CENTRAL PA DIGITAL LEARNING FOUNDATION CS

Charter School Annual Report | 2024 - 2025

School Profile

LEA Name
Central PA Digital Learning Foundation CS

AUN
108070001

Address 1
5580 Goods Lane

Address 2
Suite 1132

City
Altoona

State
PA

Zip Code
16602

Chief Administrator Name
Dr Malynda Maurer

Chief Administrator Email
mmaurer@cpdlf.org

Chief Administrator Phone
(814) 682-5258

Extension

Charter School Principal

Principal Name
Dr. Deanna E. Mayers

Principal Email
principal@cpdlf.org

Principal Phone
814-414-4270

Extension

Authorizing District(s)

Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload a summary of the Wellness Check Data collected from the previous school year (pdf only)
CPDLF Annual Wellness Check Data Report 2024-2025.pdf

Upload Current Charter (PDF only)
CPDLF Signed 2015-2020 Charter Renewal.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Royce A. Boyd		
Allen Sell		
William Kanich		
Cathy Harlow		
Marie Porcano		**(CHECKED)**
Douglas Arnold		
Dr. Nicole Dice		**(CHECKED)**
Edward Disabato		
David Reeder		

Explanation of Board of Trustees Changes

Ms. Lisa Murgas, Seat #1, resigned as Board Member and Vice President effective July 29, 2024; Seat #1 was filled by Mrs. Marie Porcano, Parent Representative on September 12, 2024. Dr. David Lehman, Seat #6, resigned as Board Member effective March 26, 2025; Seat #6 was filled by Dr. Nicole Dice effective May 8, 2024.

Upload the Act 55 training certificates for all Board Members (pdf only)

Board Member Act 55 Training Certificates (combined)_ac57b114.pdf

Board of Trustees Meeting Schedule

Location	Date	Time
Central PA Digital Learning Foundation (CPDLF), 5580 Goods Lane, Suite 1132, Altoona, PA 16602	2024-08-08	1:00 p.m.
Central PA Digital Learning Foundation (CPDLF), 5580 Goods Lane, Suite 1132, Altoona, PA 16602	2024-09-12	1:00 p.m.
Central PA Digital Learning Foundation (CPDLF), 5580 Goods Lane, Suite 1132, Altoona, PA 16602	2024-11-14	1:00 p.m.
Central PA Digital Learning Foundation (CPDLF), 5580 Goods Lane, Suite 1132, Altoona, PA 16602	2025-01-09	1:00 p.m.
Central PA Digital Learning Foundation (CPDLF), 5580 Goods Lane, Suite 1132, Altoona, PA 16602	2025-03-13	1:00 p.m.
Central PA Digital Learning Foundation (CPDLF), 5580 Goods Lane, Suite 1132, Altoona, PA 16602	2025-05-08	1:00 p.m.
Central PA Digital Learning Foundation (CPDLF), 5580 Goods Lane, Suite 1132, Altoona, PA 16602	2025-06-19	1:00 p.m.

Upload Board Minutes

2024-2025 CPDLF Board Meeting Minutes.pdf

Leadership Team

Name	Title/Position	Check if New Member
Aiko Malynda Maurer	Chief Administrator	
Deanna E. Mayers	Principal	

Kimberly Salyards	Director of Special Education	
Hilary Yahner	Other	**(CHECKED)**
Joe Lachendro	Other	
Ryan Schumm	Business Manager	

Explanation of Leadership Changes

Ms. Hilary Yahner was hired as the Learning Services Director, effective May 13 2024 and filled a seat on the Leadership Team; thus, Mrs. Joan Horsey was removed from the Leadership Team effective May 13, 2024.

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

PDE 414 - SY 2024-2025 (1).pdf

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	0	1
Chief Administrative	0	0	0	0	0	0

Officer						
Principal	1	1	0	0	0	1
Assistant Principal	0	0	0	0	0	0
Classroom Teacher (including Master Teachers)	21	21	0	0	9	12
Specialty Teacher (including Master Teachers)	2	2	0	0	1	1
Special Education Teacher (including Master Teachers)	6	6	0	0	1	5
Special Education Coordinator	1	1	0	0	0	1
Counselor	3	3	0	0	0	3
Psychologist	2	2	0	0	0	2
School Nurse	1	1	0	0	0	1
IT Director	1	1	0	0	0	1
Business Administrator	1	1	0	0	0	1
ISD, Curriculum Developers, Tech Support	1	1	0	0	0	1
HR Manager	0	0	0	0	0	0

Student Support Manager, Facilities Manager	2	2	0	0	0	2
Business Office, Administrative Support Staff, Teaching Assistants	5	5	0	0	1	4
Other	9	9	0	0	7	2
Totals	57	57	0	0	19	38

Explanation of Substantial Differences

At the end of the 2024-25 school year, the CPDLF Board voted to substantially decrease our staff in order to be fiscally responsible and solvent.

Fiscal Matters

Major Fundraising Activities

CPDLF has no major fundraising activities to report for the 24-25 school year. We had one small event to raise money to support PBIS activities. We helped students conduct two small hoagie/pizza sales to provide support for students raising funds to support an international educational tour that they had to pay for individually.

Fiscal Solvency Policies

We reviewed and updated our fiscal policies with no major changes.

Accounting System

Central PA Digital Learning Foundation Cyber Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. Sage Intacct Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances

See attached.

Upload Statements of Revenues, Expenditures & Fund Balances

Charter-Annual-Report_Statement-of-Revenues-and-Expenditures.pdf

Financial Audit Basics

Audit Firm

Young Oakes Brown & Company PC

Date of Last Audit

2024-06-30

Fiscal Year Last Audited

2024

Explanation of the Report

An audit involves performing procedures to obtain audit evidence about the amounts and disclosure in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or 9 error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation

Upload Financial Audit Document(s)
YOBCO Audit 6-30-2024_f566290d.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
None	N/A

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)
Yes

Upload Available Federal Programs Consolidated Review Document(s)
2025 Federal Programs Monitoring Documents Reviewed.pdf

Title I Status
Yes

Title I First Year Status
No

Date of Last Federal Programs Consolidated Review
2025-04-04

School Years Reviewed

2024-25

Federal Programs Consolidated Review Report

2025 Federal Programs Monitoring Documents Reviewed with CAV documents.pdf

Consolidated Review/Annual Report

The ESSA Fiscal Monitoring did not require any corrective action. There were two corrective actions due for the ESSA Program Monitoring and the two corrective actions for the Title I School Improvement Set-Aside monitoring. The ESSA Program Monitoring corrective actions were submitted and accepted. The Title I School Improvement Set-Aside corrective action items will be submitted by the due date.

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
Title I School Improvement Set-Aside Fiscal #1 - Uploaded evidence is not sufficient. Contract is uploaded but deliverables are not contained in the contract. The policy for time documentation found under the ESSA Fiscal assessment tool does outline proper procedures. Once implemented, this item should be able to be met.	A list of deliverables was obtained and will be submitted as a corrective action by the due date.
Title I School Improvement Set-Aside Fiscal #2 - Uploaded evidence is not sufficient. The policy for time documentation found under the ESSA Fiscal assessment tool does outline proper procedures. Once implemented, this item should be able to be met.	Time documentation was collected from the time of the monitoring and will be submitted as a corrective action by the due date.
Title I Program Component II - The LEA will submit an Equity Plan and agendas and sign in sheets demonstrating an annual review occurred. LEAs can use documentation from 2024-25 to address this corrective action.	Agenda and sign in sheet was submitted when the Equity plan was reviewed.
Title I Component II - The LEA will submit a Transition Plan or agendas and sign in sheets from parent meetings for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action.	A Transition Plan was submitted.

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Special Education Director (KS)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	0	n/a	n/a
Special Education Coodinator (BW)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	2	12	21
Special Education Elementary Instructor (EH)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	13	5	14
Special Education Elementary Instructor (AM)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	14	5	14
Special Education Secondary Learning Guide (TN))	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	9	12	21
Special Education Secondary Learning Guide (CA))	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	8	12	21
Special Education Secondary Learning Guide (DM)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	3	12	21
Special Education Secondary Learning Guide (LW)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	15	12	21
Special Education Secondary Learning Guide (CM)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	8	12	21
Social Emotional Wellness Coordinator (SW-KM)	CPDLF 5580 Goods Ln Suite 1132 Altoona PA 16602	2	12	21
Part-time School Counselor	CPDLF 5580 Goods Ln Suite 1132	3	12	21

	Altoona PA 16602			

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
School Psychologist	1 hr/week	Outside Contractor (SE)	25 or fewer
Speech Therapy	5 hr/week	Outside Contractor (Therapy Source)	10-15
Speech Therapy	3 hr/week	Outside Contractor (Blair Therapies)	6-10
Speech Therapy	3 hr/week	Outside Contractor (Imagine Learning)	5 or fewer
Occupational Therapy	8 hr/week	Outside Contractor (Therapy Source)	8-10
Occupational Therapy	3 hr/week	Outside Contractor (Blair Therapies)	3-5
Learning Support	5 hr/week	Outside Contractor (Therapy Source)	3 or fewer
Hearing Support	0.5 hr/week	Outside Contractor (Therapy Source)	3 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2021-01-04

Upload Executive Summary (pdf only)

Central_PA_Digital_Learning_Foundation_CS_Executive_Summary_CS_2020.pdf

Upload the policy and procedures surrounding IEP development (pdf only)

SP19 - Individualized Education Program (IEP) Policy.pdf

Did you receive a corrective action report?

Yes

Upload Corrective Action report (pdf only)

Central PA Digital Learning Foundation CS Corrective Action Verification CS.pdf

Special Education Personnel Development

Autism

Training not offered.

BehaviorSupport

Training not offered.

Paraprofessional

Training not offered.

Transition

Description of Training			
Preparing for Cyclical Monitoring: A Focus on Secondary Transition			
Lead Person/Position		**Year of Training**	
Brad Theys/IU8		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
4	1-4	PaTTAN/Schoology	Special Ed Case Managers

Training Date Complete

2025-01-31

Secondary Transition Course Information Schoology 2024_25.pdf

Schoology Transition course participants Charter Annual.pdf

ScienceofLiteracy

Training not offered.

ParentTraining

Description of Training			
Parent Training given to families at every new and annual IEP meeting			
Lead Person/Position		**Year of Training**	
Special Ed Coordinator		2024-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
0.25	~75/school year	CPDLF Special Ed Case Managers	Parents/students

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Training Date Complete

2025-06-03

CPDLF Spec Ed Attendance Doc for Parent Training (Rev).pdf

CPDLF Spec Ed Personnel Dev Parent Training 2024-25.pdf

IEPDevelopment

Training not offered.

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TN	Secondary	Full-time (1.0)	07/31/2025 12:20 PM

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.14

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CA	Secondary	Full-time (1.0)	07/31/2025 12:20 PM

Building Name
Central PA Digital Learning Foundation CS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.12

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EH	Multiple	Full-time (1.0)	07/31/2025 12:20 PM

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**

Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.24

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.17

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	8 to 16
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM	Multiple	Full-time (1.0)	07/31/2025 12:20 PM

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

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	6 to 16
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
CM	Secondary	Part-time (0.5)	07/31/2025 12:20 PM

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

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DM	Secondary	Part-time (0.5)	07/31/2025 12:20 PM

Building Name
Central PA Digital Learning Foundation CS
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.05

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LW	Secondary	Full-time (1.0)	07/31/2025 12:20 PM

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age**

		Range
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.18

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.2

Building Name		
Central PA Digital Learning Foundation CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.12

Building Name
Central PA Digital Learning Foundation CS
Support Type
Emotional Support
Support Sub-Type
Emotional Support

Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
CPDLF is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.		0.02

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Physical building improvement for office and confidentiality	5580 Goods Lane, Suite 1132, Altoona, PA 16602	$23,495
Physical construction of a secure and safe drop in learning center and office	40 North 2nd Street, Stroudsburg, PA	$20,462

Facility Plans and Other Capital Needs

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

CPDLF does not currently have any plans for future facility development. Should funding allow, we may continue to work on improving our Altoona location for safety and security reasons.

Memorandum of Understanding

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

**Upload of Memorandum of Understanding Document(s)
Do not include MOUs already reported in the Safe Schools Reports.**

AASD for School Nurse Services 2024-2026.pdf

MOU Logan Township PD 2023-2025.pdf

Articulation Agreements

Partnering Institution
St. Francis University

Agreement Type

Program/Course Area
Dual Enrollment Undergraduate

Upload Articulation Agreement
St Francis Dual Enrollment Agreement 2022-indefinite.pdf

Partnering Institution
Harrisburg Area Community College

Agreement Type

Program/Course Area
Dual Enrollment Undergraduate

Upload Articulation Agreement
HACC MOU 2023-2026.pdf

Management Survey

Charter School Management Survey

Charter School Name
Central PA Digital Learning Foundation CS

Point of Contact Name
Dr. Aiko Malynda Maurer

Point of Contact Telephone Number
814-682-5258

Extension
116

Point of Contact Email
ceo@cpdlf.org

Management Organization Information

As of the start of the current school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?
No

Does the charter school plan to add a management organization in the Future?
No

Signatures and Affirmations

Upload Board Affirmation Statement
24-25 Affirmations (signed).pdf

Date of Approval
2025-07-30

Charter School Annual Report Affirmation

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

Chief Administrator
Dr. Aiko Malynda Maurer

Charter School Law Affirmation

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

Chief Administrator
Dr. Aiko Malynda Maurer

Ethics Act Affirmation

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

Chief Administrator
Dr. Aiko Malynda Maurer

Charter School Annual Background Check Affirmation

Board President

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

Chief Administrator

Dr. Aiko Malynda Maurer

Charter Annual Administrative Certification Affirmation

Board President

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

Chief Administrator

Dr. Aiko Malynda Maurer

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

Board President

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

Chief Administrator

Dr. Aiko Malynda Maurer

CPDLF Annual Wellness Check Report
2024-2025

Prior to legislation being passed, learners at CPDLF were already expected to have their cameras on. Formal record keeping and follow-up procedures were implemented on January 21, 2025.

Month	Total Enrollment	Wellness Checks Completed	Wellness Checks Not Completed
January 2025	213	196	17
February 2025	215	205	10
March 2025	215	206	9
April 2025	217	205	12
May 2025	213	191	22

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

January 15, 2015

Dr. George Toth
Central Pennsylvania Digital Learning Foundation Charter School
721 N. Juniata Street, Suite 3
Hollidaysburg, PA 16648

Dear Dr. Toth:

The Pennsylvania Department of Education (Department) received the charter renewal application of Central Pennsylvania Digital Learning Foundation Charter School (CPDLF) by October 1, 2011. Based on a thorough review of the charter renewal application and other documentation, the Department is renewing the charter of CPDLF. The Department will continue to monitor and examine CPDLF's operations over its renewed charter term to determine whether it is meeting the terms of its charter and requirements of the Charter School Law. By granting a renewed charter, the Department does not waive and expressly reserves the right to notify CPDLF of any violation(s) of its charter or the Charter School Law and seek correction of the violation(s) and to take action against CPDLF, if necessary, including revocation or nonrenewal of the charter, including for reasons which may have been addressed through this charter renewal.

The Department also notes that particular attention will be given to the academic performance of CPDLF's students. In October 2013, the Department released the Pennsylvania School Performance Profile (SPP). SPP provides a quantitative building level academic performance score based on several academic indicators, including, but not limited to, academic achievement, closing the achievement gap and academic growth.

The benchmark for academic success is closing one-half of the achievement gap over a six-year period. The six-year target was defined in 2012-2013, which is the baseline year. As each year progresses, the annual cumulative closure will be calculated. A school that is meeting the overall closure will be defined as meeting its annual target.

The Department will use SPP to review each cyber charter school's performance on state assessments, standardized tests and other performance indicators. Although closing the achievement gap is the benchmark, the Department will review all academic indicators to assess whether each cyber charter school is making progress over time in bringing students up to grade level.

