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span"</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application, Selection of Schools |                     | <p><b>District Comments</b></p> <p>3/6/2018 1:44:23 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF consists of one building.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:47:50 PM<br/>Monitor Scot Mato<br/>The LEA is a k-12 cyber charter school. Rank order does not apply.</p> |
|  | <p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. The same analysis should occur for buildings below 75% regardless of grade span when that ranking methodology is chosen, and when the ranking by grade span methodology is chosen then this analysis should occur within any established grade span.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application, Selection of Schools |                     | <p><b>District Comments</b></p> <p>3/6/2018 1:44:55 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF consists of one building.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:47:59 PM<br/>Monitor Scot Mato<br/>The LEA is a k-12 cyber charter school. Rank order does not apply.</p> |

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

| Description   | Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments   |
|---|--|-------------------------------------|--------------------------|-------------------------------------|---|---------------------|--|
|   | 5. Pre-kindergarten children are excluded from the poverty count of any school                 | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> PIMS Report on Economically Disadvantaged  |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/6/2018 1:46:00 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not have pre-kindergarten.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 3:48:53 PM<br/>Monitor Scot Mato<br/>The LEA does not have a pre-kindergarten program.</p> |
| <p>15. Supplement/Supplant</p> <p>The LEA ensures that Title funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.</p> <p>Sec. 1012 of ESSA amending Sec. 1118 of ESEA</p> | 1. LEA approved budget and records of expenditures of Title funds at the district level match. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Title I A and D, Title II and Title III, and Title IV budgets<br><br><input checked="" type="checkbox"/> LEA budget<br><br><input type="checkbox"/> Statement of Expenditures for Title I A and D, Title II, Title III, and Title IV<br><br><input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings. |                     |  |

| Description   | Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments   |                   |  |                  |  |
|---|--|-------------------------------------|--------------------------|-------------------------------------|---|---------------------|--|-------------------|--|------------------|--|
|   | 2. For Schoolwide Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Statement of federal, state and local allocations for past two years<br><input checked="" type="checkbox"/> Federal expenditures match Schoolwide Plan activities<br><input type="checkbox"/> MOE letter<br><input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings. |                     |  |                   |  |                  |  |
|   | 3. For Targeted Assistance Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.                 | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Federal expenditures match Consolidated Application<br><input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.<br><input type="checkbox"/> Evidence of intent of Title I being met through availability of services to students at-risk of failing.                 |                     | <table border="1"> <tr> <th>District Comments</th> </tr> <tr> <td>3/6/2018 1:46:51 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF is not a targeted entity.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>3/29/2018 3:49:24 PM<br/>Monitor Scot Mato<br/>The LEA does not operate a targeted assistance program.</td> </tr> </table> | District Comments | 3/6/2018 1:46:51 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF is not a targeted entity. | Monitor Comments | 3/29/2018 3:49:24 PM<br>Monitor Scot Mato<br>The LEA does not operate a targeted assistance program. |
| District Comments   |  |                                     |                          |                                     |   |                     |  |                   |  |                  |  |
| 3/6/2018 1:46:51 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF is not a targeted entity.                |  |                                     |                          |                                     |   |                     |  |                   |  |                  |  |
| Monitor Comments  |  |                                     |                          |                                     |   |                     |  |                   |  |                  |  |
| 3/29/2018 3:49:24 PM<br>Monitor Scot Mato<br>The LEA does not operate a targeted assistance program.        |  |                                     |                          |                                     |   |                     |  |                   |  |                  |  |
| 16. Comparability<br><br>The LEA complies with the comparability provisions of Title I.<br><br>Sec 1120A(c) | 1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Detailed Data Sheet and Assurance page<br><input type="checkbox"/> Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded)<br><input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt   |                     |  |                   |  |                  |  |

| Description   | Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments  |
|---|--|-------------------------------------|--------------------------|-------------------------------------|---|---------------------|---|
| 17. Maintenance of Effort (MOE)   | 1. LEAs combined fiscal effort per student on the aggregate expenditures of the LEA from the preceding year must not be less than 90% of the second preceding year | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Maintenance of Effort Letter indicating compliance/non-compliance   |                     | <p><b>Monitor Comments</b></p> <p>3/29/2018 3:51:07 PM<br/>Monitor Scot Mato<br/>Maintenance of Effort letter dated September 9, 2017 provided.</p>   |
| 18. Compliance to Reservations<br><br>The LEA complies with requirements regarding the reservation of funds.<br><br>Sec. 1113 ESEA, 42 U.S.C 11432<br><br>Sec. 9103 | 1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.                 | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Reservation of Funds page<br><br><input type="checkbox"/> Consolidated Application Title I budget<br><br><input type="checkbox"/> Statement of expenditures for homeless              |                     | <p><b>Monitor Comments</b></p> <p>3/29/2018 3:52:41 PM<br/>Monitor Scot Mato<br/>The LEA is a cyber charter school and does not specifically set aside funds for homeless students.</p>   |
|   | 2. LEA reserved appropriate funds for Neglected Institution served.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Reservation of Funds page<br><br><input type="checkbox"/> Consolidated Application Title I budget<br><br><input type="checkbox"/> Statement of expenditures for Neglected Institution |                     | <p><b>District Comments</b></p> <p>3/6/2018 1:49:50 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not reserve funds for Neglected Institution.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:53:11 PM<br/>Monitor Scot Mato<br/>The LEA does not serve any neglected institutions.</p> |

| Description | Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|-------------|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|
|             | 3. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (If not used, select NA)  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Reservation of Funds page<br><input type="checkbox"/> Consolidated Application Title I budget<br><input type="checkbox"/> Statement of expenditures for Foster |                     | <p style="text-align: center;"><b>District Comments</b></p> 3/6/2018 1:50:22 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not reserve funds for Foster students. <p style="text-align: center;"><b>Monitor Comments</b></p> 3/29/2018 3:53:50 PM<br>Monitor Scot Mato<br>The LEA is a cyber charter school and does not specifically set aside funds for foster students. |
|             | 4. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived and shows how the set-aside amount was allocated back to the appropriate Title I school? (If not used, select NA) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Reservation of Funds<br><input type="checkbox"/> Spreadsheet demonstrating calculations  |                     | <p style="text-align: center;"><b>District Comments</b></p> 3/6/2018 1:52:03 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not use the Salary and Fringe Benefit set-aside. <p style="text-align: center;"><b>Monitor Comments</b></p> 3/29/2018 3:54:43 PM<br>Monitor Scot Mato<br>The LEA does not set aside funds for salary and benefit.                               |

| Description | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence                 | Comments  |
|-------------|---|--------------------------|--------------------------|-------------------------------------|--|-------------------------------------|---|
|             | 5. The LEA may reserve funds at the LEA-level for Priority and Focus schools and associated requirements. The LEA does NOT need to reserve 20% for Priority and Focus schools (only applies to those LEAs that set aside 20%, all others mark N/A)  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Reservation of Funds page<br><input type="checkbox"/> Statement of expenditures for interventions  |                                     | <p style="text-align: center;"><b>District Comments</b></p> 3/6/2018 1:53:21 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not reserve funds for Priority and Focus schools. <p style="text-align: center;"><b>Monitor Comments</b></p> 3/29/2018 3:57:01 PM<br>Monitor Scot Mato<br>The LEA does not have a focus or priority school. |
|             | 6. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application, Reservation of Funds<br><input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance | <input checked="" type="checkbox"/> | <p style="text-align: center;"><b>District Comments</b></p> 3/6/2018 1:54:24 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF receives less than \$500,000 in Title I funds. <p style="text-align: center;"><b>Monitor Comments</b></p> 3/29/2018 3:57:24 PM<br>Monitor Scot Mato<br>The LEA receives less than \$500,000 in Title I funds.    |

| Description   | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation                                   | Additional Evidence | Comments   |
|---|---|--------------------------|--------------------------|-------------------------------------|--|---------------------|--|
| 19. Title I, Part D<br>Subpart 2: Sec. 1424                         | 1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s)  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Statement of expenditures for delinquent      |                     | <p><b>District Comments</b></p> <p>3/6/2018 1:55:08 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not participate.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:57:49 PM<br/>Monitor Scot Mato<br/>The LEA does not serve any delinquent institutions.</p>                         |
| 20. Community Eligibility Provision (CEP)<br>7 CFR 245.9(f)(7)(iii) | <p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 16-17 SY? This is asked for 17-18 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 17-18 SY this answer is no.</p> <p>Note: If a no answer the remaining questions can be marked N/A.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Selection of Schools |                     | <p><b>District Comments</b></p> <p>3/6/2018 1:56:03 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not participate in CES.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:58:19 PM<br/>Monitor Scot Mato<br/>The LEA does not participate in the Community Eligibility Provision.</p> |

| Description | Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation                                   | Additional Evidence | Comments  |
|-------------|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|
|             | 2. Were all buildings in 16-17 CEP or were some CEP and others non-CEP? If all schools CEP, select MET. If not, select N/A, then discuss per bullet 3 how data was made uniform. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Selection of Schools |                     | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;"><b>District Comments</b></p> <p>3/6/2018 1:56:31 PM<br/>CEO Malynnda Maurer<br/>Does not apply. CPDLF does not participate in CES.</p> <p style="text-align: center; margin: 0;"><b>Monitor Comments</b></p> <p>3/29/2018 3:58:24 PM<br/>Monitor Scot Mato<br/>The LEA does not participate in the Community Eligibility Provision.</p> </div> |

| Description   | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments   |                   |   |                  |   |
|---|---|--------------------------|--------------------------|-------------------------------------|---|---------------------|--|-------------------|---|------------------|---|
|   | 3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Selection of Schools<br><input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools.<br><input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not.<br><input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey but which made clear that it was not a requirement of the food subsidy program was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms. |                     | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; background-color: #cccccc;">District Comments</th> </tr> <tr> <td>3/6/2018 1:56:47 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not participate in CES.</td> </tr> <tr> <th style="text-align: center; background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>3/29/2018 3:58:31 PM<br/>Monitor Scot Mato<br/>The LEA does not participate in the Community Eligibility Provision.</td> </tr> </table> | District Comments | 3/6/2018 1:56:47 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not participate in CES. | Monitor Comments | 3/29/2018 3:58:31 PM<br>Monitor Scot Mato<br>The LEA does not participate in the Community Eligibility Provision. |
| District Comments   |   |                          |                          |                                     |   |                     |  |                   |   |                  |   |
| 3/6/2018 1:56:47 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not participate in CES.                   |   |                          |                          |                                     |   |                     |  |                   |   |                  |   |
| Monitor Comments  |   |                          |                          |                                     |   |                     |  |                   |   |                  |   |
| 3/29/2018 3:58:31 PM<br>Monitor Scot Mato<br>The LEA does not participate in the Community Eligibility Provision. |   |                          |                          |                                     |   |                     |  |                   |   |                  |   |

| Description                        | Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments   |
|------------------------------------|--|--------------------------|--------------------------|-------------------------------------|---|---------------------|--|
| 21. Transferability<br>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<br><br><input type="checkbox"/> Consolidated Application, Transferability page         |                     | <b>District Comments</b><br>3/12/2018 1:20:23 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF has not done any transfers between grants. They are all separated.                 |
|                                    |  |                          |                          |                                     |   |                     | <b>Monitor Comments</b><br>3/29/2018 3:59:04 PM<br>Monitor Scot Mato<br>The LEA has not transferred any of the federal grants money.   |
|                                    | 2. Evidence of Non-public school consultation to discuss transferred amounts   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Agendas/sign in sheets<br><input type="checkbox"/> Emails<br><input type="checkbox"/> Other documentation to reflect consultation occurred |                     | <b>District Comments</b><br>3/12/2018 1:20:28 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF has not done any transfers between grants. They are all separated.                 |
|                                    |  |                          |                          |                                     |   |                     | <b>Monitor Comments</b><br>3/29/2018 3:59:41 PM<br>Monitor Scot Mato<br>The LEA does not have a non-public school and the LEA has not transferred any of the federal grants money. |

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

**Component VIII: Supplement not Supplant**

Sect. 1118(b)(2)

| Description                                   | Requirements   | Response   |   |   |  | Comments |
|---|--|--|---|---|--|----------|
|   |  | 1  | 2 | 3 |  |          |
| Methodology to Allocate State and Local Funds | 1. Federal funds must be used to supplement and in no case supplant state and local resources. LEAs must show methodology used to allocate State and local funds is the same as it would be in the absence of Title I funds. This is an LEA decision, and PDE does not prescribe methods. Please explain your methodology used at the LEA level to allocate funds equitable to schools despite Title I status. | CPDLF uses Title funds primarily for Professional Development costs and costs for interventions. These costs are supplemental and would not occur if we did not have Title funds. We are a cyber school classified as School-Wide with only one building so equitable allocation does not apply. |   |   |  |          |