Beginning with the issuance of 2015-2016 SPP data, the Department may require corrective action during the charter term when a cyber charter school fails to meet the academic performance benchmarks as described above. The Department may also use a cyber charter school's persistent failure to meet these academic performance benchmarks as a basis for revocation or nonrenewal of the cyber charter school's charter during the charter term.

Enclosed with this letter is a copy of the decision to renew the charter, including areas of deficiencies that must be addressed in accordance with the guidance provided in the decision, and a copy of the new charter for CPDLF. Please have the charter executed by all members of the Board of Trustees for CPDLF and return a fully executed copy within 30 days to the Charter Schools Office. The charter will then be executed by the Department and a fully executed copy will be returned to you.

If you have any questions regarding this letter, please contact Steven Carney by email at stevcarney@pa.gov or by telephone at (717) 214-5708.

Sincerely,

Carolyn C. Dumaresq, Ed.D.
Acting Secretary of Education

Enclosure

PENNSYLVANIA DEPARTMENT OF EDUCATION

Central Pennsylvania Digital Learning Foundation Charter School Renewal Application	:	**Charter Renewal Effective: July 1, 2015 – June 30, 2020**

Decision to Renew Charter

Pursuant to the Charter School Law (CSL), 24 P.S. §§ 17-1701-A – 17-1751-A, the Pennsylvania Department of Education (Department) has the authority and responsibility to renew or not renew the charter of a cyber charter school. 24 P.S. § 17-1741-A(a)(3). The Department may decide not to renew a charter based on the criteria set forth in section 1729-A of the CSL, 24 P.S. § 17-1729-A. In addition, a cyber charter school must be in compliance with the material conditions, standards and procedures contained in the written charter, meet the requirements for student performance set forth in 22 Pa. Code Ch. 4, meet generally accepted standards of fiscal management and audit requirements, be in compliance with the CSL and all other applicable law, provide all material components of each student's education, and maintain the financial ability to provide services.

Central Pennsylvania Digital Learning Foundation Charter School (CPDLF) was granted a charter by the Department for the term of July 1, 2007 through June 30, 2012. CPDLF submitted a renewal application to continue operating a cyber charter school and has been permitted to continue to operate its cyber charter school by extension of the previous charter term until such time as the Department completed its review of the renewal application.

Based on a comprehensive review of CPDLF's operation of the cyber charter school during the charter term of July 1, 2007 through June 30, 2012, including the information submitted with the renewal application, the Department is renewing CPDLF's charter to operate a cyber charter school. CPDLF may continue to operate its cyber charter school by extension of the existing charter term, until the commencement of the term of the renewed charter.

The renewed charter shall be effective for a term of five (5) years beginning July 1, 2015, and ending June 30, 2020.

The Department reserves the right to continue to assess and review CPDLF's operation of the cyber charter school and to take action to revoke CPDLF's charter based on any information that was or could have been reviewed prior to this charter renewal or discovered during future or ongoing assessments or reviews. The Department does not waive and expressly reserves the right to notify CPDLF of any violation of its charter, the CSL, or other applicable requirements and seek correction of the violation and to take action against the CPDLF, if necessary, including revocation or nonrenewal of the charter.

The Department is also providing written notice to CPDLF of areas of the operation of the cyber charter school that require particular attention and correction. This notice is provided to allow CPDLF the opportunity to address areas of operation of the cyber charter school that may not be in compliance with applicable requirements. Failure to address areas identified by

the Department by June 30, 2015, may result in additional action by the Department, including revocation of the charter.

Carolyn C. Dumaresq, Ed.D.
Acting Secretary of Education

1/15/15
Date Mailed

APPENDIX A

Pursuant to section 1742-A of the Charter School Law (CSL), 24 P.S. § 17-1742-A, the Pennsylvania Department of Education (Department) has conducted an assessment and review of the operation of the cyber charter school by Central Pennsylvania Digital Learning Foundation (CPDLF). Based on this assessment and review, the Department has identified areas of the operation of the cyber charter school which CPDLF should further examine and implement corrective action to remediate any noncompliance with applicable requirements.

CPDLF must be prepared to provide information and documentary evidence to the Department during any future review by the Department of the cyber charter school's operations that demonstrates that the cyber charter school operates in compliance with all applicable requirements. The Department will review these areas no earlier than June 30, 2015.

Areas identified for examination by CPDLF:

- English as a Second Language
- Professional Development/Teacher Induction
- Technology
- Assessment and Accountability

CPDLF should examine its English as a Second Language Program.

A cyber charter school must have an effective English as a Second Language (ESL) Program to facilitate a student's achievement of English proficiency and the academic standards under 22 Pa. Code § 4.12. Programs under this section shall include appropriate bilingual-bicultural or ESL instruction. A Department Basic Education Circular (BEC) entitled *Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)*, 22 Pa. Code § 4.26, (ESL BEC) states that each local education agency (LEA) must have a written Language Instructional Program, and provides information relating to the required components for the Program.

CPDLF demonstrated its awareness of the requirements in the Department's ESL BEC. CPDLF's ESL Policy references key components of an ESL program, including the program model, identification, instruction, ESL standards, exit and post-exit monitoring. In addition, CPDLF also provided an English Language Learners Report, which demonstrates the school has allocated sufficient funds to its ESL program.

CPDLF did not:

(1) provide a policy or narrative to explain the implementation of its ESL processes and program, including the processes that CPDLF uses for identification, placement, monitoring, exit, and post-exit monitoring;
(2) provide a policy or narrative to address all of the ESL program requirements outlined in the Department's ESL BEC;
(3) identify its program model and explain the educational theory upon which it is based;

(4) describe the manner in which teachers deliver daily instruction to support the program model or the types of adaptations to daily instruction based on proficiency level;
(5) identify the number of courses required for elementary and secondary ESL students and the amount of on-line time required for ESL instruction;
(6) provide a list of ESL courses with course descriptions;
(7) demonstrate that its ESL planned instruction and curriculum are aligned to Pennsylvania English Language Proficiency Standards (PA ELPS) and Pennsylvania Reading, Writing, Listening and Speaking Standards;
(8) describe a procedure to administer the annual English Language Proficiency assessment (ACCESS for ELLS) or the Pennsylvania System of State Assessment (PSSA) and Keystone Exams with appropriate accommodations.

At a minimum, CPDLF should be prepared to provide to the Department the following:

- Revisions to its ESL policy to explain the processes for identification, placement, monitoring, exit and post-exit monitoring of students.
- A written policy that addresses the ESL program requirements in the Department's Basic Education Circular.
- An identification of CPDLF's program model and an explanation of the educational theory upon which it is based.
- A description of the manner in which teachers deliver daily instruction to support the program model and the types of adaptations to daily instruction based on proficiency level.
- An identification of the number of courses required for elementary and secondary ESL students and the amount of on-line time required for ESL instruction.
- A list of ESL courses with course descriptions.
- Demonstration that CPDLF's ESL planned instruction and curriculum are aligned to PA ELPS and PA Reading, Writing, Listening and Speaking Standards.
- A description of CPDLF's procedure to administer ACCESS for ELLs as well as PSSAs and Keystone Exams with appropriate accommodations.

CPDLF should examine its Professional Development Plan and Teacher Induction Plan.

A cyber charter school must have a professional development plan for the faculty that explains the following: (1) the professional development provider and participants; (2) the assessment of student needs to develop the professional development program; (3) the professional development program; and, (4) the evaluation of the professional development program.

CPDLF provided its most recent Professional Development Plan, which indicated that board members, administrators, teachers, parents, community representatives and business representatives made up the planning committee. CPDLF's professional development action plan does not: (1) designate, or provide for the designation of, educational specialists on the planning committee; (2) identify the number of hours per session; (3) identify the number of sessions per year; (4) identify the estimated number of participants; (5) identify the knowledge and skills to be gained from the session; (6) identify the research and best practices on which each session is based; (7) identify the goals to be accomplished; (8) identify the follow-up activities to be conducted; and (9) identify the evaluation method to be used.

A cyber charter school must have a detailed Teacher Induction Plan that explains the following: (1) the teacher induction council; (2) the assessment of inductees' needs; (3) the teacher induction program; (4) the oversight and evaluation of the teacher induction program; and (5) recordkeeping.

CPDLF provided its most recent Teacher Induction Plan. The Teacher Induction Plan did not include the identification of the school's induction council, which must also include administrative representatives, teachers and/or educational specialists designated by their peers.

At a minimum, CPDLF should be prepared to provide to the Department the following:

- Documents evidencing that its professional education planning committee includes at least two educational representatives.
- A revised professional development action plan identifying each of the items required as noted above..
- Evidence that CPDLF has an induction council comprised of administrative representatives as well as teachers and/or educational specialist designated by their peers.

CPDLF should examine its technology policies .

A cyber charter school is required to provide or reimburse each student enrolled for all technology and services necessary for the on-line delivery of the school's curriculum and instruction. In order to ensure a continued, comprehensive learning experience for its students, a cyber charter school must ensure access to broadband connectivity in the student's home or regular place of instruction for every student to have the same level and quality of access to all instructional materials and collaboration tools within a cyber environment. Some students in Pennsylvania may live in areas not serviced with broadband connectivity delivered directly to the home. Regardless of the connectivity available, no student's cyber education should be limited based on where he or she lives. Formalized policies and procedures must be established defining the specific broadband requirements for students, including the options that will be offered to get high-speed access to cyber charter school students who may currently have only dial-up or no internet available to the home.

CPDLF reimburses families for the cost of baseline connection and states a dial-up is an acceptable option for internet connectivity. CPDLF must make broadband connectivity options, including satellite connections and air cards if needed, available to all students to ensure access to high-speed internet and the same level and quality of access to all instructional materials and collaboration tools within a cyber environment.

CPDLF also indicated that students may use their own technology if the technology meets the specific hardware and software requirements to access the school's curriculum and instruction. Cyber charter schools are required to provide its students with equipment, including a computer, a computer monitor, and printer as well as all technology necessary for the on-line delivery of the curriculum and instruction. Equipment provided by a student may not provide

required levels of internet security or access reliability that must be met by equipment provided by CPDLF.

In order to ensure a continued, comprehensive learning experience for its students, a cyber charter school must create and implement an Acceptable Use Policy (AUP)/Internet Safety Policy that includes requirements for compliance with the Children's Internet Protection Act (CIPA) and the Child Internet Protection Act (Act 197 of 2004). Cyber charter schools must also create and implement procedures to ensure internet safety for all students and staff, including monitoring of online activities for minors.

CPDLF provided an Acceptable Use Policy that addresses internet safety and other state and federal mandates for acceptable technology use. However, it does not explain how CPDLF will provide educational experiences for students at all ages regarding appropriate online behavior, including how students should appropriately interact with other individuals on social networking websites and in chat rooms as well as awareness of cyber-bulling and responding thereto.

At a minimum, PA Distance Learning should be prepared to provide to the Department the following:

- A revised Acceptable Use Policy that appropriately addresses online behavior and cyber-bullying.
- A revised policy that explains how high-speed internet access is made available to all students to ensure that all students receive the same and necessary level of internet connectivity to access all instructional materials and collaboration tools within a cyber environment.
- A revised policy that provides all students with all technology and services necessary for the on-line delivery of the school's curriculum and instruction and require students to use equipment provided by CPDLF to access school materials, with exceptions determined appropriate by CPDLF and which do not unnecessarily expose students to inappropriate content or loss of connectivity.
- Information to demonstrate that it has provided students who have been using their own equipment with the school's equipment and all necessary technology.

CPDLF should examine its assessment and accountability program.

A cyber charter school must meet the requirements for student performance set forth in 22 Pa. Code Ch. 4. Pennsylvania's state student assessment requirements are set forth in Ch. 4. *See* 22 Pa. Code §§ 4.51-4.52. Additionally, Ch. 4 provides for the Secretary to establish school profiles. *See* 22 Pa. Code § 4.61.

From 2007 to 2012, CPDLF's academic performance and graduations rates have predominately been below acceptable academic standards for reaching Adequate Yearly Progress (AYP) and having a graduation rate of 85% or better, as set under the No Child Left Behind Act. CPDLF did not reach AYP in any school year between the 2007-2008 and 2011-2012 school years.

In 2007-2008, 26% of students in the "all students" category scored proficient or better on the mathematics state assessment. The percentage increased for three consecutive years - 32% in 2008-2009, 43% in 2009-2010, 45% in 2010-2011. The percentage dropped to 20% in 2011-2012.

In 2007-2008, 36% of students in the "all students" category scored proficient or better on the reading state assessment. In 2008-2009, the percentage increased to 42%, and increased again to 52% in 2009-2010. The percentage dropped to 43% in 2010-2011 and dropped again to 23% in 2011-2012.

CPDLF had an acceptable graduation rate of 100% in 2007-2008. From 2008-2009 to 2011-2012, CPDLF had a graduation rate of 90.91%, 76.9%, 31.6%, and 40%, respectively.

In October 2013, the Department released the Pennsylvania School Performance Profile (SPP). SPP provides a quantitative building level academic performance score based on several academic indicators, including, but not limited to, academic achievement, closing the achievement gap and academic growth. The benchmark for academic success is closing one-half of the achievement gap over a six-year period. The six-year target was defined in 2012-2013, which is the baseline year. As each year progresses, the annual cumulative closure will be calculated. A school that is meeting the overall closure will be defined as meeting its annual target.

The Department will use SPP to review each cyber charter school's performance on state assessments, standardized tests and other performance indicators. Although closing the achievement gap is the benchmark, the Department will review all academic indicators to assess whether each cyber charter school is making progress over time in bringing students up to grade level.

Beginning with the issuance of 2015-2016 SPP data, the Department may require corrective action during the charter term when a cyber charter school fails to meet the academic performance benchmarks as described above. The Department may also use a cyber charter school's persistent failure to meet these academic performance benchmarks as a basis for revocation or nonrenewal of the cyber charter school's charter.

Therefore, notwithstanding that the Department has renewed CPDLF's charter, the Department may, beginning with the 2015-2016 SPP data, require corrective action and/or use persistent failure to meet the academic benchmarks as a basis for nonrenewal or revocation of CPDLF's charter.

<u>At a minimum, CPDLF should be prepared to provide to the Department the following:</u>

- A written plan of action for increasing its academic performance and graduation rates.

COMMONWEALTH OF PENNSYLVANIA

CHARTER

to operate a public school known as

CENTRAL PENNYSLVANIA DIGITAL LEARNING FOUNDATION CHARTER SCHOOL

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. § 17-1745-A, the Board of Trustees of **Central Pennsylvania Digital Learning Foundation Charter School** is hereby granted a Charter to operate a public cyber charter school for the period commencing on **July 1, 2015** and ending on **June 30, 2020**. The grant of this Charter was approved by the Pennsylvania Department of Education on **January 15, 2015.**

It is specifically understood and agreed between the signatories hereto that:

1) the Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§ 17-1741-A – 17-1751-A, any amendments thereto enacted during the term of this Charter and any regulations or standards applicable to cyber charter schools;

2) the granting of this Charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Renewal Application, submitted by the Board of Trustees on by October 1, 2011 and any previous application(s) approved by the Pennsylvania Department of Education as modified by the Renewal Application. Said Renewal Application and previous application(s) are incorporated by reference as if fully set forth;

3) this Charter constitutes a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;

4) this Charter may be renewed for additional periods of five year durations and upon any such renewal, a new charter shall be executed by the parties;

5) the Department reserves the right to continue to assess and review Central Pennsylvania Digital Learning Foundation Charter School's operation of the cyber charter school and notify Central Pennsylvania Learning Foundation Charter School of any violation of this Charter or other applicable requirements and seek correction of the violation, and to take action against the Central Pennsylvania Learning Foundation Charter School, if necessary, including revocation or nonrenewal of this Charter based on any information that was or could have been reviewed prior to this charter renewal or that may be discovered during future or ongoing assessments or reviews;

6) this Charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____

day of **January, 2015.**

ATTEST:

BOARD OF TRUSTEES

ATTEST:

PENNSYLVANIA DEPARTMENT OF EDUCATION

CERTIFICATE OF COMPLETION

is hereby presented to

Dr. Douglas Arnold

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

January 13, 2022

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

Dr. Aiko Malynda Maurer

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
K-12 PUBLIC CYBER CHARTER SCHOOL

CERTIFICATE OF COMPLETION

is hereby presented to

Royce Ann Boyd

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

January 13, 2022

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

Dr. Aiko Malynda Maurer

Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
K-12 PUBLIC CYBER CHARTER SCHOOL

CERTIFICATE OF COMPLETION

is hereby presented to

Dr. Nicole Dice

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

July 29, 2025

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

Dr. Aiko Malynda Maurer

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
K-12 PUBLIC CYBER CHARTER SCHOOL

CERTIFICATE OF COMPLETION

is hereby presented to

Mr. Edward DiSabato

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

October 15, 2023

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

Dr. Aiko Malynda Maurer

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
K-12 PUBLIC CYBER CHARTER SCHOOL

CERTIFICATE OF COMPLETION

is hereby presented to

Ms. Cathy Harlow

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

August 7, 2023

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

Dr. Aiko Malynda Maurer

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
K-12 PUBLIC CYBER CHARTER SCHOOL

CERTIFICATE OF COMPLETION

is hereby presented to

Mr. William Kanich

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

January 13, 2022

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

Dr. Aiko Malynda Maurer

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
K-12 PUBLIC CYBER CHARTER SCHOOL

CERTIFICATE OF COMPLETION

is hereby presented to

Mrs. Marie Porcano

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

July 29, 2025

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

Dr. Aiko Malynda Maurer

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
K-12 PUBLIC CYBER CHARTER SCHOOL

CERTIFICATE OF COMPLETION

is hereby presented to

Dr. David Reeder

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

January 13, 2022

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations; Fiscal Management; Ethics, Open Meetings, and Regulations

Dr. Aiko Malynda Maurer

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
K-12 PUBLIC CYBER CHARTER SCHOOL

CERTIFICATE OF COMPLETION

is hereby presented to

Dr. Allen Sell

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

January 13, 2022

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

Dr. Aiko Malynda Maurer

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
K-12 PUBLIC CYBER CHARTER SCHOOL

CPDLF Board Meeting (Thursday, August 8, 2024)
Generated by Joan Horsey on Friday, August 9, 2024

1. CEO Board Report

A. Board Report

2. Meeting Opening - Meeting called to order at 1:56 PM

A. Roll Call

Members present
Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

Members absent
Doug Arnold, Edward DiSabato, David Lehman

B. Board Agenda

Motion to accept the August 8, 2024 Board Agenda

Motion by David Reeder, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

C. Board of Trustees Meeting Minutes

Motion to accept the June 13, 2024 Board Minutes

Motion by David Reeder, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

3. Business Office

A. Financial Reports

Motion to accept the following Financial Reports as of June 30, 2024:

1. **Financial Statements**
2. **Fund Balance Reconciliation**

Motion by Cathy Harlow, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

4. Governance

A. Board of Trustees

Motion to approve the following board member updates:

Resignations

1. **Ms. Lisa Murgas, Vice President, Seat #1, effective July 29, 2024.**

Term Renewals

1. **Ms. Cathy Harlow, Seat #9, effective August 2024 - July 2027.**
2. **Mr. Douglas Arnold, Seat #4, effective August 2024 - July 2027.**
3. **Mr. David Lehman, Seat #6 effective August 2024 - July 2027.**

Motion by William Kanich, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

B. Nomination for the Office of Vice President - Discussion

1. **Nomination of Dr. Allen Sell for Office of Vice President**

C. Appointment for the Office of Vice President

Motion to appoint the following board member to Office of Vice President:

Appointment

1. **Dr. Allen Sell, to the Office of Vice President, effective immediately.**

Motion by David Reeder, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, William Kanich, David Reeder, Cathy Harlow
Abstain: Allen Sell

D. Nomination of New Board Member - Discussion

1. **Nomination of new Board Member to fill Seat #1 and complete the term vacated by Ms Lisa Murgas, effective August 9, 2024 - July 2026.**

Discussion: New directive received. The board of trustees must now include a parent of a child who is currently enrolled at CPDLF. Once the child is no longer enrolled at the school, the parent can no longer remain on the board. Based on this directive, the board has elected to postpone nominations at this time and nominate a parent to serve on the board in Seat #1, which has been vacated by Lisa Murgas. Nominations will be presented at the September 12, 2024 board meeting.

E. Appointment of New Board Member

Motion to postpone appointment of new board member:

1. **Postpone appointing a new board member to fill Seat #1 until the September 12, 2024 board meeting.**

Motion by David Reeder, second by Allen Sell.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

F. Delegation of Power

Motion to approve the following Delegation of Power:

1. **The Finance Committee has the authority to allow the CEO to enter into contracts, agreements, and to approve personnel actions as necessary to successfully start the 2024-25 school year.**

Motion by David Reeder, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

5. General Operations

A. Plans and Reports

Motion to accept and approve the following plans and reports:

Reports

1. **2023-24 Charter Annual Report, retroactive to July 29, 2024.**

Plans

2024-2027 Plans

1. **Comprehensive Plan, which includes the 2024-25 School Improvement Plan, pending additional feedback and recommended changes from our School Leaders, School Improvement Facilitator, and PDE.**
2. **Professional Develop Plan, pending additional feedback and recommended changes from our School Leaders and PDE.**

3. **Induction Plan, pending additional feedback and recommended changes from our School Leaders and PDE.**

Motion by William Kanich, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

B. Contracts and Agreements

Motion to approve the following contracts and agreements:

Renewals

1. **2024-25 PAPSA Membership, for up to 5 members, for a not to exceed total cost of $340.00.**

2. **Wright Specialty Insurance, for a not to exceed cost as listed below for each policy, retroactive to August 2, 2024 - August 2, 2025.**
    a. **Am Trust/Sequoia Insurance Company**
        1. **Workers Compensation, $4117**
    b. **American Southern Home Insurance**
        1. **Property, $1,523**
        2. **Inland Marine, $680**
        3. **General Liability, $8,083**
        4. **Crime, $482**
        5. **Educators Legal Liability, $10,894**
        6. **Commercial Auto $1,022**
        7. **Umbrella, $2,915**
    c. **Tokio Marine - note that this is a new provider**
        1. **Cyber Liability, $2,900**

Motion by Cathy Harlow, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

6. Teaching & Learning

A. Plans and Reports

Motion to accept the following plans and reports:

1. **CPDLF 2024-25 Course Catalog**
2. **CPDLF 2024-25 Learner and Learner Coach Guidebook (DRAFT)**

Motion by David Reeder, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

B. Contracts and Agreements

Motion to approve the following contracts and agreements:

Renewals

1. **Padlet, for a not to exceed cost of $1,000.00, effective October 1, 2024 to September 30, 2025.**
2. **Study.com, for a not to exceed cost of $15,000.00, effective August 9, 2024 to August 9, 2025.**
3. **Smore subscription (newsletter builder), for a not to exceed cost of $180.00, effective November 20, 2024 to November 20, 2025.**
4. **IU 8, for 300 Canvas seats, for a not to exceed cost of $3,450.00, effective retroactive to August 1, 2024 - July 31, 2025.**

Motion by David Reeder, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

7. Special Programs

A. Contracts and Agreements - Special Education and EL

Motion to approve the following MOU, contracts and agreements:

New

1. **Memorandum of Understanding (MOU), Capital Area Intermediate Unit, for Title III Consortium services, effective retroactive to July 1, 2024 - June 30, 2025.**

Renewals

1. **Evans Consulting and Evaluations, for school psychologist services, at a not to exceed cost of $16,000.00, effective retroactive to July 1, 2024 - June 30, 2025.**
2. **Ms. Brittany Murray, for school psychologist services, at a not to exceed cost of $9,000.00, effective retroactive to July 1, 2024 - June 30, 2025.**

Addendums

1. **Fullington Trailways, for a not to exceed cost of $1,980.00, retroactive to June 18, 2024 - August 1, 2024.**
2. **Parent Transportation Agreement, for a not to exceed cost $200.00, retroactive to June 18, 2024 - August 1, 2024.**

Motion by Cathy Harlow, second by Allen Sell.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

B. Contracts and Agreements - Wellness

Motion to approve the following contracts and agreements:

New

1. **SMART® Student Health and Wellness Care Agreement with Ginn Group Collaborative (GGC) to provide the SMART® Model in a hybrid setting for CPDLF Staff and families, for a not to exceed cost of $70,000.00, which is funded by the PCCD School Mental Health grant for the 2024-25 school year, retroactive to July 19, 2024.**
2. **SMART® Student Health and Wellness Care Clinical Services Agreement with SMART FAITHworks Health and Wellness Institute (SFW) and Ginn Group Collaborative (GGC) to provide SMART® Clinical care virtually and in person for CPDLF Staff and families, pending legal review, for no additional cost.**

Motion by William Kanich, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

8. Personnel

A. Positions

Motion to approve updates to, and creation of, the following positions with job descriptions:

New Stipend Positions

1. **Literacy Coach (1) @ $10,000**
2. **MTSS Team Teacher Leader (3) @ $1,000 for each assigned teacher leader**
3. **Learning Team Teacher Leader (5) @ $500, plus Teacher Mentor Stipend for each assigned mentee**

Job Descriptions

Updated

1. **Paraprofessional**

New - Drafts

1. **Literacy Coach**

Motion by David Reeder, second by Allen Sell.
Final Resolution: Motion Carries

Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

B. Personnel Items

Motion to approve the following personnel items:

Resignations

Academic Team - Special Education

1. **Mr. Brian Holohan, retroactive to July 22, 2024.**
2. **Ms. Latricia Skeete, retroactive to August 5, 2024.**
3. **Ms. Britt Savage, effective August 18, 2024.**

Terminations

Special Programs

1. **Employee #113, retroactive to June 30, 2024.**

New Hires *(Pending receipt of acceptable new hire documentation and clearances)*

Academic Team - Regular Education

1. **Ms. Denise Bumgarner, at a salary of $59,964.68, effective August 1, 2024.**
2. **Ms. Victoria Roke, at a salary of $53,570.42, effective August 1, 2024.**
3. **Ms. Marissa Hurd, at a salary of $51,251.26, effective August 1, 2024.**
4. **Ms. Jennifer Zimmerman, at a salary of $52,570.42, effective August 1, 2024.**
5. **Ms. Andrea Dotts, at a salary of $49,751.26, effective August 1, 2024.**
6. **Dr. Jaqueline Myers, at a salary of $61,964.68, effective August 1, 2024.**

Position Appointments

1. **Change of position from Tutor to Paraprofessional Level II, at an hourly rate of $27.00/hour, effective August 1, 2024.**
    a. **Mr. Matthew Gaul**
    b. **Ms. Erin Warren**

Operations Team

1. **Correction to June 13, 2024 Agenda Item 8.A., Operations Team, 1. where Mr. William Goodman should have appeared as Mr. William Goodyear.**

Stipends

Appointments:

1. **Dr. Jaqueline Myers, Literacy Coach, at a not to exceed stipend of $10,000, effective August 1, 2024.**
2. **Ms. Dina Morrissey, Senior Class Advisor, at a not to exceed stipend of $1,000.00, effective retroactive to July 1, 2024 - June 30, 2025.**
3. **Ms. Barbara Dikum, Junior Class Advisor, at a not to exceed stipend of $500.00, effective retroactive to July 1, 2024 - June 30, 2025.**
4. **Ms Patti Murtha, ESL Coordinator, at a not to exceed stipend of $500.00, effective retroactive to July 1, 2024 - June 30, 2025.**

New Teacher Orientation Course:

Upon successful completion of the New Teacher Orientation Course by August 16, 2024, the following new teachers will receive a stipend, for up to (4) days, at each individual's previously approved daily rate.

1. **Ms. Emilie Hileman**
2. **Ms. Denise Bumgarner**
3. **Ms. Victoria Roke**
4. **Ms. Marissa Hurd**

5. **Ms. Jennifer Zimmerman**
6. **Ms. Andrea Dotts**
7. **Dr. Jaqueline Myers**
8. **Ms. Nicole Bradley**
9. **Ms. Casandra Foster**
10. **Ms. Raina McKoen**
11. **Ms. Jasmine Johnson**

Motion by David Reeder, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

C. Contracts and Agreements

Motion to approve the following contracts and agreements:

1. **Vector Solutions Scenario Learning, LLC, for Employee Safety and Compliance Library and Inclusive Instruction and Intervention Library, for a not to exceed cost of $2,132.19, effective August 1, 2024 to August 1, 2025.**
2. **Ignite Education Solutions, to provide paraprofessional services, for a not to exceed amount of $200,000.00, effective August 9, 2024 - June 30, 2025.**

Motion by David Reeder, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

9. Technology

A. Plans and Reports

Motion to accept the following plans and reports:

1. **Equipment Disposition List, effective June 30, 2024.**

Motion by David Reeder, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

B. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **PowerSchool, License and Subscription Fee for School Messenger, at a not to exceed cost of $5,020.00, retroactive to July 15, 2024 to July 14, 2025.**
2. **Purchase from Spera Partners, (20) technology bundles to provide to staff, for a not to exceed cost of $55,300.00 retroactive to July 7, 2024.**
3. **Purchase from Spera Partners, (200) Dell Chromebook 3110 with Licensing Bundle to provide to learners, for a not to exceed cost of $58,800.00, retroactive to July 26, 2024.**
4. **Purchase from Spera Partners, (20) Canon PIXMA TR4720 Wireless All-In-One Inkjet Printers to provide to learners, for a not to exceed cost of $1,560.00, retroactive to July 26, 2024.**
5. **Purchase from Spera Partners, (30) USB-C Portable Monitors to provide to learners, for a not to exceed cost of $2,700.00, effective August 8, 2024.**
6. **Purchase from Spera Partners, (40) Wired Headsets to provide to learners, for a not to exceed cost of $800.00, effective August 8, 2024.**

Renewals

1. **Alma, for a not to exceed cost of $4,150.63, retroactive to July 1, 2024 - December 30, 2024.**

Motion by David Reeder, second by Allen Sell.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

10. Policies

A. Policy Adoption

Motion to approve the following policy and procedures:

New

1. **Title IX Grievance Procedures - B05.a**

Updated

1. **Title IX Policy - B05**

Motion by William Kanich, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

11. Altoona Learning Center

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **IU8 STEM Lending Center Membership, to provide teachers access to a variety of STEM items, for a not to exceed cost of $350.00, retroactive to July 1, 2024 - June 30, 2025.**
2. **Gittings Security & Private Investigations, Inc., for an access control system for (2) additional doors at the Altoona Learning Center, for a not to exceed cost of $2,640.00 effective August 8, 2024.**

Motion by Cathy Harlow, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

12. Stroudsburg Learning Center

A. Contracts and Agreements - Information Only

FYI - Signed contract from GAK Construction to support June 13, 2024 agenda item: SLC, Contracts and Agreements, #2.

13. Additional Discussion Items - None
14. Parent Representative - None
15. Public Comment - None

16. Adjourn

A. Adjourn

Motion to adjourn 2:54 p.m.

The next CPDLF Board of Trustees Meeting will be held on September 12, 2024 at 1:00 p.m.

B. Executive Session

Motion to enter into Executive Session for the purpose of discussing legal matters.

1. The CPDLF Board of Trustees entered into Executive Session for the purpose of discussing legal matters at 2:54 p.m. and concluded at 3:10 p.m.

Motion by David Reeder, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow

CPDLF Board Meeting (Thursday, September 12, 2024)
Generated by Joan Horsey on Wednesday, September 18, 2024

1. CEO Board Report

A. Board Report

2. Meeting Opening - Meeting called to order at 1:02 PM

A. Roll Call

Members present
Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

Members absent
Douglas Arnold

B. Board Agenda

Motion to accept the September 12, 2024 Board Agenda.