## Title II Part A

### Component I: Title IIA Requirements

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Sec. 2001

| Requirements   | Met                                 | Not Met                             | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments   |
|--|-------------------------------------|-------------------------------------|--------------------------|---|---------------------|--|
| 1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s)              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Evidence of a needs assessment with data indicating large class sizes or justification for the types of professional development activities offered. |                     | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:07:59 PM<br/>Monitor Scot Mato<br/>The needs assessment was done informally by the administration. Dr. Maurer determined some of the teachers lacked the skills necessary to meet expectations and perform their duties as teachers in a cyber charter environment. Dr. Maurer plans to do a more formal needs assessment in preparation for next school year.</p> |
| 2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Meeting notices, agenda, sign-in sheets, invitations   |                     | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:14:38 PM<br/>Monitor Scot Mato<br/>Stakeholder input into the development of Title II activities occurred informally.</p>  |
| 3. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title II activities   |                     |  |

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

| Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |
|--|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|--|
| 4. The LEA utilizes appropriately state certified teachers to reduce class size.   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Class-size reduction teacher rosters<br><input type="checkbox"/> List of CSR staff and their certifications<br><input type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers) |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/15/2018 5:04:24 PM<br/> CEO Malynda Maurer<br/> CPDLF is small with only one teacher for grades K-6 and one teacher per subject area for grades 6-9 and one teacher per subject area for grades 10-12.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:15:44 PM<br/> Monitor Scot Mato<br/> The LEA does not have a need to reduce class sizes.</p> |
| 3. LEA has submitted the Performance Goal Output Report for Title II.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.  |                     |  |
| 4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Data reports/summaries   |                     |  |
|  |                                     |                          |                                     |  |                     |  |
| If you have additional comments to make about this section, enter them here:   |                                     |                          |                                     |  |                     |  |

## Title IV, Part A

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

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

Sec. 4101

| Requirements  | Met                      | Not Met                             | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |
|---|--------------------------|-------------------------------------|-------------------------------------|--|---------------------|--|
| 1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Meeting notices, agenda, sign-in sheets   |                     | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:27:15 PM<br/>Monitor Scot Mato<br/>There was no agenda or sign-in sheet documenting stakeholder involvement in the planning of Title IV activities. The LEA plans to involve stakeholders in the planning of Title IV activities in the future.</p>  |
| 2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified for priority and focus; or are identified as persistently dangerous. | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> Focus/Priority school status<br><br><input type="checkbox"/> Consolidated application Selection of Schools ranking page |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/12/2018 8:31:16 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not distribute funds.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:27:57 PM<br/>Monitor Scot Mato<br/>The LEA is a single, cyber charter school and does not distribute funds to schools.</p> |

| Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|--|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|---|
| 3. LEA completed a performance goal for each area where funds are spent under Title IV.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Consolidated application Title IV Performance Goal Section                         |                     |   |
| 4. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets, meeting minutes                           |                     | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 5:31:47 PM<br/>Monitor Scot Mato<br/>There was no agenda or sign-in sheet documenting stakeholder involvement in reviewing Title IV activities. The LEA plans to include stakeholders in when reviewing Title IV activities in the future.</p>  |
| 5. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases). | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/12/2018 8:56:53 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not use funds to purchase technology.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:28:57 PM<br/>Monitor Scot Mato<br/>The LEA does not use federal money to purchase technology.</p> |

| Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|---|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|
| 6. If the LEA has received more than \$30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years). | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Needs Assessment with date  |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/12/2018 8:57:51 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:29:24 PM<br/>Monitor Scot Mato<br/>The LEA receives less than \$30,000 in Title IV funds.</p> |
| 7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.               | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application well-rounded narrative completed.<br><br><input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/12/2018 8:58:17 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:29:35 PM<br/>Monitor Scot Mato<br/>The LEA receives less than \$30,000 in Title IV funds.</p> |

| Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|---|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|---|
| 8. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application safe and healthy narrative completed.<br><br><input type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section                       |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/12/2018 8:58:23 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:29:41 PM<br/>Monitor Scot Mato<br/>The LEA receives less than \$30,000 in Title IV funds.</p> |
| 9. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed.<br><br><input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/12/2018 8:58:39 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:29:51 PM<br/>Monitor Scot Mato<br/>The LEA receives less than \$30,000 in Title IV funds.</p> |
| 10. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title IV activities  |                     |   |

## Ed-Flex Waiver Review

### Ed-Flex Waiver Review

A Local Educational Agency (LEA) that receives funds under a program authorized under this Act and desires a waiver of any statutory or regulatory requirement of this Act shall submit a request containing the information described in subsection (b)(1) to the appropriate State educational agency. The State educational agency determines if the waiver is appropriate.

SEC. 8401

| Requirements   | Met                      | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments |
|--|--------------------------|--------------------------|--------------------------|---|---------------------|----------|
| 1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Section 1 Waiver Application   |                     |          |
| 2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Section 3 Waiver Application   |                     |          |
| 3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Section 3 Waiver Application   |                     |          |
| 4. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Section 3 Waiver Application   |                     |          |
| 5. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Section 5 Waiver Application   |                     |          |
| 6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Waiver Performance Report  |                     |          |
| 7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Approval Letter from PDE<br><input type="checkbox"/> eGrants Budget and Selection of Schools |                     |          |

| Requirements   | Met                      | Not Met                  | N/A                      | Suggested Evidence of Implementation | Additional Evidence | Comments |
|--|--------------------------|--------------------------|--------------------------|--------------------------------------|---------------------|----------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                      |                     |          |
| If you have additional comments to make about this section, enter them here: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                      |                     |          |

## Title VI-B REAP

### Title VI-B REAP

It is the purpose of this part to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Sec. 5201

| Requirements   | Met                      | Not Met                  | N/A                      | Suggested Evidence of Implementation                               | Additional Evidence   | Comments |
|--|--------------------------|--------------------------|--------------------------|--|---|----------|
| 1. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for REAP-Flex                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Statement of Allocations and Expenditures | Applicable Funding for REAP-Flex:<br><br>Title II-A<br><br>Uses of Applicable Funding<br><br><input type="checkbox"/> Title I-A<br><input type="checkbox"/> Title II-A<br><input type="checkbox"/> Title III  |          |
| 2. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for Rural and Low Income Schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Statement of Allocations and Expenditures | Uses of Funds: <input type="checkbox"/> Teacher Recruitment and Retention<br><br><input type="checkbox"/> Teacher Professional Development<br><input type="checkbox"/> Educational Technology<br><br><input type="checkbox"/> Parent and Family Engagement Activities<br><br><input type="checkbox"/> Title I-A<br><input type="checkbox"/> Title III |          |
|  |                          |                          |                          |  |   |          |

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

## Personnel Interviews

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



## Title I: School Level

### Component I: Appropriately State Certified

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

Sec. 1112(c)(6)

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

| Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments  |
|--|-------------------------------------|--------------------------|-------------------------------------|---|---------------------|---|
| 1. All instructional paraprofessionals working in a Title I and Title II program are appropriately certified.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/15/2018 5:17:07 PM<br/>CEO Malynda Maurer<br/>CPDLF does not employ paraprofessionals; therefore, this does not apply.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:31:53 PM<br/>Monitor Scot Mato<br/>The LEA does not employ paraprofessionals.</p> |
| 2. Parents (in Title I schools only) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Copy of Right-to-Know Teacher Qualifications letter and evidence of distribution date                                 |                     | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:37:13 PM<br/>Monitor Scot Mato<br/>The letter was distributed as part of a packet on August 15, 2017.</p>   |

| Requirements   | Met                                 | Not Met                  | N/A | Suggested Evidence of Implementation   | Additional Evidence | Comments   |                  |   |
|--|-------------------------------------|--------------------------|-----|--|---------------------|--|------------------|---|
| 3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |     | <input checked="" type="checkbox"/> Copy of Right-to-Know Four Consecutive Week letter<br><br><input checked="" type="checkbox"/> Evidence of distribution date, if applicable |                     | <table border="1"> <thead> <tr> <th data-bbox="1514 172 1942 215">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1514 215 1942 448">           3/29/2018 4:38:31 PM<br/>           Monitor Scot Mato<br/>           The LEA has one teacher not appropriately state certified. The letter was sent to the parents of the students who have that teacher.         </td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 4:38:31 PM<br>Monitor Scot Mato<br>The LEA has one teacher not appropriately state certified. The letter was sent to the parents of the students who have that teacher. |
| Monitor Comments   |                                     |                          |     |  |                     |  |                  |   |
| 3/29/2018 4:38:31 PM<br>Monitor Scot Mato<br>The LEA has one teacher not appropriately state certified. The letter was sent to the parents of the students who have that teacher.                                      |                                     |                          |     |  |                     |  |                  |   |
|  |                                     |                          |     |  |                     |  |                  |   |
| If you have additional comments to make about this section, enter them here:   |                                     |                          |     |  |                     |  |                  |   |

**Component II: Transition Plan**

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

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

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation                | Additional Evidence | Comments   |                  |  |
|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|--|------------------|--|
| 4. The School implements strategies to facilitate effective transitions for students.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Transition Plan |                     | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1226 472 1944 521" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1226 521 1944 750">           3/29/2018 4:40:18 PM<br/>           Monitor Scot Mato<br/>           The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.         </td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 4:40:18 PM<br>Monitor Scot Mato<br>The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan. |
| Monitor Comments   |                                     |                          |                          |   |                     |  |                  |  |
| 3/29/2018 4:40:18 PM<br>Monitor Scot Mato<br>The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan. |                                     |                          |                          |   |                     |  |                  |  |

### Component III: Parent and Family Engagement

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

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

| Requirements  | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments  |                  |  |
|---|-------------------------------------|--------------------------|--------------------------|---|---------------------|---|------------------|--|
| <p>1. 1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Required components:</p> <ul style="list-style-type: none"> <li>• Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</li> <li>• Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> School Parent and Family Engagement policy, Parent meeting agenda &amp; sign-in sheets, and method of distribution</p> |                     | <table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> <p>3/29/2018 4:44:09 PM<br/>Monitor Scot Mato<br/>The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>3/29/2018 4:44:09 PM<br/>Monitor Scot Mato<br/>The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p> |
| Monitor Comments  |                                     |                          |                          |   |                     |   |                  |  |
| <p>3/29/2018 4:44:09 PM<br/>Monitor Scot Mato<br/>The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p>  |                                     |                          |                          |   |                     |   |                  |  |

| Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation | Additional Evidence | Comments |
|--|-----|---------|-----|--------------------------------------|---------------------|----------|
| <ul style="list-style-type: none"> <li>• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I.</li> <li>• Provide Title I parents               <ul style="list-style-type: none"> <li>◦ Timely information about Title I programs</li> <li>◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards</li> <li>◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.</li> </ul> </li> <li>• If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).</li> </ul> |     |         |     |                                      |                     |          |

| Requirements  | Met | Not Met | N/A | Suggested Evidence of Implementation | Additional Evidence | Comments |
|---|-----|---------|-----|--------------------------------------|---------------------|----------|
| <ul style="list-style-type: none"> <li>• Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.</li> <li>• Describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.</li> <li>• States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.</li> <li>• Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.</li> <li>• States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.</li> </ul> |     |         |     |                                      |                     |          |

| Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation                 | Additional Evidence | Comments   |                  |   |
|--|-----|---------|-----|--|---------------------|--|------------------|---|
| <ul style="list-style-type: none"> <li>States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.</li> <li>States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).</li> </ul> |     |         |     |  |                     |  |                  |   |
| <p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>   | ☑   | ☐       | ☐   | <p>☑ Title I meeting agenda &amp; sign-in sheets</p> |                     | <table border="1"> <thead> <tr> <th data-bbox="1514 699 1938 748">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1514 748 1938 911"> <p>3/29/2018 4:54:38 PM<br/>Monitor Scot Mato<br/>The LEA used Zoom to hold their annual meeting on May 31, 2017.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>3/29/2018 4:54:38 PM<br/>Monitor Scot Mato<br/>The LEA used Zoom to hold their annual meeting on May 31, 2017.</p> |
| Monitor Comments   |     |         |     |  |                     |  |                  |   |
| <p>3/29/2018 4:54:38 PM<br/>Monitor Scot Mato<br/>The LEA used Zoom to hold their annual meeting on May 31, 2017.</p>  |     |         |     |  |                     |  |                  |   |