Motion by David Lehman, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

C. Board of Trustees Meeting Minutes

Motion to accept the August 8, 2024 Board Minutes.

Motion by David Reeder, second by Royce Boyd.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

3. Business Office

A. Financial Reports

Motion to accept the following Financial Reports as of **August 31, 2024**:

1. **Financial Statements**
2. **Fund Balance Reconciliation**

Motion by Cathy Harlow, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

4. Governance

A. Nomination of New Board Member

After discussing the two presented candidates, the board nominates Mrs. Marie Porcano based on length of time at CPDLF and representation of a varied background being a business owner and having learners in both Regular Ed and Special Ed.
Motion by David Reeder, second by Royce Boyd.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

B. Appointment of New Board Member

Motion to appoint the following new board member:

1. **Mrs. Marie Porcano, to CPDLF Board of Trustees Seat #1, to complete the term vacated by Ms. Lisa Murgas, effective August 9, 2024 - July 2026.**

Motion by David Reeder, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

C. Nominations of Officers

Motion by David Lehman to nominate all current officers to continue in their current office, second by Dave Reeder.
Edward DiSabato closed the nominations.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

D. Appointment of Officers

Motion to appoint the following officers:

1. **President**
   - **Ms. Royce Boyd**
2. **Vice President**
   - **Dr. Allen Sell**
3. **Treasurer**

- **Ms. Cathy Harlow**

4. **Secretary**
   - **Mr. William Kanich**

Motion by David Lehman, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

E. Delegation of Power

Motion to approve the following Delegation of Power:

1. **The Board delegates power to the Finance Committee to enter into contracts, agreements, and to approve personnel actions as necessary between the September 2024 and November 2024 Board Meetings.**

Motion by David Lehman, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

5. General Operations

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **Purchase of furniture for the Altoona administrative space, for a not to exceed cost of $5,000.00, effective September 16, 2024.**
2. **Circle Three Branding, for special design projects, for a not to exceed cost of $850.00/month, effective September 16, 2024 - July 31, 2025, paid for with SIP grant funds.**
3. **MOU between the IU8 and CPDLF for the purpose of facilitating Pennsylvania Inspired Leadership (PIL) program courses, effective September 11, 2024 - June 30, 2025, *(pending legal review).***

Renewals

1. **Pennsylvania Coalition of Public Charter Schools (PCPCS) for 2024-25 membership dues, for a not to exceed cost of $750.00, retroactive to September 1, 2024.**

Motion by David Reeder, second by Royce Boyd.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

B. Charter Ammendment

Motion to approve the authorizatiuon to submit the following charter amendment request to PDE:

1. **Amend to move the CPDLF Stroudsburg headquarters from its current location at 2123 West Main Street, Stroudsburg, PA 18360 to a new facility located at 40 North 2nd Street, Stroudsburg, PA 18360.**

Motion by Cathy Harlow, second by Royce Boyd.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

6. Teaching & Learning

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

Renewals

1. **Fusia LLC., for Content and Instruction, for a not to exceed total cost of $124,950.00, effective August 1, 2024 to June 30, 2025.**

2. **Enter into agreements with the following Career and Technology Centers to provide educational services for up to (5) learners at their listed annual rate per learner,** prorated to the actual start date for each learner, **retroactive to August 26, 2024:**

   a. Bedford County Technical Center (BCTC) at a not to exceed annual rate of $6,055.91.
   b. Greater Altoona Career and Technology Center (GACTC) at a not to exceed annual rate of $7,945.00.
   c. Admiral Peary Vocational Technical School (Admiral Peary AVTS), at a not to exceed annual rate of $8,200.00.

Motion by Royce Boyd, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

7. Special Programs

A. Plans and Reports

Motion to accept the following plans and reports:

PLANS

1. **Updated LIEP Guidelines (2024-2025)**

Motion by David Reeder, second by David Lehman.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

B. Contracts and Agreements

Motion to approve the following contracts and agreements:

Renewals

SEL

1. **Renasissance Products & Services *(formerly known as BK Interactive LLC)*, for PASS, for a not to exceed cost of $3,000.00 retroactive to July 1, 2024 to June 30, 2025.**

Motion by William Kanich, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

8. Personnel

A. Positions

Motion to approve updates to, and creation of, the following positions with job descriptions:

Revisions

1. **MTSS Team Teacher Leaders, addition of (3) additional positions, for a total of (6).**

Job Descriptions

New - Drafts

1. **MTSS Team Teacher Leader**
2. **Learning Team Teacher Leader**

Motion by Royce Boyd, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

B. Personnel Items

Motion to approve the following personnel items:

Terminations

Academic Team - Special Education

1. **Employee #133, retroactive to August 28, 2024.**

New Hires *(Pending receipt of acceptable new hire documentation and clearances)*

Academic Team - Special Education

1. **Ms. Alissa Myers, at a salary of $55,598.42, effective date to be determined upon release from current school district.**
2. **Ms. Chall'ee Allen, at a salary of $55,598.42, effective September 18, 2024.**

Operations Team

1. **Ms. Samantha McQuade, Operations Support and Paraprofessional II, at a salary of $37,128.00, effective September 16, 2024.**

Stipends

Appointments:

1. **Learning Team Teacher Leaders, at a not to exceed stipend amount of $500.00/each, effective September 16, 2024 - June 30, 2025:**
    a. **Ms. Lindsay Ewart**
    b. **Ms. Heather Jancula**
    c. **Ms. Tricia Noonan**
    d. **Ms. Becky Pazcoguin**
2. **MTSS Team Teacher Leaders, at a not to exceed stipend amount of $1,000.00/each, effective September 16, 2024 - June 30, 2025:**
    a. **Academic Co-Leaders**
        i. **Ms. Barbara Dikum**
        ii. **Ms. Laura Wilt**
    b. **SEL Co-Leaders**

i. **Ms. Marissa Hurd**
ii. **Ms. Teresa Black**

c. **PBIS Co-Leaders**

i. **Ms. Leslie Rupp**
ii. **Ms. Patti Murtha**

3. **Teacher Mentors, at a not to exceed stipend amount of $500.00 for each person they are assigned to mentor, effective September 16, 2024 - June 30, 2025:**

a. **Ms. Barbara Dikum**
b. **Ms. Lindsay Ewart**
c. **Ms. Heather Jancula**
d. **Ms. Genie Kline**
e. **Ms. Tricia Noonan**
f. **Ms. Becky Pazcoguin**
g. **Ms. Laura Wilt**

4. **Dr. Malynda Maurer, Federal Programs Coordinator, retroactive to May 1, 2024.**

5. **Ms. Brielle Newhart, change of position from Curriculum Assistant to Part Time Paraprofessional Level II, at an hourly rate of $27.00/hour, retroactive to August 22, 2024.**

Revision

1. **Dr. Jaqueline Myers, Literacy Coach stipend reduced to a not to exceed amount of $5,000.00, retroactive to August 1, 2024.**

CPDLF Foundations Course:

Upon successful completion of the CPDLF Foundations Course in May 2025, the following employees will receive (1) day (8 hours) of pay at their regular daily rate:

1. **Ms. Teresa Black**
2. **Ms. Amber Booth**
3. **Ms. Nicole Bradley**
4. **Ms. Denise Bumgarner**
5. **Ms. Tina Cunningham**
6. **Ms. Andrea Dotts**
7. **Ms. Heather Doty**
8. **Ms. Casandra Foster**
9. **Mr. Matthew Gaul**
10. **Mr. William Goodyear**
11. **Ms. Emilie Hileman**
12. **Ms. Marissa Hurd**
13. **Ms. Raina McKoen**
14. **Ms. Samantha McQuade**
15. **Ms. Alyson Miller**
16. **Dr. Jacqueline Myers**
17. **Ms. Brielle Newhart**
18. **Ms. Lisa Reilly**
19. **Ms. Victoria Roke**
20. **Ms. Amber Ryan**
21. **Ms. Erin Warren**
22. **Ms. Jennifer Zimmerman**

Payroll

1. **Employee #100, compensation for (4.5) hours total overtime during the period of August 11 - August 24, 2024.**

Motion by Cathy Harlow, second by Royce Boyd.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

C. Personnel Report

Motion to accept the following report:

1. **2024-2025 CPDLF Annual Personnel Report**

Motion by David Lehman, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

9. Technology

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **Skyward, for integration and training for IEP Writer, at a not to exceed cost of $583.00, retroactive to August 21, 2024.**

Motion by David Reeder, second by Edward G Disabato.

Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

10. Policies

A. First Read

First Read - New

1. Use of Generative Artificial Intelligence (AI) Policy

B. Policy Adoption

Motion to approve the following policy and procedure:

Updated

1. **Title IX**
2. **Title IX Grievance Procedures**
3. **Internal Controls**
4. **Threat Assessment**

Motion by David Lehman, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

11. Stroudsburg Learning Center

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **DLA Properties, for a 3-year sublease agreement for portion of the property located at 40 North 2nd Street, Stroudsburg, PA 18360, for a not to exceed cost of $3,800.00/month for years one and two of the initial term and $4,000.00/month for year three of the initial term, beginning on November 1, 2024 or 30 days following the approval from PDE to operate at this location, and ending on June 30, 2027.**

Motion by David Reeder, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

12. Additional Discussion Items - None
13. Parent Representative - None
14. Public Comment - None

15. Adjourn

A. Adjourn

Motion to adjourn at 1:41 p.m.
Motion by David Reeder, second by William Kanich.

The next CPDLF Board of Trustees Meeting will be held on November 14, 2024 at 1:00 p.m.

B. Executive Session for Legal Matters

Motion to enter into Executive Session for Legal Matters
Motion by David Lehman

The CPDLF Board of Trustees entered into Executive Session for Legal Matters at 1:41 p.m. and concluded at 1:56 p.m.

CPDLF Board Meeting (Thursday, November 14, 2024)
Generated by Joan Horsey on Thursday, November 21, 2024

1. CEO Board Report

A. Board Report

B. Board Member Oath

2. Meeting Opening - Meeting called to order at 1:08 PM

A. Roll Call

Members present
Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

Members absent
None

B. Board Agenda

Motion to accept the November 14, 2024 Board Agenda

Motion by William Kanich, second by David Lehman.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

C. Board of Trustees Meeting Minutes

Motion to accept the September 12, 2024 Board Minutes

Motion by David Lehman, second by Royce Boyd.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

D. Executive Session

Motion to enter into Executive Session for personnel and legal matters

1. **The CPDLF Board of Trustees entered into Executive Session for the purpose of personnel and legal matters at 1:14 p.m. and reconvened at 2:11 p.m.**

Motion by Doug Arnold, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

3. Business Office

A. Financial Reports

Motion to accept the following Financial Reports as of **October 31, 2024**:

1. **Financial Statement**
2. **Fund Balance Reconciliation**

Motion by Cathy Harlow, second by David Lehman.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

B. Budget Discussion

No discussion needed at this time.

4. Governance

A. Resolution

Motion to approve the following resolution:

1. **All prior actions, decisions, and resolutions taken or adopted by the Board of Trustees, including, without limitation, all actions by officers and agents of the Board undertaken in good faith on behalf of the organization, are hereby ratified, confirmed, and approved in all respects as the actions of this Board, with the same force and effect as if each such action had been specifically authorized by the Board prior to being taken.**

Motion by Doug Arnold, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

B. By-Laws

Motion to approve the following updated By-Laws:

1. **By-Laws of the Central PA Digital Learning Foundation Charter School**

Motion by Cathy Harlow, second by Royce Boyd.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

C. Delegation of Power

Motion to approve the following Delegation of Power:

1. **The Board delegates power to the Finance Committee to enter into contracts, agreements, and to approve personnel actions as necessary between the November 2024 and January 2025 Board Meetings.**

Motion by David Reeder, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

5. General Operations

A. Plans and Reports - Informational Only

1. **Revised Comprehensive Plan for 2024-2027, revisions as requested by PDE and the completion of the newly required Gifted Education Plan.**

B. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **Circle Three Branding, Inc., for marketing, for a not to exceed cost of $16,800.00, effective November 15, 2024 to November 14, 2025.**

Motion by David Reeder, second by David Lehman.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

6. Teaching & Learning

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **IU8, for Canvas SIS conversion, at a not to exceed cost of $3,000.00, effective November 15, 2024 to July 31, 2025.**
2. **Mount Aloysius, for the purpose of providing their students with educational experiences, retroactive November 1, 2024 to November 1, 2029.**

Renewals

1. **OverDrive (Sora eLibrary), at a not to exceed cost of $1,500.00, retroactive November 1, 2024 to June 30, 2025.**

Motion by Edward G Disabato, second by Doug Arnold.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

7. Special Programs

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

Renewals

1. **Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Region #6 Program Agreement, retroactive July 1, 2024 - June 30, 2025.**
2. **Ripple Effects, for licenses and SIS integration, for a not to exceed cost of $3,110.00, retroactive to November 4, 2024 to November 4, 2025.**

Addendums

1. **Added service of SIS Bridge to Leader Services IEP Writer, for a not to exceed cost of $354.00, retroactive to September 1, 2024 to June 30, 2025.**

Motion by Cathy Harlow, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

8. Personnel

A. Personnel Items

Motion to approve the following personnel items:

Revisions

Academic Team - Special Education

1. **Ms. Alissa Myers, official start date effective November 13, 2024.**

Academic Team - Regular Education

1. **Ms. Raina Mckoen, revised salary of $51,251.26, retroactive to September 24, 2024.**

CPDLF Foundations Course

1. **Mr. William Goodyear, removal from CPDLF Foundations Course and related stipend, retroactive to September 12, 2024.**

Resignations

Ad Hoc Test Admnistrators

1. **Ms. Melissa Cabo, retroactive to September 11, 2024.**
2. **Ms. Tracey King, retroactive to September 10, 2024.**
3. **Ms. Joanna Nieves, retroactive to September 11, 2024.**

Operations Team

1. **Mrs. Stacie Packard, Student Records Officer, retroactive to October 25, 2024.**

Stipends

1. **Ms. Alissa Myers, for new hire onboarding, at a not to exceed cost of $1,164.36 to be paid upon completion of all trainings, retroactive to October 10, 2024 to November 13, 2024.**

CPDLF Foundations Course

Upon successful completion of the CPDLF Foundations Course in May 2025, the following employees will receive (1) day (8 hours) of pay at their regular daily rate:

1. **Ms. Chall'ee Allen**
2. **Ms. Alissa Myers**

Motion by Royce Boyd, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

B. Personnel Benefits

Motion to accept the following health benefit items:

1. **Renewal of the following Health Insurance Plans for January 1 - December 31, 2025:**

   a. Medical - Consumer Advantage Gold HSA PPO $2,200/$4,400/10% - Premium Network
   b. Vision - Highmark Fashion Advantage Gold V
   c. Dental - Highmark - Blue Edge Dental Flex 3W - $50/$150/$1,500

2. **Renewal of CPDLF funding Individual Employee HSA accounts to help offset health plan deductible in two payments for a total of $2,000 Single plan and $4,000 for a Family plan:**

   a. January 2025 - $1,000 Single /$2,000 Family
   b. July 2025 - $1,000 Single / $2,000 Family

3. **Offer a stipend that aligns to the funding of Individual HSA accounts to employees who did not utilize our medical insurance. Total possible stipend $2,000 Single plan and $4,000 for a Family plan. Employee must not have utilized our medical insurance benefit for the entire period as listed:**

   a. Period: January 2025 to June 2025, Stipend paid in July 2025 - $1,000 Single /$2,000 Family
   b. Period: July 2025 to December 2025, Stipend paid in January 2026 - $1,000 Single /$2,000 Family

Motion by David Reeder, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

9. Technology

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

Renewals

1. **Edlio, LLC. for CPDLF school website subscription, at a not to exceed total cost of $11,250.00, or $3,750.00 annually, effective November 14, 2024 - November 13, 2027.**

Motion by David Lehman, second by Doug Arnold.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

10. Policies

A. Policy Adoption

Motion to approve the following policies:

New

1. **Use of Generative Artificial Intelligence (AI) Policy**
2. **Student Wellness Check Policy**
3. **Gifted Education Program Policy**

Updated

1. **Student Assistance Program Policy**
2. **Evaluation & Re-Evaluation Policy**
3. **Transition from Preschool Early Intervention Programs to Charter School Kindergarten or Frist Grade Programs**
4. **Attendance and Punctuality Policy**

Motion by David Reeder, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

11. Altoona Learning Center

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **Terminix, for pest management at our Altoona location, for a not to exceed cost of $1,942.00, effective November 15, 2024 to November 14, 2025.**

Motion by Doug Arnold, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

12. Stroudsburg Learning Center

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **Ace World Wide East, for moving the contents from our Stroudsburg location at 2123 W. Main Street, Stroudsburg, PA to 40 N. 2nd Street, Stroudsburg, PA, for a not to exceed cost of $1,435.20, retroactive to November 8, 2024.**
2. **Arch Electronic Security for security cameras and door access panels for the new Stroudsburg Learning Center location, funded by the PCCD grant, at a not to exceed cost of ~~$5,000.00,~~ $5,342.00, effective November 15, 2024.**

Motion by David Reeder, second by David Lehman.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

13. Additional Discussion Items - None
14. Public Comment - None

15. Adjourn

A. Adjourn

Motion to adjourn at 2:42 p.m.