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments  |                  |   |
|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|---|------------------|---|
| <p>3. 3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall</p> <ul style="list-style-type: none"> <li>- describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and</li> <li>- address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual childs achievement; frequent reports to parents on their childrens progress; reasonable access to staff, opportunities to volunteer and participate in their childs class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution |                     | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1520 172 1938 215">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 215 1938 513"> <p>3/29/2018 4:59:25 PM<br/>           Monitor Scot Mato<br/>           The LEA discussed the School-Parent Compact during a Zoom meeting on May 31, 2017. School-parent compact distributed at (Reboot) meeting. Agenda and sign-in sheet dated 8/15/17.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>3/29/2018 4:59:25 PM<br/>           Monitor Scot Mato<br/>           The LEA discussed the School-Parent Compact during a Zoom meeting on May 31, 2017. School-parent compact distributed at (Reboot) meeting. Agenda and sign-in sheet dated 8/15/17.</p> |
| Monitor Comments   |                                     |                          |                          |   |                     |   |                  |   |
| <p>3/29/2018 4:59:25 PM<br/>           Monitor Scot Mato<br/>           The LEA discussed the School-Parent Compact during a Zoom meeting on May 31, 2017. School-parent compact distributed at (Reboot) meeting. Agenda and sign-in sheet dated 8/15/17.</p>  |                                     |                          |                          |   |                     |   |                  |   |

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments   |
|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|--|
| 4. Title I Schools shall provide assistance to parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets<br><input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets         |                     | <b>Monitor Comments</b><br>3/29/2018 4:59:54 PM<br>Monitor Scot Mato<br>Title I information shared at Reboot meeting on August 15, 2017. The LEA/school holds three parent engagement meetings throughout the year. Title I information is included in these meetings.                                       |
| 5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events<br><input type="checkbox"/> Workshops         |                     | <b>Monitor Comments</b><br>3/29/2018 5:02:51 PM<br>Monitor Scot Mato<br>Title I information shared at Reboot meeting on August 15, 2017. The LEA/school holds three parent engagement meetings throughout the year. Title I information is included in these meetings and materials are provided to parents. |
| 6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets<br><input type="checkbox"/> SPAC skits and staff agendas and sign in sheets |                     | <b>Monitor Comments</b><br>3/29/2018 5:10:51 PM<br>Monitor Scot Mato<br>All staff are required to attend the Parent Engagement evenings. The administration meets with the teachers immediately after the meetings to discuss parental feedback. Agendas and sign-in sheets provided.                        |

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments   |                  |  |
|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|--|------------------|--|
| 7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Transition Plan<br><input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events<br><input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets |                     | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1514 172 1938 215">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1514 215 1938 516">           3/29/2018 5:12:01 PM<br/>           Monitor Scot Mato<br/>           The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.         </td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 5:12:01 PM<br>Monitor Scot Mato<br>The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan. |
| Monitor Comments   |                                     |                          |                          |   |                     |  |                  |  |
| 3/29/2018 5:12:01 PM<br>Monitor Scot Mato<br>The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.   |                                     |                          |                          |   |                     |  |                  |  |
| 8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings<br><input type="checkbox"/> Translated Schoolwide Plan  |                     |  |                  |  |
|  |                                     |                          |                          |   |                     |  |                  |  |
| If you have additional comments to make about this section, enter them here:   |                                     |                          |                          |   |                     |  |                  |  |

**Component IV: Schoolwide Programs**

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

Sec. 1114

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

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence | Comments   |                  |   |
|--|-------------------------------------|--------------------------|--------------------------|--|---------------------|--|------------------|---|
| <p>1. Have a completed/ revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.</p> |                     | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1488 496 1940 537" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1488 545 1940 1263"> <p>3/29/2018 5:18:22 PM<br/> Monitor Scot Mato<br/> The LEA decided to completely revamp the organizational structure and operational procedures of the LEA/school. The decision was made to hire a consultant to interview stakeholders to use their input to create the School Improvement Plan. The LEA is a Google school. The Improvement Plan was created in Google docs and shared with stakeholders for revisions. Changes can be seen in the revision history of the document. Now that the initial plan is in place, Dr. Maurer's plan moving forward is to do a needs assessment and convene the stakeholders to do the annual update.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>3/29/2018 5:18:22 PM<br/> Monitor Scot Mato<br/> The LEA decided to completely revamp the organizational structure and operational procedures of the LEA/school. The decision was made to hire a consultant to interview stakeholders to use their input to create the School Improvement Plan. The LEA is a Google school. The Improvement Plan was created in Google docs and shared with stakeholders for revisions. Changes can be seen in the revision history of the document. Now that the initial plan is in place, Dr. Maurer's plan moving forward is to do a needs assessment and convene the stakeholders to do the annual update.</p> |
| Monitor Comments   |                                     |                          |                          |  |                     |  |                  |   |
| <p>3/29/2018 5:18:22 PM<br/> Monitor Scot Mato<br/> The LEA decided to completely revamp the organizational structure and operational procedures of the LEA/school. The decision was made to hire a consultant to interview stakeholders to use their input to create the School Improvement Plan. The LEA is a Google school. The Improvement Plan was created in Google docs and shared with stakeholders for revisions. Changes can be seen in the revision history of the document. Now that the initial plan is in place, Dr. Maurer's plan moving forward is to do a needs assessment and convene the stakeholders to do the annual update.</p>  |                                     |                          |                          |  |                     |  |                  |   |

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

**Component V: Targeted Assistance**

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

Sec. 1009 of ESSA 1115

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

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

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

**Component VI: Fiscal Requirements**

| Description  | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments   |
|--|---|--------------------------|--------------------------|-------------------------------------|---|---------------------|--|
| <p>1. Time Documentation</p> <p>UGG Sec. 200.430</p> | <p>1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Semi-annual time certifications</p>   |                     | <p><b>District Comments</b></p> <p>3/15/2018 5:22:19 PM<br/>CEO Malynda Maurer<br/>CPDLF does not use Title funds for salaries and benefits.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 5:20:27 PM<br/>Monitor Scot Mato<br/>The LEA/school does not use Title I money for salaries and benefits.</p> |
|  | <p>2. 2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Time logs</p> <p><input type="checkbox"/> Staff schedules</p> <p><input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval</p> |                     | <p><b>District Comments</b></p> <p>3/15/2018 5:22:40 PM<br/>CEO Malynda Maurer<br/>CPDLF does not use Title funds for salaries and benefits.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 5:20:59 PM<br/>Monitor Scot Mato<br/>The LEA/school does not use Title I money for salaries and benefits.</p> |

| Description  | Requirements  | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments |
|--|---|-------------------------------------|--------------------------|--------------------------|---|---------------------|----------|
| 2. Building Level Budget   | 1. The LEA and Title I School maintain a building level budget documenting Title I expenditures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis |                     |          |
| If you have additional comments to make about this section, enter them here: |   |                                     |                          |                          |   |                     |          |



# Title I

## Component I: Appropriately State Certified

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

Section 1112(c)(6)

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence | Comments  |                  |  |
|--|-------------------------------------|--------------------------|--------------------------|--|---------------------|---|------------------|--|
| 1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> List of staff working in the Title I and Title II program and their certifications<br><input type="checkbox"/> Samples of valid level 1 or 2 certificates with appropriate content areas aligned with class schedules.<br><input checked="" type="checkbox"/> Emergency permits unacceptable except for charter schools 25% rule<br><input checked="" type="checkbox"/> Report generated by the LEA data system on staff qualifications |                     | <table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>                     3/29/2018 3:06:04 PM<br/>                     Monitor Scot Mato<br/>                     The LEA has one emergency certified teacher. Emergency certificate provided. List of staff and certifications provided.                 </td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 3:06:04 PM<br>Monitor Scot Mato<br>The LEA has one emergency certified teacher. Emergency certificate provided. List of staff and certifications provided. |
| Monitor Comments   |                                     |                          |                          |  |                     |   |                  |  |
| 3/29/2018 3:06:04 PM<br>Monitor Scot Mato<br>The LEA has one emergency certified teacher. Emergency certificate provided. List of staff and certifications provided. |                                     |                          |                          |  |                     |   |                  |  |
| <p>If you have additional comments to make about this section, enter them here:</p>  |                                     |                          |                          |  |                     |   |                  |  |

**Component II: Equity Plan**

The Local Education Agency (LEA) will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Section 1111(g)(1)(B)

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments |
|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|----------|
| <p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity Plan</li> <li><input type="checkbox"/> Documentation of annual review of Equity Plan</li> <li><input type="checkbox"/> Teachers are reassigned, if applicable</li> <li><input type="checkbox"/> Changes to union contract are made, if applicable</li> <li><input type="checkbox"/> Sample class schedules with applicable staff and student percentages</li> </ul> |                     |          |
|  |                                     |                          |                          |   |                     |          |
| <p>If you have additional comments to make about this section, enter them here:</p>  |                                     |                          |                          |   |                     |          |

**Component III: Foster Care**

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

Section 1111(g)(1)(E)

| Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation                       | Additional Evidence | Comments  |                   |   |                  |  |
|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|-------------------|---|------------------|--|
| 1. The LEA developed transportation procedures for students in foster care.  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Written transportation procedures |                     | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; background-color: #cccccc;">District Comments</th> </tr> <tr> <td>           3/6/2018 1:30:00 PM<br/>           CEO Malynda Maurer<br/>           Transportation procedures do not apply as CPDLF is a cyber school.         </td> </tr> <tr> <th style="text-align: center; background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>           3/29/2018 3:07:10 PM<br/>           Monitor Scot Mato<br/>           The LEA is a cyber charter school.<br/>           Transportation procedures do not apply.         </td> </tr> </table> | District Comments | 3/6/2018 1:30:00 PM<br>CEO Malynda Maurer<br>Transportation procedures do not apply as CPDLF is a cyber school. | Monitor Comments | 3/29/2018 3:07:10 PM<br>Monitor Scot Mato<br>The LEA is a cyber charter school.<br>Transportation procedures do not apply. |
| District Comments  |                          |                          |                                     |  |                     |   |                   |   |                  |  |
| 3/6/2018 1:30:00 PM<br>CEO Malynda Maurer<br>Transportation procedures do not apply as CPDLF is a cyber school.            |                          |                          |                                     |  |                     |   |                   |   |                  |  |
| Monitor Comments   |                          |                          |                                     |  |                     |   |                   |   |                  |  |
| 3/29/2018 3:07:10 PM<br>Monitor Scot Mato<br>The LEA is a cyber charter school.<br>Transportation procedures do not apply. |                          |                          |                                     |  |                     |   |                   |   |                  |  |
|  |                          |                          |                                     |  |                     |   |                   |   |                  |  |
| If you have additional comments to make about this section, enter them here:   |                          |                          |                                     |  |                     |   |                   |   |                  |  |

## Component IV: Parent and Family Engagement

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

Section 1116(a)(1-3)

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Additional Evidence | Comments |
|--------------|-----|---------|-----|--------------------------------------|---------------------|----------|
|--------------|-----|---------|-----|--------------------------------------|---------------------|----------|

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence | Comments   |                  |  |
|--|-------------------------------------|--------------------------|--------------------------|--|---------------------|--|------------------|--|
| <p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <p>states how the LEA involves parents in the joint development of the Title I Plan (Title I Application)</p> <p>states how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1118(e) parent and family involvement activities to improve student academic achievement and school performance</p> <p>states how the LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs</p> <p>states how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under this part, including identifying</p> <ul style="list-style-type: none"> <li>- barriers to greater participation in activities,</li> <li>- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers</li> <li>- Strategies to support successful school and family interactions</li> </ul> <p>use the findings of the evaluation to design evidence based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies</p> <p>involve parents in the activities of the Title I schools</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc. |                     | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1520 172 1938 217">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 217 1938 513"> <p>3/29/2018 3:11:43 PM</p> <p>Monitor Scot Mato</p> <p>The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>3/29/2018 3:11:43 PM</p> <p>Monitor Scot Mato</p> <p>The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p> |
| Monitor Comments   |                                     |                          |                          |  |                     |  |                  |  |
| <p>3/29/2018 3:11:43 PM</p> <p>Monitor Scot Mato</p> <p>The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.</p>   |                                     |                          |                          |  |                     |  |                  |  |

| Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments  |
|--|--------------------------|--------------------------|-------------------------------------|---|---------------------|---|
| 2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application, Reservation of Funds   |                     | <p align="center"><b>District Comments</b></p> <p>3/6/2018 1:31:04 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF receives less than \$500,000</p> <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 3:20:19 PM<br/>Monitor Scot Mato<br/>The LEA receives less than \$500,000 Title I funds.</p>   |
| 3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)                           | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside |                     | <p align="center"><b>District Comments</b></p> <p>3/6/2018 1:32:55 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not reserve funds for Parent and Family Engagement.</p> <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 3:20:46 PM<br/>Monitor Scot Mato<br/>The Parent and Family engagement set aside does not apply to the LEA.</p> |

| Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments  |
|---|-------------------------------------|--------------------------|-------------------------------------|---|---------------------|---|
| <p>4. If the LEA receives \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with LEA parent and Family Engagement Policy, including at least one of the following;</p> <ul style="list-style-type: none"> <li>- Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies</li> <li>- Supporting programs that reach parents and family members at home, in the community, and at school</li> <li>- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members</li> <li>- Collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement</li> <li>- Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the Parent and Family Engagement (This can be marked N/A if the LEA received less than \$500,000 in Title I funds.)</li> </ul> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet   |                     | <b>District Comments</b>  |
|   |                                     |                          |                                     |   |                     | 3/6/2018 1:33:22 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF receives less than \$500,000.  |
|   |                                     |                          |                                     |   |                     | <b>Monitor Comments</b>   |
|   |                                     |                          |                                     |   |                     | 3/29/2018 3:21:02 PM<br>Monitor Scot Mato<br>The LEA receives less than \$500,000 Title I funds.  |
| <p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Agendas and sign in sheets from meeting with parents to discuss the evaluation<br><br><input type="checkbox"/> Surveys and collated results to demonstrate evaluation process |                     | <b>Monitor Comments</b>   |
|   |                                     |                          |                                     |   |                     | 3/29/2018 3:23:56 PM<br>Monitor Scot Mato<br>The LEA is a cyber charter school. They discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. |

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

**Component V: Schoolwide Programs**

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

Section 1114

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

| Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation       | Additional Evidence | Comments  |                   |  |                  |   |
|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|-------------------|--|------------------|---|
| 1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Financial reports |                     | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; background-color: #cccccc;">District Comments</th> </tr> <tr> <td>3/6/2018 1:34:39 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not consolidate funds.</td> </tr> <tr> <th style="text-align: center; background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>3/29/2018 3:24:46 PM<br/>Monitor Scot Mato<br/>The LEA does not consolidate local, state and federal funds.</td> </tr> </table> | District Comments | 3/6/2018 1:34:39 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not consolidate funds. | Monitor Comments | 3/29/2018 3:24:46 PM<br>Monitor Scot Mato<br>The LEA does not consolidate local, state and federal funds. |
| District Comments  |                          |                          |                                     |  |                     |   |                   |  |                  |   |
| 3/6/2018 1:34:39 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not consolidate funds.                         |                          |                          |                                     |  |                     |   |                   |  |                  |   |
| Monitor Comments   |                          |                          |                                     |  |                     |   |                   |  |                  |   |
| 3/29/2018 3:24:46 PM<br>Monitor Scot Mato<br>The LEA does not consolidate local, state and federal funds.              |                          |                          |                                     |  |                     |   |                   |  |                  |   |
|  |                          |                          |                                     |  |                     |   |                   |  |                  |   |
| If you have additional comments to make about this section, enter them here:   |                          |                          |                                     |  |                     |   |                   |  |                  |   |

## Component VI: Nonpublic Schools

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

ESEA sections 1117 and 8501, 8503

UGG Sec. 200.313 and 200.320

If the LEA has no participating nonpublic schools, this section can be skipped.

| Requirements   | Met                      | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence  | Comments |
|--|--------------------------|--------------------------|--------------------------|--|--|----------|
| 1. LEA has procedures for provision of services to eligible children attending nonpublic school officials.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Consolidated application, Performance Goals section listing nonpublic student's measurable goals and detailing the services provided to nonpublic students.   |  |          |
| 2. Consultation has occurred between LEA and nonpublic officials.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials<br><input type="checkbox"/> Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools  |  |          |
| 3. The results of agreement following consultation have been transmitted to the SEAs equitable services ombudsman. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Affirmation of Consultation<br><input type="checkbox"/> eGrants affirmation upload<br><input type="checkbox"/> LEA documentation that consultation has, or attempts at such consultation have, taken place (see Additional Evidence required ONLY if the nonpublic official fails to sign the affirmation). | <input type="checkbox"/> Return Receipt mail card<br><input type="checkbox"/> Certified Letter postage receipt |          |
| 4. LEA regularly monitors the provision of Title I services to nonpublic students.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Nonpublic school visitation documentation by LEA  |  |          |

| Requirements   | Met                      | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence | Comments |
|--|--------------------------|--------------------------|--------------------------|--|---------------------|----------|
| 5. LEA is evaluating the Title I program serving nonpublic school students.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Evaluation data<br><input type="checkbox"/> Needs assessment survey form and collated results<br><input type="checkbox"/> Assessment data   |                     |          |
| 6. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement if allocation is \$500,000 and over.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Non-Public Organizations Summary and Non-Public Institutions sections of eGrants<br><input type="checkbox"/> Announcements/sign-in sheets for Parent & Family Engagement opportunities for nonpublic teachers and parents if required |                     |          |
| 7. LEA has budgets that document appropriate set-asides.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Title I budget / Budget Summary section of eGrants  |                     |          |
| 8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Inventory list of items purchased with Title I A nonpublic funds<br><input type="checkbox"/> Documentation that a physical inventory is conducted annually at the end of the school year  |                     |          |
| 9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Copy of third-party contracts that include a breakdown of instructional costs, amount of services to be delivered, and administrative costs for nonpublic schools   |                     |          |
| 10. LEA has Title I complaint procedures available for nonpublic schools   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Copy of complaint procedure and verification of distribution to nonpublic schools   |                     |          |
|  |                          |                          |                          |  |                     |          |
| If you have additional comments to make about this section, enter them here:   |                          |                          |                          |  |                     |          |

**Component VII: General Fiscal Requirements/Uniform Grants Guidance (UGG)**

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantees financial operations, which may include a review of internal controls for program funds in accordance with state and federal requirements, an examination of principles, laws and regulations, and a determination of whether costs are reasonable and necessary to achieve program objectives. This activity involves an assessment of financial statements, records, and procedures. It is similar to an audit, but has a lesser degree of detail and depth and, usually, a higher degree of frequency.

Fiscal monitoring includes, but is not limited to:

- Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.
- Comparing budgets or budget limits to actual costs to determine if the LEAs expenditures are likely to be more or less than budgeted
- Obtaining documentation that services billed or items purchased were actually delivered according to the contract
- Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

An expenditure is allowable if it is an approved use of funds under the statute or regulations governing a program and meet the intent of the program.

An expenditure is necessary if it is part of an approved application for funding.

An expenditure is allocable to the extent that the expenditure is used to meet the intent of the grant program (costs are pro-rated across grants if used to meet several grant program objectives).

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Additional Evidence | Comments |
|-------------|--------------|-----|---------|-----|--------------------------------------|---------------------|----------|
|-------------|--------------|-----|---------|-----|--------------------------------------|---------------------|----------|

| Description   | Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |
|---|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|--|
| <p>1. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented</p> <p>Uniform Grants Guidance Section 200.501</p> | <p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Two most recent audit reports (federal programs only)</p> <p><input type="checkbox"/> LEA response to findings</p> <p><input type="checkbox"/> PDE follow-up review of findings</p> <p><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions</p> |                     | <p><b>District Comments</b></p> <p>3/15/2018 6:34:18 AM<br/>CEO Malynda Maurer<br/>Does not apply. We are under the threshold of funds received to qualify for a single audit.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:28:36 PM<br/>Monitor Scot Mato<br/>The LEA receives less than a total of \$750,000 in federal funds and is exempt from single audits.</p> |

| Description   | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|---|---|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|
| 2. Equipment and Related Property<br>UGG Sec. 200.313 | 1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$1500) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$1499) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV |                     | <p align="center"><b>District Comments</b></p> <p>3/12/2018 11:01:23 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not use Title funds to purchase equipment.</p> <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 3:31:48 PM<br/>Monitor Scot Mato<br/>This item was discussed in a phone call with RC Fry, the LEA and the monitor during the monitoring visit. The LEA does not have a policy specific to Equipment and Related property. Agreement was to mark it N/A for further review by the RC. The LEA does not spend federal money on equipment and related property. The LEA's UGG policies were written by the LEA's attorney. There was not a section in the policies specific to equipment and related property. RC Fry explained the UGG policies are available on the PAFPC website.</p> |

| Description                             | Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|---|--|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|---|
|   | 2. LEA conducts a physical inventory of all items every two years    | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Documentation that physical inventory was conducted within the last two years             |                     | <p align="center"><b>District Comments</b></p> <p>3/12/2018 12:31:32 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not use Title funds to purchase equipment.</p> <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 3:32:12 PM<br/>Monitor Scot Mato<br/>LEA and the monitor during the monitoring visit. The LEA does not have a policy specific to Equipment and Related property. Agreement was to mark it N/A for further review by the RC. The LEA does not spend federal money on equipment and related property and there is no need for an inventory.</p> |
| 3. Obligating Funds<br>UGG Sec. 200.309 | 1. LEA began obligating funds on or after the programs approved date | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date |                     | <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 3:36:11 PM<br/>Monitor Scot Mato<br/>The Consolidated Application was approved in September. The LEA started spending funds in October.</p>  |

| Description   | Requirements  | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments   |                  |   |
|---|---|-------------------------------------|--------------------------|--------------------------|---|---------------------|--|------------------|---|
| 4. Record Retention<br>UGG Sec. 200.333   | 1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Documentation that records are maintained for a period of seven years   |                     |  |                  |   |
| 5. Performance Goal Reporting Verification<br>UGG 200.328   | 1. LEA has submitted the Performance Goal Output Report for Title I, Title ID, and/or Title III Immigrant and EL, where applicable.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title I, Title ID, and/or Title III Immigrant and EL.   |                     | <table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:36:51 PM<br/>Monitor Scot Mato<br/>The Performance Goal Report was dated March 26, 2018.</td> </tr> </tbody> </table>        | Monitor Comments | 3/29/2018 3:36:51 PM<br>Monitor Scot Mato<br>The Performance Goal Report was dated March 26, 2018.        |
| Monitor Comments  |   |                                     |                          |                          |   |                     |  |                  |   |
| 3/29/2018 3:36:51 PM<br>Monitor Scot Mato<br>The Performance Goal Report was dated March 26, 2018.        |   |                                     |                          |                          |   |                     |  |                  |   |
|   | 2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Data reports/summaries  |                     | <table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:37:18 PM<br/>Monitor Scot Mato<br/>Data supporting the performance goal report was provided.</td> </tr> </tbody> </table>    | Monitor Comments | 3/29/2018 3:37:18 PM<br>Monitor Scot Mato<br>Data supporting the performance goal report was provided.    |
| Monitor Comments  |   |                                     |                          |                          |   |                     |  |                  |   |
| 3/29/2018 3:37:18 PM<br>Monitor Scot Mato<br>Data supporting the performance goal report was provided.    |   |                                     |                          |                          |   |                     |  |                  |   |
| 6. Conflict of Interest<br>UGG Sec 200.112  | <p>1. Conflict of Interest Requirement - the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <p>Standards of Conduct - (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Board Approved policy,<br><input type="checkbox"/> self-disclosure form,<br><input type="checkbox"/> resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken) |                     | <table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:37:51 PM<br/>Monitor Scot Mato<br/>The Conflict of Interest Policy as approved on June 8, 2017.</td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 3:37:51 PM<br>Monitor Scot Mato<br>The Conflict of Interest Policy as approved on June 8, 2017. |
| Monitor Comments  |   |                                     |                          |                          |   |                     |  |                  |   |
| 3/29/2018 3:37:51 PM<br>Monitor Scot Mato<br>The Conflict of Interest Policy as approved on June 8, 2017. |   |                                     |                          |                          |   |                     |  |                  |   |

| Description | Requirements  | Met | Not Met | N/A | Suggested Evidence of Implementation | Additional Evidence | Comments |
|-------------|---|-----|---------|-----|--------------------------------------|---------------------|----------|
|             | <p>Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)</p> <p>Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)</p> <p>Mandatory Disclosure- (potential conflict disclosed in writing)</p> |     |         |     |                                      |                     |          |

| Description                                | Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments |
|--|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|----------|
| 7. Allowability of Costs<br>UGG Sec 200.43 | <p>1. Allowability of Costs Requirement<br/>Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles:</p> <p>Necessary, reasonable and allocable</p> <p>Conform with federal law and grant terms</p> <p>Consistent with state and local policies</p> <p>Adequately documented</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Review program expenditures</p> <p><input type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.</p> |                     |          |

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

| Description                                 | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |
|---|---|--------------------------|--------------------------|-------------------------------------|--|---------------------|--|
| 9. Procurement extension<br><br>EDGAR 80.36 | <p>1. Procurement the LEA must still maintain procurement procedures using more restrict thresholds:</p> <p>Any expenditure under \$100,000 price or rate quotes obtained by adequate number of qualified sources</p> <p>Bids obtained for costs over \$100,000</p> <p>Note: if opting not to take procurement extension mark N/A, and answer question 8.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels and documentation that LEA is taking the Procurement extension |                     | <p><b>District Comments</b></p> <p>3/12/2018 11:19:37 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF did not request an extension.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:43:17 PM<br/>Monitor Scot Mato<br/>Procurement extension does not apply. The LEA did not request an extension.</p> |