The next CPDLF Board of Meeting will be held on January 9, 2025 at 1:00 p.m.

Motion by Doug Arnold, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman
Not Present at Vote: Marie Porcano

CPDLF Board Meeting (Thursday, January 9, 2025)
Generated by Joan Horsey on Thursday, January 9, 2025

1. CEO Board Report

A. Board Report

2. Meeting Opening - Meeting called to order at 1:04 PM

A. Roll Call

Members present

Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

Members absent
None

B. Board Agenda

Motion to accept the January 9, 2025 Board Agenda

Motion by David Reeder, second by David Lehman.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcan

C. Board of Trustees Meeting Minutes

Motion to accept the November 14, 2024 Board Minutes

Motion by Doug Arnold, second by David Lehman.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

3. Business Office

A. Financial Reports

Motion to accept the following Financial Reports as of **December 31, 2024**:

1. **Financial Statement**
2. **Fund Balance Reconciliation**

Motion by Cathy Harlow, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

B. Executive Session

Motion to enter into Executive Session for personnel reasons.

1. **The CPDLF Board of Trustees entered into Executive Session for personnel reasons at 1:17 p.m. and reconvened at 1:50 p.m.**

Motion by Cathy Harlow, second by Allen Sell
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

4. Governance

A. Discussion - June 2025 Board Meeting Date Rescheduled to June 19, 2025

B. Delegation of Power

Motion to approve the following delegation of power:

1. **The Board delegates power to the Finance Committee to enter into contracts, agreements, and to approve personnel actions as necessary between the January 2025 and March 2025 Board Meetings.**

Motion by David Reeder, second by Doug Arnold.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

5. General Operations - None

6. Teaching & Learning

A. Contracts and Agreements

Motion to approve the following contracts and/or agreements:

1. **Enter into an agreement with the Monroe Career and Technical Institute (MCTI) to provide educational services for up to (5) learners at their annual rate of $7,047.00 per learner, prorated to the actual start date of each learner.**

Motion by David Reeder, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

7. Personnel

A. Personnel Items

Motion to approve the following Personnel items:

1. **Updated 2024-25 Personnel Report**

Motion by Doug Arnold, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

8. Technology

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

1. **VidGrid, annual renewal, for a not to exceed cost of $5,500.00, retroactive to January 1, 2025 to January 1, 2026.**

Motion by Doug Arnold, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

9. Special Programs - None

10. Policies

A. First Read

1. Updated Hearing Officer
2. Updated Anti-Discrimination

11. Stroudsburg Learning Center - None

12. Altoona Learning Center - None

13. Additional Discussion Items

- Doug Arnold recommended representatives of CPDLF (M. Maurer, D. Mayers, D. Arnold) attend the Superintendent's meeting at MCTI to promote CPDLF and explain how we are structured.
- Malynda Maurer will be handing out CPDLF flyers at the IU8 Unit Council meeting on January 10, 2025.
- Allen Sell and Ed DiSabato shared that Altoona CTC is not accepting learners from outside of their district due to limited space. The board suggested reaching out directly to Nicole Zernick (Executive Director) to discuss further.

14. Parent Representative - None

15. Public Comment - None

16. Adjourn

Motion to Adjourn at 2:06 p.m.

The next CPDLF Board Meeting will be held on March 13, 2025 at 1:00 p.m.

Motion by Royce Boyd
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman, Marie Porcano

CPDLF Board Meeting (Thursday, March 13, 2025)
Generated by Joan Horsey on Thursday, March 13, 2025

1. CEO Board Report

A. Board Report

2. Meeting Opening - Meeting called to order at 1:36 PM

A. Roll Call

Members present
Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

Members absent
Marie Porcano

B. Board Agenda

Motion to accept the March 13, 2025 Board Agenda

Motion by David Lehman, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

C. Board of Trustees Meeting Minutes

Motion to accept the January 9, 2025 Board Minutes

Motion by David Lehman, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

3. Business Office

A. Financial Reports

Motion to accept the following Financial Reports:

1. **Financial Statement as of February 28, 2025**
2. **Fund Balance Reconciliation as of February 28, 2025**
3. **2023-24 CPDLF Annual Audit Report and Management Letter**

Motion by Cathy Harlow, second by Allen Sell.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

B. Contracts and Agreements

Motion to approve the following agreement:

Renewal

1. **Young, Oakes, Brown & Company P.C. to provide financial audits for three (3) years for the following amounts for each year:**
    1. **Year ending June 30, 2025 - $10,500**
    2. **Year ending June 30, 2026 - $10,700**
    3. **Year ending June 30, 2027 - $10,900**

Motion by Cathy Harlow, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

4. Governance

A. Delegation of Power

Motion to approve the following delegation of power:

1. **The Board delegates power to the Finance Committee to enter into contracts, agreements, and to approve personnel actions as necessary between the March 2025 and May 2025 Board Meetings.**

Motion by Doug Arnold, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

5. General Operations

A. Plans and Reports

Motion to accept the following plans and reports:

1. **2025-2026 CPDLF School Calendar**

Motion by David Reeder, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

B. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **Membership with the Pocono Mountain Chamber of Commerce, for at not to exceed cost of $165.00, effective March 14, 2025 through March 13, 2026.**

Renewals

1. **CNA Surety, for bond insurance, for a not to exceed cost of $1,843.75, retroactive November 14, 2024 to November 14, 2025.**

Motion by Allen Sell, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

6. Teaching & Learning

A. Plans and Reports

Motion to accept the following proposal:

1. Summer Session 2025 program

Motion by Doug Arnold, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

7. Personnel

A. Job Descriptions

Motion to accept the following job descriptions:

Updated

1. **Ad Hoc Test Administrator/Proctor**
2. **LIEP**
3. **Junior Class Advisor**
4. **Senior Class Advisor**
5. **Teacher Mentor**

Retired

1. **Relationship Coordinator**
2. **Confidential Administrative Assistant**
3. **Part Time Special Education Case Manager**
4. **Project Support**
5. **Single Course Instructor**

Motion by Doug Arnold, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

B. Personnel Items

Motion to approve the following Personnel items:

Resignations

Ad Hoc Test Administrators

1. **Mr. Rick Herbster, retroactive to January 27, 2025.**

Payroll

1. **Employee #69, up to** (4) days total of unpaid leave, effective April 24-29, 2025.

Motion by Allen Sell, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

8. Technology

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **Opening of a Verizon Wireless business account for the purpose of ordering Mobile Internet Devices retroactive to February 20, 2025. Devices are to provide learners in need with access to the Internet for the completion of school related work. Current cost is $45.00 plus regulatory fees per month per device ordered. Approval from the CEO and Finance Committee required to add devices on an as needed basis.**
2. **Addendum to the Spera MSA for Sophos Managed Detection & Response, for an additional monthly cost of $240.00 for the remainder of the 2024-2025 school year.**

Renewals

1. **Freepik Company, S.L. for Flaticon annual subscription, for a not to exceed cost of $99.00, retroactive January 5, 2025 - January 5, 2026.**
2. **ISCorp Hosting for Skyward (Student), for a not to exceed cost of $3,000.00, effective April 1, 2025 - March 31, 2026.**

Motion by Doug Arnold, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

9. Special Programs

A. Plans and Reports

Motion to approve the following plans and reports:

Plans

1. **K12 CPDLF Guidance Plan 2025-2028**

Motion by David Lehman, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

B. FYI: Plan Updates

Information Only: Updated and PDE approved Gifted Plan

C. Contracts and Agreements

Motion to approve the following contracts and agreements:

Addendums to Existing Contracts/Agreements

1. **Blair Therapies, request for additional funds of $4,000.00, retroactive to February 5, 2025.**

New

1. **CoughDrop, an online communication tool for a special education learner, for a lifetime license at a not to exceed cost of $295.00, retroactive to March 3, 2025.**

Renewals

1. **CenClear, to provide services for learners as needed in the SAP (Student Assistance Program), effective March 14, 2025 to March 14, 2028.**

Motion by David Reeder, second by David Lehman.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

10. Policies

A. Policy Adoption

Motion to approve the following policies:

Updated

1. **Hearing Officer**
2. **Anti-Discrimination**
3. **Title IX and Title IX Complaint Procedures**

4. **Parent and Family Members Engagement Policy for Title I Requirement**
5. **Employee Health Benefits (Employee Health and Welfare (2CFR 200.437))**
6. **Federal Fiscal Compliance**
7. **Procurement Cards**
8. **Special Purpose Funds**
9. **Public Charter School Audit (Monitoring/Audit Resolution)**
10. **Care of School Property**
11. **Disposal of Surplus Property**

New

1. **Employee Leaves of Absence**
2. **Property Maintenance**
3. **Use of Facilities**
4. **Student and Employee Immigration Policy**
5. **GASB 54 Fund Balance**
6. **Purchases Subject to Bid**

Motion by David Lehman, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

11. Altoona Learning Center

A. Contracts and Agreements

Motion to approve the following contracts and agreements to be paid for with PCCD grant funds:

1. **Gittings Security and Private Investigations, Inc. for installing the following security equipment as follows:**

   a. Door Access Control system for secure entryway, for a not to exceed cost of $1,640.00, effective March 13, 2025.

   b. Aiphone Audio/Video System - one for the secure entryway and one for the back door for a not to exceed cost of $2,640.00, effective March 13, 2025.

Motion by David Reeder, second by Doug Arnold.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

12. Additional Discussion Items - None

13. Parent Representative - None

14. Public Comment - None

15. Adjourn

Motion to Adjourn at 2:19 p.m.

The next CPDLF Board Meeting will be held on May 8, 2025 at 1:00 p.m.

Motion by David Reeder, second by David Lehman.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, David Lehman

CPDLF Board Meeting (Thursday, May 8, 2025)
Generated by Joan Horsey on Thursday, May 8, 2025

1. CEO Board Report

A. School Leader Board Report

2. Meeting Opening - Meeting called to order at 1:03 PM

A. Roll Call

Members present
Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

Members absent
None

B. Executive Session for Personnel Reasons

Motion to enter into an Executive Session for Personnel Reasons

The CPDLF Board of Trustees entered into Executive Session for personnel reasons at 1:03pm and reconvened at 1:32pm.

The Board requested that Item 6. Personnel, C. 2025-26 Compensation for Personnel be removed from the current agenda due to a calculation error.

Motion by David Reeder, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

C. Board Agenda

Motion to accept the May 8, 2025 Board Agenda

Motion by Cathy Harlow, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

D. Board of Trustees Meeting Minutes

Motion to accept the March 13, 2025 Board Minutes

Motion by David Reeder, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

3. Business Office

A. Financial Reports

Motion to accept the following Financial Reports as of April 30, 2025:

1. **Fund Balance Reconciliation**

Motion by Cathy Harlow, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

B. Draft 2025-26 Budget (Informational Only)

4. Governance

A. Board of Trustees

Motion to accept the following Board Member changes:

1. **Resignation of CPDLF Board of Trustees Member, Dr. David Lehman, Seat #6, retroactive to March 26, 2025.**

Motion by William Kanich, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

B. Nomination of New Board Member

1. **Nomination of Dr. Nicole Dice of Turkeyfoot Valley Area School District in Somerset County as a new Board Member to fill Seat #6 and complete the term vacated by Dr. David Lehman, effective March 26, 2025 to June 2027.**

C. Appointment of New Board Member

Motion to appoint the following new board member:

1. **Dr. Nicole Dice, to CPDLF Board of Trustee Seat #6, to complete the term vacated by Dr. David Lehman, effective March 26, 2025 to June 2027.**

Motion by David Reeder, second by Doug Arnold.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

5. General Operations

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

New

1. **East Stroudsburg University, for the purpose of using CPDLF as an Intership site, effective May 19, 2025 to May 18, 2030.**
2. **Diligent Community (formerly Diligent Corporation), for BoardDocs annual subscription, for a not to exceed cost of $7,905.00, effective June 14, 2025 to June 13, 2026.**

Renewals

1. **Pennsylvania Coalition of Public Charter Schools (PCPCS) for 2025-26 membership dues, for a not to exceed cost of $965.00, effective August 1, 2025 to July 31, 2026.**
2. **Amazon Business Prime, annual subscription, for a not to exceed cost of $129.00, effective May 8, 2025 to May 7, 2026.**

Motion by David Reeder, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

6. Personnel

A. Job Descriptions

Motion to approve the following job descriptions:

Job Descriptions and Verification Checklists

Updated

1. **Senior Class Advisor**
2. **MTSS Team Leader (Verification checklist added)**
3. **ESY Instructor (Location update and Verification checklist added)**
4. **Learning Team Teacher Leader (Verification checklist added)**

Retired (retroactive to March 27, 2025)

1. **Part Time Administrative Assistant**
2. **Full Time Administrative Assistant**
3. **Project Coordinator**

Motion by Cathy Harlow, second by William Kanich.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

B. Personnel Items

Motion to approve the following Personnel items:

Extra Duty / Extra Pay

Ad Hoc Test Administrators, at $27.00/hour, on an as needed basis outside of regular work hours, retroactive to March 14, 2025:

1. **Ms. Teresa Black**
2. **Ms. Emilie Hileman**
3. **Ms. Erin Di Lorenzo**
4. **Ms. Raina Mckoen**
5. **Ms Dina Morrissey**
6. **Ms. Jennifer Zimmerman**

Summer Position Appointments

1. **Ms. Alissa Myers, as Summer 2025 ESY Instructor, at her daily rate, for a not to exceed amount of $5,550.00, effective June 9, 2025 to July 31, 2025.**

Motion by David Reeder, second by Allen Sell.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

~~*C. 2025-26 Compensation for Personnel*~~

At the Board's request, Item 6. Personnel, C. 2025-26 Compensation for Personnel was removed due to a calculation error.