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

| Description  | Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments  |                  |  |
|--|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|---|------------------|--|
| 11. Travel Reimbursement<br>UGG Sec 200.474  | <p>1. Travel the District must have written travel policies for travel costs to be allowable</p> <p>Types of travel (single day, overnight or out-of-state)</p> <p>What expenses may be reimbursed (food, lodging, transportation, airfare)</p> <p>What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Board approved policies available for review<br><input type="checkbox"/> Samples of travel requests reviewed followed policy<br><input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel |                     | <table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/29/2018 3:45:23 PM<br/>Monitor Scot Mato<br/>Travel Reimbursement policy dated September 8, 2016 provided.</td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 3:45:23 PM<br>Monitor Scot Mato<br>Travel Reimbursement policy dated September 8, 2016 provided. |
| Monitor Comments   |  |                                     |                          |                          |   |                     |   |                  |  |
| 3/29/2018 3:45:23 PM<br>Monitor Scot Mato<br>Travel Reimbursement policy dated September 8, 2016 provided. |  |                                     |                          |                          |   |                     |   |                  |  |

| Description  | Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |
|--|---|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|--|
| 12. Prior Written Approval for Various Expenditures  | <p>1. LEA must obtain prior written approval for the following expenditures:</p> <p>Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c))</p> <p>Out of State Travel for workshops/conferences (200.474)</p> <p>Entertainment Costs (200.438)</p> <p>Equipment (200.439)</p> <p>Student Activity Costs</p> <p>Memberships, subscriptions, and Professional Activities (200.454)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <p><input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives</p> <p><input checked="" type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p> |                     | <p><b>Monitor Comments</b></p> <p>3/29/2018 3:46:11 PM</p> <p>Monitor Scot Mato</p> <p>Email from RC Fry giving prior approval provided. Email dated February 14, 2018.</p>  |
| <p>13. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127 ESEA</p> | <p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>  | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>   |                     | <p><b>District Comments</b></p> <p>3/12/2018 11:45:11 AM</p> <p>CEO Malynda Maurer</p> <p>Does not apply. CPDLF does not receive \$50,000 in Title I funds.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:46:35 PM</p> <p>Monitor Scot Mato</p> <p>The LEA receives less than \$50,000 a year.</p> |

| Description  | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation                                    | Additional Evidence | Comments  |
|--|---|--------------------------|--------------------------|-------------------------------------|---|---------------------|---|
| <p>14. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1007 ESEA, amends Sec. 1113 ESEA</p> | <p>1. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span"</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application, Selection of Schools |                     | <p><b>District Comments</b></p> <p>3/6/2018 1:44:23 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF consists of one building.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:47:50 PM<br/>Monitor Scot Mato<br/>The LEA is a k-12 cyber charter school. Rank order does not apply.</p> |
|  | <p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. The same analysis should occur for buildings below 75% regardless of grade span when that ranking methodology is chosen, and when the ranking by grade span methodology is chosen then this analysis should occur within any established grade span.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application, Selection of Schools |                     | <p><b>District Comments</b></p> <p>3/6/2018 1:44:55 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF consists of one building.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:47:59 PM<br/>Monitor Scot Mato<br/>The LEA is a k-12 cyber charter school. Rank order does not apply.</p> |

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

| Description   | Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments   |
|---|--|-------------------------------------|--------------------------|-------------------------------------|---|---------------------|--|
|   | 5. Pre-kindergarten children are excluded from the poverty count of any school                 | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> PIMS Report on Economically Disadvantaged  |                     | <p align="center"><b>District Comments</b></p> <p>3/6/2018 1:46:00 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not have pre-kindergarten.</p> <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 3:48:53 PM<br/>Monitor Scot Mato<br/>The LEA does not have a pre-kindergarten program.</p> |
| <p>15. Supplement/Supplant</p> <p>The LEA ensures that Title funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.</p> <p>Sec. 1012 of ESSA amending Sec. 1118 of ESEA</p> | 1. LEA approved budget and records of expenditures of Title funds at the district level match. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Title I A and D, Title II and Title III, and Title IV budgets<br><br><input checked="" type="checkbox"/> LEA budget<br><br><input type="checkbox"/> Statement of Expenditures for Title I A and D, Title II, Title III, and Title IV<br><br><input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings. |                     |  |

| Description   | Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments   |                   |  |                  |  |
|---|--|-------------------------------------|--------------------------|-------------------------------------|---|---------------------|--|-------------------|--|------------------|--|
|   | 2. For Schoolwide Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Statement of federal, state and local allocations for past two years<br><input checked="" type="checkbox"/> Federal expenditures match Schoolwide Plan activities<br><input type="checkbox"/> MOE letter<br><input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings. |                     |  |                   |  |                  |  |
|   | 3. For Targeted Assistance Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.                 | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Federal expenditures match Consolidated Application<br><input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.<br><input type="checkbox"/> Evidence of intent of Title I being met through availability of services to students at-risk of failing.                 |                     | <table border="1"> <tr> <th>District Comments</th> </tr> <tr> <td>3/6/2018 1:46:51 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF is not a targeted entity.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>3/29/2018 3:49:24 PM<br/>Monitor Scot Mato<br/>The LEA does not operate a targeted assistance program.</td> </tr> </table> | District Comments | 3/6/2018 1:46:51 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF is not a targeted entity. | Monitor Comments | 3/29/2018 3:49:24 PM<br>Monitor Scot Mato<br>The LEA does not operate a targeted assistance program. |
| District Comments   |  |                                     |                          |                                     |   |                     |  |                   |  |                  |  |
| 3/6/2018 1:46:51 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF is not a targeted entity.                |  |                                     |                          |                                     |   |                     |  |                   |  |                  |  |
| Monitor Comments  |  |                                     |                          |                                     |   |                     |  |                   |  |                  |  |
| 3/29/2018 3:49:24 PM<br>Monitor Scot Mato<br>The LEA does not operate a targeted assistance program.        |  |                                     |                          |                                     |   |                     |  |                   |  |                  |  |
| 16. Comparability<br><br>The LEA complies with the comparability provisions of Title I.<br><br>Sec 1120A(c) | 1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Detailed Data Sheet and Assurance page<br><input type="checkbox"/> Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded)<br><input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt   |                     |  |                   |  |                  |  |

| Description   | Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments  |
|---|--|-------------------------------------|--------------------------|-------------------------------------|---|---------------------|---|
| 17. Maintenance of Effort (MOE)   | 1. LEAs combined fiscal effort per student on the aggregate expenditures of the LEA from the preceding year must not be less than 90% of the second preceding year | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Maintenance of Effort Letter indicating compliance/non-compliance   |                     | <p><b>Monitor Comments</b></p> <p>3/29/2018 3:51:07 PM<br/>Monitor Scot Mato<br/>Maintenance of Effort letter dated September 9, 2017 provided.</p>   |
| 18. Compliance to Reservations<br><br>The LEA complies with requirements regarding the reservation of funds.<br><br>Sec. 1113 ESEA, 42 U.S.C 11432<br><br>Sec. 9103 | 1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.                 | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Reservation of Funds page<br><input type="checkbox"/> Consolidated Application Title I budget<br><input type="checkbox"/> Statement of expenditures for homeless              |                     | <p><b>Monitor Comments</b></p> <p>3/29/2018 3:52:41 PM<br/>Monitor Scot Mato<br/>The LEA is a cyber charter school and does not specifically set aside funds for homeless students.</p>   |
|   | 2. LEA reserved appropriate funds for Neglected Institution served.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Reservation of Funds page<br><input type="checkbox"/> Consolidated Application Title I budget<br><input type="checkbox"/> Statement of expenditures for Neglected Institution |                     | <p><b>District Comments</b></p> <p>3/6/2018 1:49:50 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not reserve funds for Neglected Institution.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:53:11 PM<br/>Monitor Scot Mato<br/>The LEA does not serve any neglected institutions.</p> |

| Description | Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|-------------|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|
|             | 3. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (If not used, select NA)  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Reservation of Funds page<br><input type="checkbox"/> Consolidated Application Title I budget<br><input type="checkbox"/> Statement of expenditures for Foster |                     | <p style="text-align: center;"><b>District Comments</b></p> 3/6/2018 1:50:22 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not reserve funds for Foster students. <p style="text-align: center;"><b>Monitor Comments</b></p> 3/29/2018 3:53:50 PM<br>Monitor Scot Mato<br>The LEA is a cyber charter school and does not specifically set aside funds for foster students. |
|             | 4. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived and shows how the set-aside amount was allocated back to the appropriate Title I school? (If not used, select NA) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Reservation of Funds<br><input type="checkbox"/> Spreadsheet demonstrating calculations  |                     | <p style="text-align: center;"><b>District Comments</b></p> 3/6/2018 1:52:03 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not use the Salary and Fringe Benefit set-aside. <p style="text-align: center;"><b>Monitor Comments</b></p> 3/29/2018 3:54:43 PM<br>Monitor Scot Mato<br>The LEA does not set aside funds for salary and benefit.                               |

| Description | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence                 | Comments  |
|-------------|---|--------------------------|--------------------------|-------------------------------------|--|-------------------------------------|---|
|             | 5. The LEA may reserve funds at the LEA-level for Priority and Focus schools and associated requirements. The LEA does NOT need to reserve 20% for Priority and Focus schools (only applies to those LEAs that set aside 20%, all others mark N/A)  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Reservation of Funds page<br><input type="checkbox"/> Statement of expenditures for interventions  |                                     | <p style="text-align: center;"><b>District Comments</b></p> 3/6/2018 1:53:21 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF does not reserve funds for Priority and Focus schools. <p style="text-align: center;"><b>Monitor Comments</b></p> 3/29/2018 3:57:01 PM<br>Monitor Scot Mato<br>The LEA does not have a focus or priority school. |
|             | 6. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application, Reservation of Funds<br><input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance | <input checked="" type="checkbox"/> | <p style="text-align: center;"><b>District Comments</b></p> 3/6/2018 1:54:24 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF receives less than \$500,000 in Title I funds. <p style="text-align: center;"><b>Monitor Comments</b></p> 3/29/2018 3:57:24 PM<br>Monitor Scot Mato<br>The LEA receives less than \$500,000 in Title I funds.    |

| Description   | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation                                   | Additional Evidence | Comments   |
|---|---|--------------------------|--------------------------|-------------------------------------|--|---------------------|--|
| 19. Title I, Part D<br>Subpart 2: Sec. 1424                         | 1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s)  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Statement of expenditures for delinquent      |                     | <p><b>District Comments</b></p> <p>3/6/2018 1:55:08 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not participate.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:57:49 PM<br/>Monitor Scot Mato<br/>The LEA does not serve any delinquent institutions.</p>                         |
| 20. Community Eligibility Provision (CEP)<br>7 CFR 245.9(f)(7)(iii) | <p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 16-17 SY? This is asked for 17-18 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 17-18 SY this answer is no.</p> <p>Note: If a no answer the remaining questions can be marked N/A.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Selection of Schools |                     | <p><b>District Comments</b></p> <p>3/6/2018 1:56:03 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not participate in CES.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:58:19 PM<br/>Monitor Scot Mato<br/>The LEA does not participate in the Community Eligibility Provision.</p> |

| Description | Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation                                   | Additional Evidence | Comments  |
|-------------|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|
|             | 2. Were all buildings in 16-17 CEP or were some CEP and others non-CEP? If all schools CEP, select MET. If not, select N/A, then discuss per bullet 3 how data was made uniform. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Selection of Schools |                     | <p><b>District Comments</b></p> <p>3/6/2018 1:56:31 PM<br/>CEO Malynnda Maurer<br/>Does not apply. CPDLF does not participate in CES.</p> <p><b>Monitor Comments</b></p> <p>3/29/2018 3:58:24 PM<br/>Monitor Scot Mato<br/>The LEA does not participate in the Community Eligibility Provision.</p> |

| Description | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments   |
|-------------|---|--------------------------|--------------------------|-------------------------------------|---|---------------------|--|
|             | 3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Selection of Schools<br><input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools.<br><input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not.<br><input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey but which made clear that it was not a requirement of the food subsidy program was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms. |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/6/2018 1:56:47 PM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not participate in CES.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 3:58:31 PM<br/>Monitor Scot Mato<br/>The LEA does not participate in the Community Eligibility Provision.</p> |

| Description                        | Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments   |
|------------------------------------|--|--------------------------|--------------------------|-------------------------------------|---|---------------------|--|
| 21. Transferability<br>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<br><br><input type="checkbox"/> Consolidated Application, Transferability page         |                     | <b>District Comments</b><br>3/12/2018 1:20:23 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF has not done any transfers between grants. They are all separated.                 |
|                                    |  |                          |                          |                                     |   |                     | <b>Monitor Comments</b><br>3/29/2018 3:59:04 PM<br>Monitor Scot Mato<br>The LEA has not transferred any of the federal grants money.   |
|                                    | 2. Evidence of Non-public school consultation to discuss transferred amounts   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Agendas/sign in sheets<br><input type="checkbox"/> Emails<br><input type="checkbox"/> Other documentation to reflect consultation occurred |                     | <b>District Comments</b><br>3/12/2018 1:20:28 PM<br>CEO Malynda Maurer<br>Does not apply. CPDLF has not done any transfers between grants. They are all separated.                 |
|                                    |  |                          |                          |                                     |   |                     | <b>Monitor Comments</b><br>3/29/2018 3:59:41 PM<br>Monitor Scot Mato<br>The LEA does not have a non-public school and the LEA has not transferred any of the federal grants money. |