7. Teaching & Learning

A. Plans and Reports

Motion to accept the following plans and reports:

1. **Recommended list of seniors for Class of 2025 graduation, pending successful completion of all graduation requirements.**

Motion by Allen Sell, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

B. Contracts and Agreements

Motion to approve the following contracts and/or agreements:

New

1. **Competent Classroom, virtual consulting for Curriculum Storyboards, for a not to exceed cost of $500.00, retroactive to March 3, 2025 and March 31, 2025.**

Renewals

1. **Lexia Learning Systems, for a not to exceed cost of $3,530.00, effective July 1, 2025 to June 30, 2026.**
2. **Logan Valley Realty, LLC (Logan Valley Mall) Event Agreement, for use of space to hold the CPDLF Class of 2025 Graduation Ceremony on June 6, 2025, at no cost.**

Motion by William Kanich, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

8. Technology

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

Renewals

1. **AspireEdu (Grade Guardian), for a not to exceed cost of $3,750.00, effective May 19, 2025 - May 18, 2026.**

New

1. **CDW Education, for (43) Google Voice User Licenses, for a not to exceed annual cost of $6,651.24, retroactove to April 28, 2025.**
2. **Purple Cyber Solutions for a one time forensic investigation for a not to exceed cost of $4,200.00.**

Motion by William Kanich, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

9. Special Programs

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

Addendums to Existing Contracts/Agreements

1. **Blair Therapies, request for additional funds of $7,000.00, retroactive to March 20, 2025.**

Renewals

1. **The Meadows Psychiatric Center, to provide individualized behavioral health treatment as needed, for a not to exceed cost of $100.00/day while the learner is at the center, effective July 1, 2025 to June 30, 2028.**
2. **Northwest Tri-County IU5, for LIEP services as needed, for a not to exceed cost of $129.05/hour, effective July 1, 2025 to June 30, 2026.**
3. **Extended Family Programs, Inc. to provide social/life skills support, counseling and education services as needed for a not to exceed cost of $108.27/day/learner, effective July 1, 2025 to June 30, 2026.**
4. **Smart Futures, for grades K-12 unlimited access to SmartFutures.org resources, for a not to exceed cost of $1,500.00, effective July 1, 2025 to June 30, 2026.**

5. **Ripple Effects, for annual upgrade, ditigal subscription renewal, and SIS integration fee, for a not to exceed cost of $3,509.00, effective July 1, 2025 to June 30, 2026.**
6. **Leader Services, for IEP Writer for (73) learners, for a not to exceed cost of $2,995.00, effective July 1, 2025 to June 30, 2026.**
7. **BSW Consulting, LLC, for Special Education Consulting Services, for a not to exceed cost of $32,000.00, effective July 1, 2025 to June 30, 2026.**

Motion by David Reeder, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

10. Learning Services

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

Renewals

1. **Navigate 360 (PBIS Rewards Subscription Service), for a not to exceed cost of $2,151.88, effective July 1, 2025 to June 30, 2026.**

Motion by William Kanich, second by Cathy Harlow.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

11. Policies

A. First Read

New

1. **Budget Planning, Preparation and Monitoring**
2. **Purchases Budgeted**
3. **Payroll Authorization**

B. Policy Adoption

Motion to approve the following updated policies:

Finance

1. **Bank Accounts**
2. **Financial Reporting**
3. **Finances**
4. **Credit Card / Debit Card**
5. **Payment of Claims**
6. **Petty Cash**

Employee

1. **Establishing a Position**

Operations

1. **Other Insurances**
2. **Bonding**

Motion by Cathy Harlow, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

12. Altoona Learning Center

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

1. **Krena Leberfinger, for construction of a secure entry way into the Altoona Learning Center, for a not to exceed cost of $12,901.00, retroactive to March 25, 2025, to be paid for with PCCD funds.**

Motion by Doug Arnold, second by Allen Sell.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

13. Additional Discussion Items - None

14. Parent Representative - None

15. Public Comment - None

16. Adjourn

Motion to Adjourn at 2:00 p.m.

The next CPDLF Board Meeting will be held on June 19, 2025 at 1:00 p.m.

Motion by David Reeder, second by Doug Arnold.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, William Kanich, David Reeder, Cathy Harlow, Edward G Disabato, Marie Porcano

CPDLF Board Meeting (Thursday, June 19, 2025)
Generated by Joan Horsey on Thursday, June 19, 2025

1. CEO Board Report

A. Board Report

2. Meeting Opening - Meeting called to order at 1:06 PM

A. Roll Call

Members present
Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

Members absent
Cathy Harlow, William Kanich

B. Executive Session for Personnel Reasons and School Safety

Motion to enter into Executive Session for Personnel Reasons and School Safety

The CPDLF Board of Trustees entered into Executive Session for personnel reasons and school safety at 1:09p and reconvened at 1:30p

Motion by Allen Sell, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

C. Board Agenda

Motion to accept the June 19, 2025 Board Agenda

Motion by Edward G Disabato, second by Allen Sell.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

D. Board of Trustees Meeting Minutes

Motion to accept the May 8, 2025 Board Minutes

Motion by David Reeder, second by Allen Sell.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

3. Business Office

A. Financial Reports

Motion to accept the following **Financial Reports as of May 31, 2025**

1. **Financial Statement**
2. **Fund Balance Reconciliation**

Motion by Doug Arnold, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

B. 2025-2026 General Budget

Motion to approve the following **2025-2026 General Budget and Fund Balance Commitments**:

1. **2025-2026 General Budget**
2. **Fund Balance Commitments**

Motion by Allen Sell, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

C. Contracts and Agreements

Motion to approve the following contracts and agreements:

Terminate

1. **Early termination of Vertex Education (Charter Choices) contract for business management services, effective June 30, 2025.**

New

1. **Repice & Taylor, for Business Management Services, for a not to exceed cost of $8,000 per month effective July 1, 2025, to June 30, 2028.**

Motion by Allen Sell, second by Nicole Dice.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

4. Governance

A. Delegation of Power

Motion to approve the following delegation of power:

1. **The Board delegates power to the Finance Committee to enter into contracts, agreements, and to approve personnel actions as necessary between the June 2025 and August 2025 Board Meetings**
2. **The Board delegates power to 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 August 2025 Board of Trustees meeting.**

Motion by David Reeder, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

5. General Operations

A. Plans and Reports

Motion to accept the following plans and reports:

Updates

1. **2025-26 CPDLF School Calendar**

Motion by Doug Arnold, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

B. Contracts and Agreements

Motion to approve the following contracts, agreements, and memberships:

Renewals

1. **PA Association of Federal Programs Coordinators (PAFPC) Institutional Membership renewal (3 seats), for a not to exceed cost of $100.00, effective July 1, 2025 to June 30, 2026.**
2. **Renewal of lease with Logan Valley Realty, LLC., for not to exceed costs listed below, at yearly increase 3%, effective September 7, 2025 to September 6, 2028,**
   Space 743
   - **$1,850.00 per month**

   Space 746
   - **$775.00 per month**
3. **MOU between the Logan Township Police Department and CPDLF, effective June 30, 2025 to June 30, 2027.**

Motion by Nicole Dice, second by Doug Arnold.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

6. Teaching & Learning

A. Plans and Reports

Motion to accept the following plans and reports:

1. **List of CPDLF Class of 2025 Graduates**

Motion by David Reeder, second by Marie Porcano.

Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

B. Contracts and Agreements

Motion to approve the following contracts and/or agreements:

New

1. **Newsela, to provide instructional content, for a not to exceed cost of $4,350.01, effective August 1, 2025 to July 31, 2026.**

Renewals

1. **Competent Classroom, virtual consulting for Curriculum Storyboards with Heidi Jacobs and Allison Zmuda, for a not to exceed total cost of $1,000.00, retroactive to October 1, 2024.**
2. **Seesaw Learning, Inc. for learning tools and professional development (single session), for a not to exceed cost of $5,525.00, effective July 1, 2025 to June 30, 2026.**
3. **Generation Genius, for (1) School License for Math and Science educational video streaming, for a not to exceed cost of $1,995.00, effective July 1, 2025 to June 30, 2026.**
4. **OverDrive (Sora eLibrary), for a not to exceed cost of $1,500.00, effective July 1, 2025 to June 30, 2026.**
5. **Renaissance, for NearPod, for a not to exceed cost of $10,253.60, effective July 2, 2025 to June 30, 2026.**
6. **IXL Learning, for a not to exceed cost of $7,782.50, effective August 2, 2025 to August 2, 2026.**
7. **Fusia LLC., for Content and Instruction, for a not to exceed total cost of $80,000.00, effective August 1, 2025 to June 30, 2026.**
8. **Study.com, for a not to exceed cost of $6,750.00, effective August 9, 2025 to August 9, 2026**.

Motion by Nicole Dice, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

7. Personnel

A. Job Descriptions & Performance Review Tools

Motion to accept to following job descriptions:

Job Descriptions and Performance Review Tools

Updated

1. **Paraprofessional**
2. **Counselor**
3. **Learning Center Coordinator**

Motion by Doug Arnold, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

B. Personnel Items

Motion to approve the following Personnel items:

Employment Status Change:

1. **Retirement of Ms. Genie Kline retroactive to June 6, 2025.**
2. **Termination of employment for Employee #142, retroactive to June 6, 2025.**
3. **Furlough of employees as listed in the attached document, effective June 30, 2025.**
4. **Mrs. Dina Morrissey, from Learning Services Coordinator and ALC Coordinator to Academic Team member and ALC Coordinator, effective July 1, 2025.**
5. **Ms. Amber Ryan, from Full-Time SLC Coordinator, Graphic Designer, and Paraprofessional Level II, to Part-Time SLC Coordinator only, effective July 1, 2025.**

Payroll

1. **Employee #137, (5) days of unpaid leave, effective June 2, 2025 to June 6, 2025.**

Summer Position Appointments

1. **Mrs. Lindsay Ewart for conducting scheduled Kindergarten and 1st grade screenings for a hourly rate of $37.34, for a not to exceed amount of $600.00, effective June 9, 2025 to August 15, 2025.**

Motion by David Reeder, second by Allen Sell.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

C. Contracts and Agreements

Motion to approve the following contracts and agreements:

Renewals

1. **Vector Solutions Scenario Learning, LLC, for a not to exceed cost of $1,430.40, effective August 1, 2025 - July 31, 2026.**

Motion by Edward G Disabato, second by Nicole Dice.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

D. 2025-2026 Personnel Compensation

Motion to approve the following 2025-2026 Personnel Compensations:

1. **2025-2026 Personnel Compensation list as attached.**

Motion by Allen Sell, second by Doug Arnold.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

8. Technology

A. Contracts and Agreements

Motion to approve the following contracts and agreements:

Renewals

1. **Link It, for a not to exceed cost of $4,595.00 effective July 1, 2025 to June 30, 2026.**

Motion by David Reeder, second by Edward G Disabato.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

9. Special Programs

A. Plans and Reports

Motion to accept the following plans and reports:

PLANS

1. **Updated LIEP Guidelines (2025-2026)**

Motion by David Reeder, second by Allen Sell.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

B. Contracts and Agreements

Motion to approve the following contracts and agreements:

Renewals

1. **Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Region #6 Program Agreement, effective July 1, 2025 - June 30, 2026**
2. **Blair Therapies, for a not to exceed cost of $20,000.00, effective July 1, 2025 to June 30, 2026.**
3. **Renaissance Fundamentals, Products & Services, for PASS, for a not to exceed cost of $3,000.00, effective July 1, 2025 to June 30, 2026.**
4. **Connecting the Pieces, for a not to exceed cost of $2,500.00, effective July 1, 2025 to June 30, 2026.**
5. **Evans Consulting and Evaluations, for a not to exceed cost of $25,000.00, effective July 1, 2025 to June 30, 2026.**
6. **Therapy Source, for a not to exceed cost of $75,000.00, effective July 1, 2025 to June 30, 2026, pending legal review.**

7. **SMART® Student Health and Wellness Care Agreement with Ginn Group Collaborative (GGC) for a not to exceed cost of $65,000.00, effective July 1, 2025 to June 30, 2026.**
8. **SMART® Student Health and Wellness Care Clinical Services Agreement with SMART FAITHworks Health and Wellness Institute (SFW) and Ginn Group Collaborative (GGC) to provide SMART® Clinical care virtually and in person for CPDLF Staff and families, for no additional cost.**

Motion by Edward G Disabato, second by Marie Porcano.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

10. Policies

A. First Read

New

Operations

1. **Fire Drills**

B. Policy Adoption

Motion to adopt the following policies:

Board

1. **Bylaws, Board Policy and Procedure And Guidelines Handbook**

Finance

1. **Payroll Authorization (First Read in May)**
2. **Budget Planning, Preparation and Monitoring (First Read in May)**
3. **Purchases Budgeted (First Read in May)**
4. **Disqualification, Suspension or Debarment of Bidders**

Learners

1. **EnrollmentAnti-Bullying & Anti-Hazing**

Special Education

1. **Enrollment of Special Ed**

Motion by Allen Sell, second by David Reeder.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

11. Stroudsburg Learning Center - None
12. Altoona Learning Center - None
13. Additional Discussion Items - None
14. Parent Representative - None
15. Public Comment - None

16. Adjourn

Motion to Adjourn at 2:15 p.m.

The next CPDLF Board Meeting will be held on August 14, 2025 at 1:00 p.m.

Motion by Doug Arnold, second by Allen Sell.
Final Resolution: Motion Carries
Yea: Royce Boyd, Allen Sell, Doug Arnold, David Reeder, Edward G Disabato, Marie Porcano, Nicole Dice

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Greades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Chall'ee Allen	Elementary K-6, Special Education PK-12	9-12	Special Ed Resource PreK-12	1360	100%	0%
2	Teresa Black	Ment and/or Phys Handicapped K-12, Mathematics 7-12, Elementary K-6, Early childhood N-3, Principal PK-12, General Science 7-12	10-12	Mathematics, 10-12	1528	100%	0%
3	Brieana Day	English K-12, Reading Specialist; Instruction, Elementary K-6	10-12	English/Communication, 10-12	764	100%	0%
4	Nicole Bradley	Mid-Level Mathematics 6-9, Elementary K-6	7-9	Middle Level Mathematics 7-9	1528	100%	0%
5	Denise Bumgarner	Mathematics 7-12, Family-Consumer Science PK-12	9-12	Middle Level Mathematics 7-9, Mathematics 10-12	1528	100%	0%
5	Erin Di Lorenzo	Grades PK-4, English as a Second Language (ESL) PK-12	1-3	Elementary, Primary Grades 1-3, Elementary	1528	100%	0%
7	Barbara Dikum	English 7-12	7-9	Middle Level English 7-9	1528	100%	0%
8	Andrea Dotts	General Science 7-12, Biology 7-12	7-9	Middle Level Science 7-9	1528	100%	0%
9	Lindsay Ewart	Special Education PK-8, Early Childhood N-3	K-2	Kindergaren age 5, Elementary, Primary Grades 1-3	1528	100%	0%
10	Casandra Foster	General Science 7-12, Biology 7-12, Agriculture PK-12	10-12	Biology, Enviromental Education	1528	100%	0%
11	Emillie Hileman	Special Education PK-12	K-7	Special Ed Resource PreK-12	1528	100%	0%
12	Marissa Hurd	Grades PK-4, Reading Specialist PK-12	1-3	Elementary Primary Grades 1-3	1528	100%	0%
13	Heather Jancula	Social Studies 7-12, Program Specialist ES	10-12	Social Studies 10-12	1528	100%	0%
14	Genie Kline	Chemistry 7-12, Physics 7-12	10-12	Physical Science, Intermediate, 10-12, Chemistry	764	100%	0%
15	Jamie LaBenne	Special Education N-12, Reading Specialist K-12	K-6	Developmental Reading, Elementary Classes, PreK-6	764	100%	0%

16	Paul Longwell	General Science 7-12, Physics 7-12, Princip	7-12	Middle Level Science 7-9	764	100%	0%
17	Deanna Mayers	Elementary K-6, Principal K-12	K-12	Elementary Principal, Secondary Principal	1528	100%	0%
18	Raina Mckoen	Social Studies 7-12, English 7-12	7-9	Middle Level Social Studies 7-9	1528	100%	0%
19	Alyson Miller	Educational Specialist I-Elementary & Secondary School Counselor PK-12	K-12	Elementary School Counselor, Secondary School Counselor	1528	100%	0%
20	Geraldine Morrissey	Elementary K-6, Special Education PK-12; I	K-12	Special Ed PreK-12	764	100%	0%
21	Chelsey Murray	Biology 7-12, Mid-Level Mathematics 6-9, Mid-Level Science 6-9, Special Education 7-12, Gifted PK-12	9-12	Special Ed, Resource Pre K-12	764	100%	0%
22	Patti Murtha	Health and Physical Education PK-12, English as a Second Language PK-12	7-12	Health and Physical Education, Secondary, 7-12	1528	100%	0%
23	Alissa Myers	Special Education PK-8, Elementary K-6, Early Childhood N-3	3-8	Special Ed Elementary Subjects PreK-6, Special Ed Middle Level Science 7-9, Special Ed Middle Level Math 7-9, Special Ed Middle Level English 7-9	1056	100%	0%
24	Jacqueline Myers	Reading Specialist PK-12, Elementary K-6, Early Childhood N-3, Supervisor Curriculum & Instruction PK-12	6-12	Elementary Intermediate Grades 4-6, Developmental Reading Secondary Classes 7-12	1528	100%	0%
25	Tricia Noonan	Elementary K-6, Special Education PK-12;	6-12	Special Ed Resource PreK-12, Special Ed Elementary Subjects PreK-6	1528	100%	0%
26	Rebecca Pazcoguin	Social Studies 7-12	7-12	Social Studies 10-12, Middle Level Social Studies, 7-9	1528	100%	0%
27	Victoria Roke	English 7-12	10-12	English/Communication 10-12	1528	100%	0%
28	Leslie Rupp	Elementary K-6, Mid level English 6-9, English as Second Language, Social Studies 7-12, Mid-Level Citiz. Ed 6-9, English 7-12, Prnicipal PK-12	4-6	Elementary, Intermediate Grades 4-6	776	100%	0%
29	Kimberly Salyards	Principal K-12, Adminstrative Level 1	K-12	Special Programs Director	1528	100`%	0%
30	Amanda Smorto	Elementary K-6, Mid-Level Mathematics 6-9	6-7	Middle Level Mathematics, 7-9, Elementary Intermediate Grades 4-6	764	100%	0%
31	Jean Vasilko	Elementary K-6, Reading Specialist PK-12, English 7-12	7-9	Middle Level English 7-9	764	100%	0%
32	Laura Wilt	Special Education N-12, English 7-12, Elementary K-6, English 7-12	9-12	Special Ed, Elementary Subjects Pre K-6, Special Ed, Middle Level English	1528	100%	0%
33	Hilary Yahner	Principal K-12, Elementary K-6	K-12	Learning Service Director	1528	100%	0%
34	Jennifer Zimmerman	Elementary Grades PK-4, Elementary Grades 5-6	4-6	Elementary Intermediate Grades 4-6	1528	100%	0%

35	Renee Weidlich	School Nurse PK-12	K-12	School Nurse K-12	220	100%	0%

Total Number of Administrators (do not include CEO) ____3_____ CEO (certified)___1
Total Number of Teachers ___30_____ Counselors ____1_____ School Nurses ___1 ___ Others _____
Total Number of Professional Staff 36

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2025

Central PA Digital Learning Foundation

Address of School: **5580 Goods Lane, Suite 1132, Altoona, PA 16602**

CEO Signature _____

REVENUES

6000			**REVENUE FROM LOCAL SOURCES**	
6500			**EARNINGS ON INVESTMENTS**	
	6510		Interest on Investments and Interest-Bearing Checking Accounts	60,148
	6520		Dividends on Investments	
	6530		Gains or Losses on Sale of Investments	
	6540		Earnings on Investments in Real Property	
	6590		Other Earnings or Investments	
6600			**FOOD SERVICE REVENUE**	
	6610		Daily Sales - Reimbursable Programs	
	6620		Daily Sales - Non-Reimbursable Programs	
	6630		Special Functions	
	6640		Non-Cash Contributions	
	6650		Price Reduction for Reduced Price and Free Meals (Debit)	
	6690		Other Food Service Revenues	
6700			**REVENUES FROM STUDENT ACTIVITIES**	
	6710		Admissions	
	6720		Bookstore Sales	
	6730		Student Organization Membership Dues and Fees	
	6740		Fees	
	6750		Student Activity - Special Events	1,660
	6790		Other Student Activity Income	
6800			**REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH**	
	6810		Revenue from Local Governmental Units	
	6820		Revenue from Intermediary Sources - Commonwealth Funds	
	6830		Revenues from Intermediary Sources - Federal Funds	73,792
	6890		Other Revenues from Intermediary Sources	

6900			**OTHER REVENUE FROM LOCAL SOURCES**	
	6910		Rentals	
	6920		Contributions & Donations from Private Sources / Capital Contributions	263
	6930		Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940		Tuition from Patrons	
		6941	Regular Day School Tuition	3,747,931
		6942	Summer School Tuition	
		6943	Adult Education Tuition	
		6944	Receipts From Other LEAs in Pennsylvania - Education	
		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	
		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	440
		6991	Refunds of a Prior Year Expenditure	
		6999	Other Revenues Not Specified Above	
7000			**REVENUE FROM STATE SOURCES**	
7100			BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150		Unassigned	
	7160		Tuition for Orphans and Children Placed in Private Homes	
	7180		Staff and Program Development	
7200			REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210		Homebound Instruction	
	7220		Vocational Education	
	7230		Alternative Education	
	7240		Driver Education - Student	
	7250		Migratory Children	
	7260		Workforce Investment Act (WIA)	
	7270		Specialized Education of Exceptional Pupils	
	7280		Adult Literacy	
	7290		Additional Educational Program Revenues	
7300			REVENUES FOR NON-EDUCATIONAL PROGRAMS	

	7310		Transportation (Regular and Additional)	
	7320		Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330		Health Services (Medical, Dental, Nurse, Act 25)	3,809
	7340		Unassigned	
	7350		Sewage Treatment Operations / Environmental Subsidies	
	7360		Safe Schools	83,324
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	8,475
		7502	Dual Enrollment Grants	
		7503	Project 720/High School Reform	
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810		State Share of Social Security and Medicare Taxes	
	7820		State Share of Retirement Contributions	
7900			REVENUE FOR TECHNOLOGY	
	7910		Educational Technology	
	7990		Other Technology Grants	
8000			**REVENUE FROM FEDERAL SOURCES**	
8100			UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110		Payments for Federally Impacted Areas - P.L. 81-874	
	8190		Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200			UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300			RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310		Payments for Federally Impacted Areas - P.L. 81-815	
	8320		Energy Conservation Grants - TA and ECM	
	8390		Other Restricted Federal Grants-in-Aid Directly from the Federal Government	

8500			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	123,199
	8510		Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	
	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			FEDERAL STIMIULUS FUNDING	
	8740		Cares, Act, CRRSA Act, and ARP Act Funding	
8800			MEDICAL ASSISTANCE REIMBURSEMENTS	
9000			**OTHER FINANCING SOURCES**	
9100			SALE OF BONDS	
	9110		Bond Issue Proceeds (Gross)	
	9120		Proceeds from Refunding of Bonds	
9200			PROCEEDS FROM EXTENDED TERM FINANCING	
9300			INTERFUND TRANSFERS	
	9310		General Fund Transfers	
	9320		Special Revenue Fund Transfers	
	9330		Capital Projects Funds Transfers	

	9340		Debt Service Fund Transfers	
	9350		Enterprise Fund Transfers	
	9360		Internal Service Fund Transfers	
	9370		Trust and Agency Fund	
	9380		Activity Fund Transfers	
	9390		Permanent Fund Transfers	
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED 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	
TOTAL REVENUES				4,103,041

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2025

Central PA Digital Learning Foundation

Address of School: 5580 Goods Lane, Suite 1132, Altoona, PA 16602_____

CEO Signature _____

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

EXPENDITURES

1000		**INSTRUCTION**	
1100		REGULAR PROGRAMS - ELEMENTARY / SECONDARY	1,929,237
1200		SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	799,413
1300		VOCATIONAL EDUCATION	
1400		OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
1600		ADULT EDUCATION PROGRAMS	
1700		HIGHER EDUCATION PROGRAMS	
1800		PRE-KINDERGARTEN	
2000		**SUPPORT SERVICES**	
2100		SUPPORT SERVICES - PUPIL PERSONNEL	
	2110	Supervision of Pupil Personnel Services	
	2120	Guidance Services	
	2130	Attendance Services	
	2140	Psychological Services	136
	2150	Speech Pathology and Audiology Services	
	2160	Social Work Services	
	2170	Student Accounting Services	
	2190	Other Pupil Personnel Services	1,092,292
2200		SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210	Supervision of Educational Media Services	
	2220	Technology Support Services	6,360
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	

	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	9,660
	2280	Nonpublic Support Services	2,088
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	9,592
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	27,753
	2360	Office of the Superintendent (Executive Director) Services	178,842
	2370	Community Relations Services	
	2380	Office of the Principal Services	757,652
	2390	Other Administration Services	
2400		SUPPORT SERVICES - PUPIL HEALTH	81,270
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	133,058
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	115,510
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	

	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		**OPERATION OF NON-INSTRUCTIONAL SERVICES**	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	830
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	75
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		**FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES**	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPEICIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600		EXISTING BUILDING IMPROVEMENT SERVICES	45,982
5000		**OTHER EXPENDITURES AND FINANCING USES**	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200		FUND TRANSFERS	
5300		TRANSFERS INVOLVING COMPONENT UNITS	

5400		INTRAFUND TRANSFERS OUT	
5800		SUSPENSE ACCOUNT	
5900		BUDGETARY RESERVE	
TOTAL EXPENDITURES			5,189,749

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2025 (1,086,708)

FINANCIAL STATEMENTS

OF

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.

ALTOONA, PENNSYLVANIA

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FOR THE YEAR ENDED JUNE 30, 2024

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YOUNG OAKES BROWN & COMPANY PC
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

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

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and the major fund information of the Central Pennsylvania Digital Learning Foundation, Inc., as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Central Pennsylvania Digital Learning Foundation, Inc.'s basic financial statements as listed in the contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund information of the Central Pennsylvania Digital Learning Foundation, Inc., as of June 30, 2024, 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.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Central Pennsylvania Digital Learning Foundation, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

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

1210 Thirteenth Street • PO Box 1550 • Altoona, Pennsylvania 16603 • Phone: (814) 944-6191 • Fax: (814) 942-1018 • E-mail: info@yobco.com
Members: American Institute of Certified Public Accountants • Pennsylvania Institute of Certified Public Accountants • Allinial Global

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

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Central Pennsylvania Digital Learning Foundation, Inc.'s internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Central Pennsylvania Digital Learning Foundation, Inc.'s ability to continue as a going concern for a reasonable period of time.

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

Required Supplementary Information
Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 4 to 7, Defined Benefit Pension Plan Information related to the Pennsylvania Public School Employees' Retirement System (PSERS), Defined Benefit OPEB Plan Information Related to the Pennsylvania Public School Employees' Retirement System (PSERS), and Budgetary Comparison Information on pages 36 to 51 be presented to supplement the

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

Other Reporting Required by *Government Auditing Standards*
In accordance with *Government Auditing Standards*, we have also issued our report dated December 20, 2024, on our consideration of the Central Pennsylvania Digital Learning Foundation, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Central Pennsylvania Digital Learning Foundation, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Central Pennsylvania Digital Learning Foundation, Inc.'s internal control over financial reporting and compliance.

Young, Oakes, Brown & Company, P.C.

Altoona, Pennsylvania
December 20, 2024

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, 2024.

FINANCIAL HIGHLIGHTS

- This was CPDLF's twenty-first year of operation. The net position for the period ending June 30, 2024 was ($1,580,092).
- During the 2023-2024 school year, CPDLF saw an increase of 26% in student enrollment.
- The Balance Sheet has a fund balance of $2,550,809 for the year ended June 30, 2024.

OVERVIEW OF THE FINANCIAL STATEMENTS

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

- The first two statements are *government-wide financial statements* that provide both *long-term* and *short-term* information about CPDLF's *overall* financial status.

- The remaining statements are *fund financial statements* that focus on *individual* parts of CPDLF, reporting CPDLF's operations in *more detail* than the government-wide statements.

- All of CPDLF activities are governmental activities and are presented in the governmental fund statements.

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

Government-wide Statements

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

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

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

- To assess CPDLF's overall health, consider additional non-financial factors such as changes in enrollment, special education mandates and legislation relative to cyber charter schools.

- Governmental funds: All of CPDLF's services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view which indicates whether there are more or fewer financial resources that can be spent in the near future to finance CPDLF programs.

CPDLF'S NET POSITION

	As of 6/30/2024	As of 6/30/2023
Current Assets	$ 3,072,262	$ 2,653,146
Total Assets	$ 3,072,262	$ 2,653,146
Deferred Outflows of Resources	$ 288,163	$ 949,925
Current Liabilities	$ 444,042	$ 394,104
Noncurrent Liabilities	$ 3,972,952	$ 4,883,159
Total Liabilities	$ 4,416,994	$ 5,277,263
Deferred Inflows of Resources	$ 523,523	$ 131,369
Net Position:		
Unrestricted	($ 1,580,092)	($ 1,805,561)

CPDLF's CHANGES IN NET POSITION

REVENUES	2024	2023
Program Revenues		
Charges for Services	$3,601,036	$3,341,410
Operating Grants & Contributions	379,613	264,961
Interest Earnings	53,648	13,172
Miscellaneous Income	2,850	533
Gain on Disposal of Asset	0	8,361
Total Revenues	$4,037,147	$3,628,437
Expenses		
Instruction	$1,923,004	$2,588,182
Instructional Student Support	948,024	780,880
Administrative & Financial Support Services	902,857	789,517
Operation & Maintenance of Plant Services		
Operation of Noninstructional Services	3,415	0
Facilities Acquisition, Construction, and Improvement Services	28,259	0
Interest Expense	6,119	8,982
Total Expenses	3,811,678	4,167,561
Change in Net Position	225,469	(539,124)
Net Position – Beginning	(1,805,561)	(1,266,437)
Net Position – Ending	($1,580,092)	($1,805,561)

Revenues for CPDLF for the year ended 6/30/24 were $4,037,147. For the year ended 6/30/23, revenues were $3,628,437.

Eighty-nine 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 $3,811,678. Prior year expenses were $4,167,561. During the 2023-2024 school year, CPDLF enrollments increased by 26% from the 2022-2023 school year.

Fifty percent of expenditures were for direct instruction $1,923,004. Prior year expenses were $2,588,182 (62%). Instructional student support expenses were $948,024 (25%) compared with $780,880 (19%) for fiscal year ended 6/30/23. $902,857 (24%) was expended for administrative & financial support services. Prior year expenses for this function were $789,517 (19%). Operation of noninstructional services expenses were $3,415 (0%). Facilities acquisition, construction and improvement services were $28,259 (1%). Interest expense for the 2023-2024 school year was $6,119 (0%). Prior year interest expenses were $8,982 (0%).

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

	Final Budget	Actual	Variance
Revenues			
Local Revenues	$3,135,855	$3,714,822	$578,967
State Revenues	$10,475	$89,258	$78,783
Federal Revenues	$205,993	$233,067	$27,074
Total Budgeted/Actual Revenues	**$3,352,323**	**$4,037,147**	**$684,824**
Expenditures			
Regular Programs	$1,163,771	$1,174,972	$11,201
Other Instructional Programs	$73,566	$0	$(73,566)
Special Programs	$671,396	$639,577	$(31,819)
Pupil Personnel Services	$298,803	$604,774	$305,971
Instructional Staff Services	$223,119	$34,857	$(188,262)
Administrative Services	$392,943	$851,938	$458,995
Pupil Health	$4,298	$18,150	$13,852
Business Services	$229,054	$121,996	$(107,058)
Operation & Maintenance of Plant Services	$113,201	$84,275	$(28,926)
Central & Other Support Services	$182,172	$75,678	$(106,494)
Total Budgeted/Actual Expenditures	**$3,352,323**	**$3,606,217**	**$253,894**
Net Change in Fund Balance	0	$430,930	$430,930
Fund Balances – July 1, 2023	-	$2,119,879	$2,119,879
Fund Balances – June 30, 2024	**0**	**$2,550,809**	**$2,550,809**

CAPITAL ASSETS AND DEBT ADMINISTRATION

CPDLF leases space from Logan Valley Mall Realty, LLC at a monthly rate of $2,393.46. CPDLF leases space from DLA Properties at a monthly rate of $3,700.00 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 Dr. Aiko Malynda Maurer CPDLF, 5580 Goods Lane Suite 1132 Altoona PA 16602, (814) 682-5258 x 116.