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

**Component VIII: Supplement not Supplant**

Sect. 1118(b)(2)

| Description                                   | Requirements   | Response   |   |   |  | Comments |
|---|--|--|---|---|--|----------|
|   |  | 1  | 2 | 3 |  |          |
| Methodology to Allocate State and Local Funds | 1. Federal funds must be used to supplement and in no case supplant state and local resources. LEAs must show methodology used to allocate State and local funds is the same as it would be in the absence of Title I funds. This is an LEA decision, and PDE does not prescribe methods. Please explain your methodology used at the LEA level to allocate funds equitable to schools despite Title I status. | CPDLF uses Title funds primarily for Professional Development costs and costs for interventions. These costs are supplemental and would not occur if we did not have Title funds. We are a cyber school classified as School-Wide with only one building so equitable allocation does not apply. |   |   |  |          |

## Title II Part A

### Component I: Title IIA Requirements

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Sec. 2001

| Requirements   | Met                                 | Not Met                             | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments   |
|--|-------------------------------------|-------------------------------------|--------------------------|---|---------------------|--|
| 1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s)              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Evidence of a needs assessment with data indicating large class sizes or justification for the types of professional development activities offered. |                     | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:07:59 PM<br/>Monitor Scot Mato<br/>The needs assessment was done informally by the administration. Dr. Maurer determined some of the teachers lacked the skills necessary to meet expectations and perform their duties as teachers in a cyber charter environment. Dr. Maurer plans to do a more formal needs assessment in preparation for next school year.</p> |
| 2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Meeting notices, agenda, sign-in sheets, invitations   |                     | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:14:38 PM<br/>Monitor Scot Mato<br/>Stakeholder input into the development of Title II activities occurred informally.</p>  |
| 3. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title II activities   |                     |  |

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

| Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |
|--|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|--|
| 4. The LEA utilizes appropriately state certified teachers to reduce class size.   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Class-size reduction teacher rosters<br><input type="checkbox"/> List of CSR staff and their certifications<br><input type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers) |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/15/2018 5:04:24 PM<br/> CEO Malynda Maurer<br/> CPDLF is small with only one teacher for grades K-6 and one teacher per subject area for grades 6-9 and one teacher per subject area for grades 10-12.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:15:44 PM<br/> Monitor Scot Mato<br/> The LEA does not have a need to reduce class sizes.</p> |
| 3. LEA has submitted the Performance Goal Output Report for Title II.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.  |                     |  |
| 4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Data reports/summaries   |                     |  |
|  |                                     |                          |                                     |  |                     |  |
| If you have additional comments to make about this section, enter them here:   |                                     |                          |                                     |  |                     |  |

## Title IV, Part A

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

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

Sec. 4101

| Requirements  | Met                      | Not Met                             | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |
|---|--------------------------|-------------------------------------|-------------------------------------|--|---------------------|--|
| 1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Meeting notices, agenda, sign-in sheets   |                     | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:27:15 PM<br/>Monitor Scot Mato<br/>There was no agenda or sign-in sheet documenting stakeholder involvement in the planning of Title IV activities. The LEA plans to involve stakeholders in the planning of Title IV activities in the future.</p>  |
| 2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified for priority and focus; or are identified as persistently dangerous. | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> Focus/Priority school status<br><br><input type="checkbox"/> Consolidated application Selection of Schools ranking page |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/12/2018 8:31:16 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not distribute funds.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:27:57 PM<br/>Monitor Scot Mato<br/>The LEA is a single, cyber charter school and does not distribute funds to schools.</p> |

| Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|--|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|---|
| 3. LEA completed a performance goal for each area where funds are spent under Title IV.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Consolidated application Title IV Performance Goal Section                         |                     |   |
| 4. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets, meeting minutes                           |                     | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 5:31:47 PM<br/>Monitor Scot Mato<br/>There was no agenda or sign-in sheet documenting stakeholder involvement in reviewing Title IV activities. The LEA plans to include stakeholders in when reviewing Title IV activities in the future.</p>  |
| 5. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases). | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/12/2018 8:56:53 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not use funds to purchase technology.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:28:57 PM<br/>Monitor Scot Mato<br/>The LEA does not use federal money to purchase technology.</p> |

| Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|---|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|
| 6. If the LEA has received more than \$30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years). | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Needs Assessment with date  |                     | <p align="center"><b>District Comments</b></p> <p>3/12/2018 8:57:51 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 4:29:24 PM<br/>Monitor Scot Mato<br/>The LEA receives less than \$30,000 in Title IV funds.</p> |
| 7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.               | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application well-rounded narrative completed.<br><br><input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section |                     | <p align="center"><b>District Comments</b></p> <p>3/12/2018 8:58:17 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <p align="center"><b>Monitor Comments</b></p> <p>3/29/2018 4:29:35 PM<br/>Monitor Scot Mato<br/>The LEA receives less than \$30,000 in Title IV funds.</p> |

| Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|---|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|---|
| 8. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application safe and healthy narrative completed.<br><br><input type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section                       |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/12/2018 8:58:23 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:29:41 PM<br/>Monitor Scot Mato<br/>The LEA receives less than \$30,000 in Title IV funds.</p> |
| 9. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed.<br><br><input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/12/2018 8:58:39 AM<br/>CEO Malynda Maurer<br/>Does not apply. CPDLF does not receive more than \$30,000 in Title IV funds.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:29:51 PM<br/>Monitor Scot Mato<br/>The LEA receives less than \$30,000 in Title IV funds.</p> |
| 10. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title IV activities  |                     |   |

## Ed-Flex Waiver Review

### Ed-Flex Waiver Review

A Local Educational Agency (LEA) that receives funds under a program authorized under this Act and desires a waiver of any statutory or regulatory requirement of this Act shall submit a request containing the information described in subsection (b)(1) to the appropriate State educational agency. The State educational agency determines if the waiver is appropriate.

SEC. 8401

| Requirements   | Met                      | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments |
|--|--------------------------|--------------------------|--------------------------|---|---------------------|----------|
| 1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Section 1 Waiver Application   |                     |          |
| 2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Section 3 Waiver Application   |                     |          |
| 3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Section 3 Waiver Application   |                     |          |
| 4. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Section 3 Waiver Application   |                     |          |
| 5. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Section 5 Waiver Application   |                     |          |
| 6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Waiver Performance Report  |                     |          |
| 7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Approval Letter from PDE<br><input type="checkbox"/> eGrants Budget and Selection of Schools |                     |          |

| Requirements   | Met                      | Not Met                  | N/A                      | Suggested Evidence of Implementation | Additional Evidence | Comments |
|--|--------------------------|--------------------------|--------------------------|--------------------------------------|---------------------|----------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                      |                     |          |
| If you have additional comments to make about this section, enter them here: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                      |                     |          |

## Title VI-B REAP

### Title VI-B REAP

It is the purpose of this part to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Sec. 5201

| Requirements   | Met                      | Not Met                  | N/A                      | Suggested Evidence of Implementation                               | Additional Evidence   | Comments |
|--|--------------------------|--------------------------|--------------------------|--|---|----------|
| 1. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for REAP-Flex                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Statement of Allocations and Expenditures | Applicable Funding for REAP-Flex:<br><br>Title II-A<br><br>Uses of Applicable Funding<br><br><input type="checkbox"/> Title I-A<br><input type="checkbox"/> Title II-A<br><input type="checkbox"/> Title III  |          |
| 2. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for Rural and Low Income Schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Statement of Allocations and Expenditures | Uses of Funds: <input type="checkbox"/> Teacher Recruitment and Retention<br><br><input type="checkbox"/> Teacher Professional Development<br><input type="checkbox"/> Educational Technology<br><br><input type="checkbox"/> Parent and Family Engagement Activities<br><br><input type="checkbox"/> Title I-A<br><input type="checkbox"/> Title III |          |
|  |                          |                          |                          |  |   |          |

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

## Personnel Interviews

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



## Title I: School Level

### Component I: Appropriately State Certified

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

Sec. 1112(c)(6)

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

| Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments  |
|--|-------------------------------------|--------------------------|-------------------------------------|---|---------------------|---|
| 1. All instructional paraprofessionals working in a Title I and Title II program are appropriately certified.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/15/2018 5:17:07 PM<br/>CEO Malynda Maurer<br/>CPDLF does not employ paraprofessionals; therefore, this does not apply.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:31:53 PM<br/>Monitor Scot Mato<br/>The LEA does not employ paraprofessionals.</p> |
| 2. Parents (in Title I schools only) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Copy of Right-to-Know Teacher Qualifications letter and evidence of distribution date                                 |                     | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 4:37:13 PM<br/>Monitor Scot Mato<br/>The letter was distributed as part of a packet on August 15, 2017.</p>   |

| Requirements   | Met                                 | Not Met                  | N/A | Suggested Evidence of Implementation   | Additional Evidence | Comments   |                  |   |
|--|-------------------------------------|--------------------------|-----|--|---------------------|--|------------------|---|
| 3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |     | <input checked="" type="checkbox"/> Copy of Right-to-Know Four Consecutive Week letter<br><br><input checked="" type="checkbox"/> Evidence of distribution date, if applicable |                     | <table border="1"> <thead> <tr> <th data-bbox="1518 175 1932 215">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1518 224 1932 443">           3/29/2018 4:38:31 PM<br/>           Monitor Scot Mato<br/>           The LEA has one teacher not appropriately state certified. The letter was sent to the parents of the students who have that teacher.         </td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 4:38:31 PM<br>Monitor Scot Mato<br>The LEA has one teacher not appropriately state certified. The letter was sent to the parents of the students who have that teacher. |
| Monitor Comments   |                                     |                          |     |  |                     |  |                  |   |
| 3/29/2018 4:38:31 PM<br>Monitor Scot Mato<br>The LEA has one teacher not appropriately state certified. The letter was sent to the parents of the students who have that teacher.                                      |                                     |                          |     |  |                     |  |                  |   |
|  |                                     |                          |     |  |                     |  |                  |   |
| If you have additional comments to make about this section, enter them here:   |                                     |                          |     |  |                     |  |                  |   |

**Component II: Transition Plan**

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

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

| Requirements  | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation                | Additional Evidence | Comments   |                  |   |
|---|-------------------------------------|--------------------------|--------------------------|---|---------------------|--|------------------|---|
| 4. The School implements strategies to facilitate effective transitions for students.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Transition Plan |                     | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1226 472 1944 521" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1226 521 1944 750"> <p>3/29/2018 4:40:18 PM<br/>           Monitor Scot Mato<br/>           The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>3/29/2018 4:40:18 PM<br/>           Monitor Scot Mato<br/>           The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.</p> |
| Monitor Comments  |                                     |                          |                          |   |                     |  |                  |   |
| <p>3/29/2018 4:40:18 PM<br/>           Monitor Scot Mato<br/>           The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.</p> |                                     |                          |                          |   |                     |  |                  |   |

### Component III: Parent and Family Engagement

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

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

| Requirements  | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence | Comments  |                  |   |
|---|-------------------------------------|--------------------------|--------------------------|--|---------------------|---|------------------|---|
| <p>1. 1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Required components:</p> <ul style="list-style-type: none"> <li>• Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</li> <li>• Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution |                     | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1514 537 1944 586">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1514 586 1944 878">           3/29/2018 4:44:09 PM<br/>           Monitor Scot Mato<br/>           The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.         </td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 4:44:09 PM<br>Monitor Scot Mato<br>The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17. |
| Monitor Comments  |                                     |                          |                          |  |                     |   |                  |   |
| 3/29/2018 4:44:09 PM<br>Monitor Scot Mato<br>The LEA discussed the parent and family engagement policy during a Zoom meeting on May 31, 2017. Parent Engagement meeting agenda and sign-in sheet dated 8/15/17.   |                                     |                          |                          |  |                     |   |                  |   |

| Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation | Additional Evidence | Comments |
|--|-----|---------|-----|--------------------------------------|---------------------|----------|
| <ul style="list-style-type: none"> <li>• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I.</li> <li>• Provide Title I parents               <ul style="list-style-type: none"> <li>◦ Timely information about Title I programs</li> <li>◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards</li> <li>◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.</li> </ul> </li> <li>• If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).</li> </ul> |     |         |     |                                      |                     |          |

| Requirements  | Met | Not Met | N/A | Suggested Evidence of Implementation | Additional Evidence | Comments |
|---|-----|---------|-----|--------------------------------------|---------------------|----------|
| <ul style="list-style-type: none"> <li>• Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.</li> <li>• Describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.</li> <li>• States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.</li> <li>• Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.</li> <li>• States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.</li> </ul> |     |         |     |                                      |                     |          |

| Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation                 | Additional Evidence | Comments   |                  |   |
|--|-----|---------|-----|--|---------------------|--|------------------|---|
| <ul style="list-style-type: none"> <li>States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.</li> <li>States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).</li> </ul> |     |         |     |  |                     |  |                  |   |
| <p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>   | ☑   | ☐       | ☐   | <p>☑ Title I meeting agenda &amp; sign-in sheets</p> |                     | <table border="1"> <thead> <tr> <th data-bbox="1514 699 1938 748">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1514 748 1938 911"> <p>3/29/2018 4:54:38 PM<br/>Monitor Scot Mato<br/>The LEA used Zoom to hold their annual meeting on May 31, 2017.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>3/29/2018 4:54:38 PM<br/>Monitor Scot Mato<br/>The LEA used Zoom to hold their annual meeting on May 31, 2017.</p> |
| Monitor Comments   |     |         |     |  |                     |  |                  |   |
| <p>3/29/2018 4:54:38 PM<br/>Monitor Scot Mato<br/>The LEA used Zoom to hold their annual meeting on May 31, 2017.</p>  |     |         |     |  |                     |  |                  |   |

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments  |                  |   |
|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|---|------------------|---|
| <p>3. 3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall</p> <ul style="list-style-type: none"> <li>- describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and</li> <li>- address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual childs achievement; frequent reports to parents on their childrens progress; reasonable access to staff, opportunities to volunteer and participate in their childs class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution |                     | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1520 172 1938 215">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 215 1938 513"> <p>3/29/2018 4:59:25 PM<br/>           Monitor Scot Mato<br/>           The LEA discussed the School-Parent Compact during a Zoom meeting on May 31, 2017. School-parent compact distributed at (Reboot) meeting. Agenda and sign-in sheet dated 8/15/17.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>3/29/2018 4:59:25 PM<br/>           Monitor Scot Mato<br/>           The LEA discussed the School-Parent Compact during a Zoom meeting on May 31, 2017. School-parent compact distributed at (Reboot) meeting. Agenda and sign-in sheet dated 8/15/17.</p> |
| Monitor Comments   |                                     |                          |                          |   |                     |   |                  |   |
| <p>3/29/2018 4:59:25 PM<br/>           Monitor Scot Mato<br/>           The LEA discussed the School-Parent Compact during a Zoom meeting on May 31, 2017. School-parent compact distributed at (Reboot) meeting. Agenda and sign-in sheet dated 8/15/17.</p>  |                                     |                          |                          |   |                     |   |                  |   |

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments   |
|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|--|
| 4. Title I Schools shall provide assistance to parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets<br><input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets         |                     | <b>Monitor Comments</b><br>3/29/2018 4:59:54 PM<br>Monitor Scot Mato<br>Title I information shared at Reboot meeting on August 15, 2017. The LEA/school holds three parent engagement meetings throughout the year. Title I information is included in these meetings.                                       |
| 5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events<br><input type="checkbox"/> Workshops         |                     | <b>Monitor Comments</b><br>3/29/2018 5:02:51 PM<br>Monitor Scot Mato<br>Title I information shared at Reboot meeting on August 15, 2017. The LEA/school holds three parent engagement meetings throughout the year. Title I information is included in these meetings and materials are provided to parents. |
| 6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets<br><input type="checkbox"/> SPAC skits and staff agendas and sign in sheets |                     | <b>Monitor Comments</b><br>3/29/2018 5:10:51 PM<br>Monitor Scot Mato<br>All staff are required to attend the Parent Engagement evenings. The administration meets with the teachers immediately after the meetings to discuss parental feedback. Agendas and sign-in sheets provided.                        |

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments  |                  |  |
|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|---|------------------|--|
| 7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Transition Plan<br><input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events<br><input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets |                     | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1514 172 1938 215" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1514 215 1938 516">           3/29/2018 5:12:01 PM<br/>           Monitor Scot Mato<br/>           The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.         </td> </tr> </tbody> </table> | Monitor Comments | 3/29/2018 5:12:01 PM<br>Monitor Scot Mato<br>The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan. |
| Monitor Comments   |                                     |                          |                          |   |                     |   |                  |  |
| 3/29/2018 5:12:01 PM<br>Monitor Scot Mato<br>The LEA/school has transition activities for pre-k students coming into kindergarten and for students entering secondary. The LEA plans to create a more comprehensive transition plan.   |                                     |                          |                          |   |                     |   |                  |  |
| 8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings<br><input type="checkbox"/> Translated Schoolwide Plan  |                     |   |                  |  |
|  |                                     |                          |                          |   |                     |   |                  |  |
| If you have additional comments to make about this section, enter them here:   |                                     |                          |                          |   |                     |   |                  |  |

**Component IV: Schoolwide Programs**

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

Sec. 1114

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

| Requirements  | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence | Comments   |                  |   |
|---|-------------------------------------|--------------------------|--------------------------|--|---------------------|--|------------------|---|
| <p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.</p> |                     | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1488 496 1940 537" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1488 545 1940 1263"> <p>3/29/2018 5:18:22 PM<br/> Monitor Scot Mato<br/> The LEA decided to completely revamp the organizational structure and operational procedures of the LEA/school. The decision was made to hire a consultant to interview stakeholders to use their input to create the School Improvement Plan. The LEA is a Google school. The Improvement Plan was created in Google docs and shared with stakeholders for revisions. Changes can be seen in the revision history of the document. Now that the initial plan is in place, Dr. Maurer's plan moving forward is to do a needs assessment and convene the stakeholders to do the annual update.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>3/29/2018 5:18:22 PM<br/> Monitor Scot Mato<br/> The LEA decided to completely revamp the organizational structure and operational procedures of the LEA/school. The decision was made to hire a consultant to interview stakeholders to use their input to create the School Improvement Plan. The LEA is a Google school. The Improvement Plan was created in Google docs and shared with stakeholders for revisions. Changes can be seen in the revision history of the document. Now that the initial plan is in place, Dr. Maurer's plan moving forward is to do a needs assessment and convene the stakeholders to do the annual update.</p> |
| Monitor Comments  |                                     |                          |                          |  |                     |  |                  |   |
| <p>3/29/2018 5:18:22 PM<br/> Monitor Scot Mato<br/> The LEA decided to completely revamp the organizational structure and operational procedures of the LEA/school. The decision was made to hire a consultant to interview stakeholders to use their input to create the School Improvement Plan. The LEA is a Google school. The Improvement Plan was created in Google docs and shared with stakeholders for revisions. Changes can be seen in the revision history of the document. Now that the initial plan is in place, Dr. Maurer's plan moving forward is to do a needs assessment and convene the stakeholders to do the annual update.</p>   |                                     |                          |                          |  |                     |  |                  |   |

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

**Component V: Targeted Assistance**

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

Sec. 1009 of ESSA 1115

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

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

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

**Component VI: Fiscal Requirements**

| Description  | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments   |
|--|---|--------------------------|--------------------------|-------------------------------------|---|---------------------|--|
| <p>1. Time Documentation<br/><br/>UGG Sec. 200.430</p> | <p>1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Semi-annual time certifications</p>   |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/15/2018 5:22:19 PM<br/>CEO Malynda Maurer<br/>CPDLF does not use Title funds for salaries and benefits.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 5:20:27 PM<br/>Monitor Scot Mato<br/>The LEA/school does not use Title I money for salaries and benefits.</p> |
|  | <p>2. 2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Time logs</p> <p><input type="checkbox"/> Staff schedules</p> <p><input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval</p> |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>3/15/2018 5:22:40 PM<br/>CEO Malynda Maurer<br/>CPDLF does not use Title funds for salaries and benefits.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>3/29/2018 5:20:59 PM<br/>Monitor Scot Mato<br/>The LEA/school does not use Title I money for salaries and benefits.</p> |

| Description  | Requirements  | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments |
|--|---|-------------------------------------|--------------------------|--------------------------|---|---------------------|----------|
| 2. Building Level Budget   | 1. The LEA and Title I School maintain a building level budget documenting Title I expenditures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis |                     |          |
| If you have additional comments to make about this section, enter them here: |   |                                     |                          |                          |   |                     |          |



**pennsylvania**  
DEPARTMENT OF EDUCATION

June 15, 2018

**Dr. Malynda Maurer**  
CEO  
Central PA Digital Learning Foundation CS  
721 N. Juniata St., Ste 3  
Hollidaysburg, PA 16648

Dear Dr. Maurer:

I thank you and your staff for participating in the Federal Programs Consolidated Review for the school year 2017-18. This review indicates that your Title I, Title II Part A, Title III (if applicable) and Title IV, Part A programs are in partial compliance with current statute, regulations, and guidance released by the United States Department of Education. Please review the enclosed information and take the necessary steps for your LEA to be in complete compliance. The corrective action due date is listed in the last column and highlighted on the attached spreadsheet. Please submit documentation to:

***Pennsylvania Department of Education***  
***Division of Federal Programs, 5<sup>th</sup> Floor***  
***333 Market Street***  
***Harrisburg, PA 17126***

You can print off a copy of your completed Monitoring Instrument at <http://www.federalmonitor.com/pa> using the same username and password that you received in your monitoring notification letter sent to you in December/January. If you have any questions, please feel free to contact your regional coordinator at 717.783.2193.

Thank you for your cooperation.

Sincerely,

**Susan McCrone**  
Chief  
Division of Federal Programs

cc: 2017-18 Project File  
/ljw

# CAV Home

## This is the 2017-2018 CAV for Central Pennsylvania Digital Learning Foundation C

Topic: Title II Part A - Component I: Title IIA Requirements

Issue: 1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s)

Corrective Action:

Topic: Title II Part A - Component I: Title IIA Requirements

Issue: 2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff

Corrective Action:

Topic: Title IV, Part A - Component I: Title IV, Part A Student Support and Academic Enrichment Grants

Issue: 1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.

Corrective Action:

### Documents

No documents are currently available.

Evidence of a needs assessment with data indicating large class sizes or justification for the types of professional development activities offered.

CA Due: 7/27/2018

Ext Date:

Closed:

CA Not Required:

### Monitor Comments

3/29/2018 4:07:59 PM

Monitor Scot Mato

The needs assessment was done informally by the administration. Dr. Maurer determined some of the teachers lacked the skills necessary to meet expectations and perform their duties as teachers in a cyber charter environment. Dr. Maurer plans to do a more formal needs assessment in preparation for next school year.

Meeting notices, agenda, sign-in sheets, invitations

CA Due: 7/27/2018

Ext Date:

Closed:

CA Not Required:

### Monitor Comments

3/29/2018 4:14:38 PM

Monitor Scot Mato

Stakeholder input into the development of Title II activities occurred informally.

Meeting notices, agenda, sign-in sheets

CA Due: 7/27/2018

Ext Date:

Closed:

CA Not Required:

### Monitor Comments

3/29/2018 4:27:15 PM

Monitor Scot Mato

There was no agenda or sign-in sheet documenting stakeholder involvement in the planning of Title IV activities. The LEA plans to involve stakeholders in the planning of Title IV activities in the future.



**pennsylvania**  
DEPARTMENT OF EDUCATION

August 13, 2018

**Dr. Malynda Maurer**  
CEO  
Central PA Digital Learning Foundation CS  
721 N. Juniata St., Ste 3  
Hollidaysburg, PA 16648

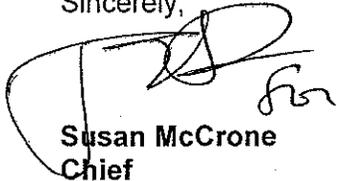
**Dear Dr. Maurer:**

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2017-18 school year. We have received your corrective action plan. You are now in complete compliance with current statute, regulations and guidance released by the United States Department of Education.

You can print off a copy of your completed Monitoring Instrument at <http://www.federalmonitor.com/pa> using the same username and password that you received in your monitoring notification letter sent to you in December/January.

If you have any questions, please feel free to contact your regional coordinator at 717.783.2193. Thank you for your cooperation.

Sincerely,



**Susan McCrone**  
Chief  
Division of Federal Programs

cc: 2017-18 Project File

/ljw



# **Executive Summary BSE Compliance Monitoring Review of the Central PA Digital Learning Foundation CS**

## **PART I SUMMARY OF FINDINGS**

### **A. Review Process**

Prior to the Bureau's monitoring the week of January 4, 2021, the Central PA Digital Learning Foundation CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

### **B. General Findings**

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

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

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

### **C. Overall Findings**

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

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

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

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

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

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

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

The status of compliance of the Central PA Digital Learning Foundation CS is as follows:

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

### 3. TEACHER AND PARENT INTERVIEWS

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

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

### 4. CLASSROOM OBSERVATIONS

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

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

### 5. EDUCATIONAL BENEFIT REVIEW

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

## PART II CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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

# Special Education Processes and Procedures

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

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

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

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

## **IEP MEETINGS**

### **Invitations**

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

- Person Responsible for Invites: SRO (Student Record Officer)
- Person Responsible for conducting the meeting: Special Education Learning Guide
- Person Responsible for making sure the meeting happens on time and all issues are able to be addressed at the meeting: LEA -Special Education Coordinator/Special Education Director

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

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

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

- The Special Education Case Manager will make sure that input from ALL related service providers will be in the current IEP so as not to have to make a revision to put it in. Input from related service providers will be directly entered into the IEP by the service provider 3 days prior to the IEP meeting.
- The Special Education Case Manager will collect information via email from the core subjects regular education instructors of the learner. Input from elective courses is also good to include.
  - Students who are attending vo-tech must have input from vo-tech teachers and a representative should have the opportunity to attend the meeting.
- Each Special Education Case Manager who has a student age 14 and older or who will be turning 14 during the duration of the IEP will complete Transition sections of the IEP.
- For students with services from contracted providers, document in the Related Services section of the IEP.
- Document direct instruction in the SDI section of the IEP starting with "While attending CPDLF....."

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

### **During the IEP Meeting**

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

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

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

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

### **After the IEP Meeting**

- Complete an [action plan](#).
- After the meeting, all corrections will be completed within 3 school days. An email will be sent to the Special Education Coordinator to review the corrections before the IEP is finalized.
- Within 5 school days, the Special Education Coordinator will notify the SRO that the IEP may be finalized.
- SRO sends an email to all involved Instructors (copy Sped email) to notify them that an IEP needs to be accessed and reviewed in IEP Writer within 4 days.
- If the parent does not attend the meeting, the IEP is to be sent electronically to the parent by the SRO. The Special Education Learning Guide calls the parent to let them know that the meeting was held to ensure there would be no disruption of services. A meeting should be scheduled at that time that the parent can attend to review and make any necessary revisions.

## Miscellaneous Notes

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

## Request for Related Services

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

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

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

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

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

## Direct Instruction

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

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

## Progress Monitoring

- Data should be gathered at each Direct Instruction session.
- Please keep your progress monitoring data in your assigned folder.
- Please keep up to date with Progress Monitoring in IEP Writer via the Progress Monitoring Module.
- Progress reporting occurs at the end of each even checkpoint.
  - A specific due date is given prior to the end of the checkpoint.
  - SRO prints progress reports the next day.
  - Special Education Coordinator reviews progress reports.
  - SRO sends progress reports home via electronic communication.
- If you see that a learner has met a goal(s) follow the procedure below for revising the IEP.

## IEP Revisions

### After enrollment

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

The revision meeting is scheduled by the SRO in the same manner as the annual IEP meeting.

The process for the revision meeting is as follows:

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

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

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

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

### Reconvening IEPs for Absenteeism:

- The Principal in conjunction with the Attendance Officer determines the need for a School Attendance Improvement Meeting (SAIP)
- SRO begins working on scheduling the meeting
  - Getting in touch with parents for possible dates and times (certified mail)
    - If no response after 5 days, regroup with the Principal and Special Education Coordinator.
  - SRO Sends out teacher input forms
  - SRO Sends out calendar invite when a date has been agreed upon

- Special Education Case Manager - Prepare information for IEP/SAIP conference meeting in the Present Levels section of the IEP
  - **\*\*\*Blanket Statement\*\*** The IEP team reconvened on (DATE) to discuss (Student Name) lack of attendance at CPDLF.
  - Gather attendance information from the Attendance Officer (days absent, number and type of letters sent)
  - Include the number of Connects U! Lessons completed/not completed.
  - Include documentation with the learner and parent from your weekly check-ins, including important details that may be relevant.
  - Documentation on direct instruction participation
  - Collect information from teacher input forms
  - HEADINGS to be used in IEP
    - Meeting Purpose (Blanket Statement)
    - Attendance
    - Connects U!
    - Check-ins
    - Direct Instruction
    - Instructor course feedback - Include Teacher name, Course, and course grade
  - Special Education Case Manager should prepare any pertinent information that will help the student get back on track for being a successful learner
- IEP/SAIP conference meeting
  - Attendees: Principal, Special Ed Coordinator, SEW, LG, Regular Ed teacher, Parent/Guardian, Learner, any outside support agency personnel
  - The discussion should determine why the student is not attending and develop a plan for improving the behavior in a set amount of time
  - Adjustment of SDIs, Accommodations, Direct Instruction, and/or goals should be completed at this time as determined by the team discussion
- When no contact is made or meeting is not attended by family, the Principal/Attendance Officer will follow truancy policy (which may include being dropped from our rolls).
- If there is no follow-through with the attendance plan, truancy policy continues (which may include being dropped from our rolls).

## **Evaluation/Reevaluations**

Request for an initial Evaluation for Special Education from a parent must be a written notice given to the Special Education Coordinator. The Special Education Coordinator will then give a written notice to SRO. SRO will enter the learner's information into IEP Writer so that the Special Education Coordinator can prepare the Request for an Evaluation form to be sent to the parent. Once the form is complete the SRO will send the form to the parent for their signature.

Waivers should be obtained for seniors who are due for re-evals BEFORE a request to the psych is made. We will NOT be re-evaluating seniors unless necessary or requested by the parent.

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

## Timelines

- School Psychologist to be notified of upcoming RRs at least 45 days in advance of the RR due date.
- School Psychologist to complete and return RR at least 20 days before IEP is due.
- RRs with due dates after IEP are to be completed 20 days BEFORE IEP is due to bring dates into alignment.

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

- Special Education Case Manager works with Instructors to modify the content, activities, and assessments based on learner need
- Special Education Case Manager assigns interventions to provide the learner with necessary practice to fill gaps in learning based on the Student Profile Report
- For learners with significant discrepancies between grade-level content and skill level attainment, LG/Instructor should modify the course to provide the learner with access to grade-level content at the learner's current skill level (grow the skills, close the gap)

## Indicator 13 Agenda- 2020-2021 School Year

This training was done asynchronously through videos provided by PaTTAN for our Cyclical Monitoring process.

Indicator 13 Training Attendance Sheet- 2020-2021 School Year

1. Dina Morrissey
2. Bonnie Waltz
3. Tricia Noonan
4. Travis Weyandt
5. Kim Salyards

## Special Education Parent Training Agenda - 2020-21 School Year

- [Procedural Safeguards](#)
- [Parents Rights: Understanding the Procedural Safeguards Notice](#)
- [Education ABCs](#)
- [Pennsylvania Parent Guide to Special Education for School-Age Children](#)
- [Special Education Resources for Families](#)
- [The Office of Dispute Resolution](#)
- [Understanding the Language of Special Education](#)

Parent Training Attendance Sheet- 2020-2021 School Year

1. Dina Morrissey
2. Bonnie Waltz
3. Laura Wilt
4. Tricia Noonan
5. Travis Weyandt
6. Season Consiglio
7. Melissa Fairbanks
8. Parents of Special Education students

## Indicator 13 Agenda- 2020-2021 School Year

This training was done asynchronously through videos provided by PaTTAN for our Cyclical Monitoring process.

Cyclical Monitoring Training Attendance Sheet- 2020-2021 School Year

1. Dina Morrissey
2. Kim Salyards
3. Malynda Maurer

## Educational Benefit Review Agenda- 2020-2021 School Year

This training was done by Jennifer Anderson from IU 8 over a 2 day period for 7 hours.

She had 3 main goals for the training:

1. Present what an EBR was and how it is to be completed.
2. Staff then were able to work on an EBR and complete paperwork attached for that IEP.
3. As a wrap up, Jennifer and the staff walked through the completed EBRs from the day before and editing mistakes of their colleagues.

Educational Benefit Review Training Attendance Sheet- 2020-2021 School Year

1. Dina Morrissey
2. Bonnie Waltz
3. Laura Wilt
4. Travis Weyandt

# **MEMORANDUM OF UNDERSTANDING BETWEEN**

## **Allegheny Township Police Department**

(Law Enforcement Authority)

and

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

(School Entity)

**July 1, 2020**

(Date)

### **I. Introduction**

#### **A. Parties**

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

#### **Allegheny Township Police Department**

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

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

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

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

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

3. Information from Student Records

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

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

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

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

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

E. Priorities of the Law Enforcement Authority

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

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

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

F. Priorities of the School Entity

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

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

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

- a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
  - i. Section 908 (relating to prohibited offensive weapons).
    - a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, a ny stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. §908c (relating to definitions).
    - b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.
  - ii. Section 912 (relating to possession of weapon on school property).
    - a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle, and any other tool, instrument or implement capable of inflicting serious bodily injury.
    - b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.
  - iii. Chapter 25 (relating to criminal homicide).
  - iv. Section 2702 (relating to aggravated assault).
  - v. Section 2709.1 (relating to stalking).
  - vi. Section 2901 (relating to kidnapping).
  - vii. Section 2902 (relating to unlawful restraint).
  - viii. Section 3121 (relating to rape).

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

**B. Discretionary Notification**

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

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

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

C. Law Enforcement response to Notification

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

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

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

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

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

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

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

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

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

### III. Law Enforcement Authority Response

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

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

#### IV. Assistance of School Entities

##### A. In Loco Parentis

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

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

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

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

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

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

## 2. Victims

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

## 3. Witnesses

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

## 4. Suspects and Custodial Interrogation

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

## 5. Conflicts of Interest

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

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

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

#### D. Reporting Requirements

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

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

V. General Provisions

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

**Allegheny Township Police Department**

*Leo Berg*

Mr. Leo Berg, Chief of Police

*07-01-2020*

Date

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

*Dr. Aiko Malynda Maurer*

Dr. Aiko Malynda Maurer, CEO

*June 19, 2020*

Date

**MEMORANDUM OF UNDERSTANDING BY  
AND BETWEEN**

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

**And**

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

**I. Purpose**

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

**II. Financial Considerations**

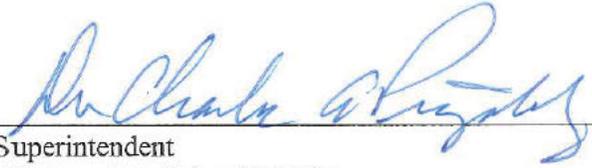
- A. The Charter School agrees to pay the District's certified school nurse at a negotiated hourly rate for any time outside of the school day that she (school nurse) provides additional services to the Charter School. **The Charter School will reimburse the District at the certified school nurse's hourly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

**III. General Provisions**

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

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

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

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

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

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

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



580 Foot of Ten Road, Duncansville, PA 16635

## 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 30<sup>th</sup> day of July, 2021

By: Royce Ann Boyd (Signature of Board President)

Royce Ann Boyd (Print Name)

CPDLF Board of Education



580 Foot of Ten Road, Duncansville, PA 16635

## Ethics Act 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 30<sup>th</sup> day of July, 2021

By: Royce Ann Boyd (Signature of Board President)

Royce Ann Boyd (Print Name)

CPDLF Board of Education



580 Foot of Ten Road, Duncansville, PA 16635

## Charter Annual Background Check 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 30<sup>th</sup> day of July, 2021

By: Royce Ann Boyd (Signature of Board President)

Royce Ann Boyd (Print Name)

CPDLF Board of Education



580 Foot of Ten Road, Duncansville, PA 16635

## Board Affirmation Statement

### Charter Annual Report Affirmation

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

Affirmed on this 30<sup>th</sup> day of July, 2021

By: Royce Ann Boyd (Signature of Board President)

Royce Ann Boyd (Print Name)

CPDLF Board of Education



580 Foot of Ten Road, Duncansville, PA 16635

## 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 30<sup>th</sup> day of July, 2021

By: Royce Ann Boyd (Signature of Board President)

Royce Ann Boyd (Print Name)

CPDLF Board of Education