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.
STATEMENT OF NET POSITION
JUNE 30, 2024

	Governmental Activities
Assets	
Cash and Cash Equivalents	$2,376,155
Due from Other Governments	564,527
Prepaid Expenses	54,168
Capital Assets, Net of Accumulated Depreciation:	
Right to Use Asset	77,412
Total Assets	$3,072,262
Deferred Outflows Of Resources	
Deferred Outflows related to Defined Benefit Pension Plan	$ 243,561
Deferred Outflows related to OPEB Liability	44,602
Total Deferred Outflow of Resources	$ 288,163
Liabilities	
Accounts Payable	$ 84,079
Accrued Salaries and Benefits	234,451
Payroll Deductions and Withholdings	120,983
Unearned Revenue	3,886
Other Liabilities	643
Noncurrent Liabilities:	
Due Within One Year	71,119
Due in More Than One Year	3,901,833
Total Liabilities	$4,416,994
Deferred Inflows Of Resources	
Deferred Inflows related to Defined Benefit Pension Plan	$ 477,612
Deferred Inflows related to OPEB Liability	45,911
Total Deferred Inflow of Resources	$ 523,523
Net Position	
Unrestricted	($1,580,092)
Total Net Position	($1,580,092)

See Accompanying Notes and Independent Auditor's Report

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024

Functions/Programs	Expenses
Governmental Activities	
Instruction	$1,923,004
Instructional Student Support	948,024
Administrative and Financial Support Services	902,857
Operation of Noninstructional Services	3,415
Facilities Acquisition, Construction, and Improvement Services	28,259
Interest Expense	6,119
Total Governmental Activities	$3,811,678
Total Primary Government	$3,811,678
General Revenues	
Interest Earnings	
Miscellaneous Income	
Total General Revenues	
Change in Net Position	
Net Position – Beginning	
Net Position – Ending	

See Accompanying Notes and Independent Auditor's Report

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024

Program Revenues		Net (Expense) Revenue and Changes in Net Position
Charges for Services	Operating Grants and Contributions	Governmental Activities
$1,833,269	$190,203	$ 100,468
903,786	93,769	49,531
860,726	89,301	47,170
3,255	338	178
0	6,002	(22,257)
0	0	(6,119)
$3,601,036	$379,613	$ 168,971
$3,601,036	$379,613	$ 168,971
		$ 53,648
		2,850
		$ 56,498
		$ 225,469
		(1,805,561)
		($1,580,092)

See Accompanying Notes and Independent Auditor's Report

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2024

	General Fund
ASSETS	
Cash and Cash Equivalents	$2,376,155
Due from Other Governments	564,527
Prepaid Expenses	54,168
TOTAL ASSETS	$2,994,850
LIABILITIES AND FUND BALANCES	
Liabilities	
Accounts Payable	$ 84,078
Accrued Salaries and Benefits	234,451
Payroll Deductions and Withholdings	120,983
Unearned Revenue	3,886
Other Current Liabilities	643
Total Liabilities	$ 444,041
Fund Balances	
Committed Fund Balance	$1,795,801
Nonspendable Fund Balance	54,168
Unassigned Fund Balance	700,840
Total Fund Balances	$2,550,809
TOTAL LIABILITIES AND FUND BALANCES	$2,994,850

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, 2024

Total Fund Balances - Governmental Funds		$2,550,809
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used in governmental activities are not financial resources, and therefore, are not reported as assets in governmental funds. The cost of Right to Use Assets is $248,971 and the related accumulated depreciation is $171,559.		77,412
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.		(68,364)
The net pension liability is not due and payable in the current period and, therefore, are not reported in the funds.		(3,658,395)
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	$ 243,561	
Deferred Inflows of Resources	(477,612)	(234,051)
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	$ 44,602	
Deferred Inflows of Resources	(45,911)	(1,309)
Long-term liabilities, including Lease Liability, are not due and payable in the current period, and therefore, are not reported as liabilities in the funds. Long-term liabilities at year end consist of:		
Lease Liability		(85,963)
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.		(160,231)
Total Net Position - Governmental Activities		($1,580,092)

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, 2024

	General Fund
Revenues	
Local Sources	$3,714,822
State Sources	89,258
Federal Sources	233,067
Total Revenues	$4,037,147
Expenditures	
Current:	
Instruction	$1,814,550
Support Services	836,289
Administrative and Financial Support Services	851,937
Operation on Noninstructional Services	3,222
Facilities Acquisition, Construction, and Improvement Services	28,259
Debt Service:	
Principal	65,841
Interest	6,119
Total Expenditures	$3,606,217
Net Change in Fund Balance	$ 430,930
Fund Balances - July 1, 2023	2,119,879
Fund Balances - June 30, 2024	$2,550,809

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, 2024

Total Net Change in Fund Balances - Governmental Funds	$430,930
Amounts reported for governmental activities in the statement of activities are different because:	
Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.	(61,751)
Repayment of lease liability is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position.	65,841
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.	(15,409)
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.	(197,675)
In the statement of activities, certain operating expenses - other postemployment benefits are measured by the amounts charged during the year.	3,533
Change in Net Position of Governmental Activities	$225,469

See Accompanying Notes and Independent Auditor's Report

Note 1: Summary of Significant Accounting Policies

A. Description of School

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

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

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

- The financial statements include:

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

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

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

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

B. Reporting Entity

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

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

a. Popular election of officers or appointment (or approval) of a controlling majority of the members of the organization's governing body by officials of one or more state or local governments;

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

Note 1: Summary of Significant Accounting Policies (Continued)

B. Reporting Entity (Continued)

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

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

C. Basis of Presentation - Government-Wide Financial Statements

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

D. Basis of Presentation - Fund Financial Statements

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

The School reports the following major governmental fund:

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

E. Measurement Focus and Basis of Accounting

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

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

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

Note 1: Summary of Significant Accounting Policies (Continued)

E. Measurement Focus and Basis of Accounting (Continued)

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

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

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

1. ***Encumbrances***

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

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

There were no encumbrances outstanding as of June 30, 2024.

2. ***Cash and Cash Equivalents***

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

3. ***Prepaid Items***

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

4. ***Income Taxes***

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

Note 1: Summary of Significant Accounting Policies (Continued)

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

5. ***Deferred Outflows/Inflows of Resources***

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

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

6. ***Net Position Flow Assumption***

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

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

7. ***Fund Balance Flow Assumptions***

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

Note 1: Summary of Significant Accounting Policies (Continued)

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

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.

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, 2024 , appear in the financial statements as summarized below:

Cash and Cash Equivalents	$2,376,155

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.

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 $2,376,172. Of the bank balance, $250,000 is covered by Federal Depository Insurance and $2,126,172 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.

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

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. Act 5 of 2017 (Act 5) introduced a hybrid benefit with two membership classes and a separate defined contribution plan for individuals who become new members on or after July 1, 2019. Act 5 created two new hybrid membership classes: Membership Class T-G (Class T-G) and Membership Class T-H (Class T-H) and the separate defined contribution membership class, Membership Class DC (Class DC). To qualify for normal retirement, Class T-G and Class T-H member must work until age 67 with a minimum of 3 years of credited service. Class T-G may also qualify for normal retirement by attaining a total combination of age and service that is equal to or greater than 97 with a minimum of 35 years of credited service. Benefits are generally equal to 1% 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.

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

Member Contributions

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

Member Contribution Rates

Membership Class	Continuous Employment Since	Defined Benefit (DB) Contribution Rate	DC Contribution Rate	Total Contribution Rate
T-C	Prior to July 22, 1983	5.25%	N/A	5.25% 6.25%
T-C	On or after July 22, 1983	6.25%	N/A	6.25%
T-D	Prior to July 22, 1983	6.50%	N/A	6.50%
T-D	On or after July 22, 1983	7.50%	N/A	7.50%
T-E	On or after July 1, 2011	7.50% base rate with shared risk provision	N/A	Prior to 7/1/21: 7.50% After 7/1/21: 8.00%
T-F	On or after July 1, 2011	10.30% base rate with shared risk provision	N/A	Prior to 7/1/21: 10.30% After 7/1/21: 10.8%
T-G	On or after July 1, 2019	5.50% base rate with shared risk provision	2.75%	Prior to 7/1/21: 8.25% After 7/1/21: 9.00%
T-H	On or after July 1, 2019	4.50% base rate with shared risk provision	3.00%	Prior to 7/1/21: 7.50% After 7/1/21: 8.25%
DC	On or after July 1, 2019	N/A	7.50%	7.50%

Shared Risk Program Summary

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

Employer Contributions:

The School's contractually required contribution rate for fiscal year ended June 30, 2024 was 33.09% 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 $478,605 for the year ended June 30, 2024.

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

At June 30, 2024, the School reported a liability of $4,137,000, reduced by $478,605 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, 2023, 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, 2022 to June 30, 2023. 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, 2024, the School's proportion was .0093%, which was a decrease of .0020% from its proportion measured as of June 30, 2023.

At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 289	$ 37,348
Change of Assumptions	19,638	0
Net Difference Between Projected and Actual Investment Earnings	71,258	(63,255)
Change in Proportions	152,376	503,519
Total	$243,561	$477,612

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

Year Ending June 30	Amount
2025	$ 95,447
2026	(132,849)
2027	(196,651)

3. Changes in Actuarial Assumptions

The Total Pension Liability as of June 30, 2023 was determined by rolling forward the System's Total Pension Liability as of June 30, 2022 to June 30, 2023 using the following actuarial assumptions, applied to all periods included in the measurement:

- Valuation Date - June 30, 2022
- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 7.00%, includes inflation at 2.50%.

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

B. Retirement Plans (Continued)

Pensions (Continued)

3. Changes in Actuarial Assumptions (Continued)

- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- The discount rate used to measure the Total Pension Liability was 7.00% as of June 30, 2022 and as of June 30, 2023.
- Demographic and economic assumptions approved by the Board for use effective with the June 30, 2021 actuarial valuation:
  - Salary growth rate - decreased from 5.00% to 4.50%.
  - Real wage growth and merit or seniority increases (components for salary growth) - decreased from 2.75% and 2.25% to 2.50% and 2.00%, respectively.
  - Mortality rates - Previously based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. Effective with the June 30, 2021 actuarial valuation, mortality rates are based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.

The actuarial assumptions used in the June 30, 2023 valuation were based on the results of an actuarial experience study that was performed for the five year period ending June 30, 2020.

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

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

B. Retirement Plans (Continued)

Pensions (Continued)

3. Changes in Actuarial Assumptions (Continued)

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.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Public Equity	30.0%	5.2%
Private Equity	12.0%	7.9%
Fixed Income	33.0%	3.2%
Commodities	7.5%	2.7%
Absolute Return	4.0%	4.1%
Infrastructure/MLPs	10.0%	5.4%
Real Estate	11.0%	5.7%
Cash	3.0%	1.2%
Leverage	(10.5%)	1.2%
	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, 2023.

Discount Rate

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

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

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

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

B. Retirement Plans (Continued)

Pensions (Continued)

3. Changes in Actuarial Assumptions (Continued)

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

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
School's proportionate share of the net pension liability	$5,363,000	$4,137,000	$3,103,000

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, 2023 is as follows:

Assets	$7,430,000
Liabilities	(705,000)
Net Position Held in Trust for Benefits	$6,725,000

As of June 30, 2024, the School had the following elements related to its PSERS Plan:

Total Pension Expense	$ 686,812
Total Pension Expenditures	$ 489,137

In addition, as of June 30, 2024, the School had a payable of $170,407 to the PSERS pension plan. The amount of $109,494 represents the Second Quarter 2024 required contributions, while $60,913 represents the liability related to accrued payroll as of June 30, 2024.

C. Other Postemployment Benefits

1. Summary of Significant Accounting Policies

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

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

C. Other Postemployment Benefits (Continued)

1. Summary of Significant Accounting Policies (Continued)

General Information about the Health Insurance Premium Assistance Program

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, 2023, 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.

For Class DC members to become eligible for premium assistance, they must satisfy the following criteria:

- Attain Medicare eligibility with 24 ½ or more eligibility points or
- Have 15 or more eligibility points and terminated after age 67, and
- Have received all or part of their distributions.

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.

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

C. Other Postemployment Benefits (Continued)

1. Summary of Significant Accounting Policies (Continued)

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

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.

Employer Contributions:

The School's contractually required contribution rate for the fiscal year ended June 30, 2024 was 0.75% 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 $9,769 for the year ended June 30, 2024.

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

At June 30, 2024, the School reported a liability of $170,000, reduced by $9,769 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, 2022, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2020 to June 30, 2022. 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, 2024, the School's proportion was .0093 percent, which was a decrease of .0020 percent from its proportion measured as of June 30, 2023.

At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Projected vs Actual Investment Earnings	($ 141)	$ 0
Expected vs Actual Experience	393	1,438
Changes in Assumptions	7,418	20,658
Changes in Proportion	36,932	23,815
Total	$44,602	$45,911

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

C. Other Postemployment Benefits (Continued)

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

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:	
2025	$14,559
2026	(12,129)
2027	(3,739)

3. Actuarial Assumptions

The Total OPEB Liability as of June 30, 2023, was determined by rolling forward the System's Total OPEB Liability as of June 30, 2022 to June 30, 2023 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 4.13% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 4.5%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Premium Assistance reimbursement is capped at $1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than $1,200 in premium assistance per year.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Participation rate:
  - Eligible retirees will elect to participate Pre age 65 at 50%
  - Eligible retirees will elect to participate Post age 65 at 70%

The actuarial assumptions used in the June 30, 2022 valuation were based on the results of an actuarial experience study that was performed for the five year period ending June 30, 2021.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2021 determined the employer contribution rate for fiscal year 2023.
- Cost Method: Amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method: Market Value.
- The actual data for retirees benefiting under the Plan as of June 30, 2021 was used in lieu of the 63% utilization assumption for eligible retirees.
- Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

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

C. Other Postemployment Benefits (Continued)

3. 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.

OPEB - Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	100.0%	1.2%

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, 2023.

Discount Rate

The discount rate used to measure the Total OPEB Liability was 4.13%. 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 4.13% which represents the S&P 20 year Municipal Bond Rate at June 30, 2023, was applied to all projected benefit payments to measure the total OPEB liability.

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

Healthcare cost trends were applied to retirees receiving less than $1,200 in annual Premium Assistance. As of June 30, 2023, 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, 2023, 92,677 retirees were receiving the maximum amount allowed of $1,200 per year. As of June 30, 2023, 522 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.

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

C. Other Postemployment Benefits (Continued)

3. Actuarial Assumptions (Continued)

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

The following presents the System net OPEB liability for June 30, 2023, 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:

	Dollar Amounts in Thousands		
	1% Decrease	Current Trend Rate	1% Increase
System Net OPEB Liability	$170,000	$170,000	$170,000

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 4.09%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (3.09%) or 1-percentage-point higher (5.09%) than the current rate:

	1% Decrease 3.09%	Current Discount Rate 4.09%	1% Increase 5.09%
School's Proportionate Share of the Net OPEB Liability	$192,000	$170,000	$151,000

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.

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, 2023 is as follows:

Assets	$57,000
Liabilities	(8,000)
Net Position Held in Trust for Benefits	$49,000

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

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

3. **Actuarial Assumptions** (Continued)

OPEB Plan Fiduciary Net Position (Continued)
As of June 30, 2024, the School had the following elements related to its PSERS Plan:

Total OPEB Expense	$6,448
Total OPEB Expenditures	$9,982

In addition, as of June 30, 2024, the School had a payable of $3,478 to the PSERS pension plan. The amount of $2,235 represents the second quarter 2023 required contributions, while $1,243 represents the liability related to accrued payroll as of June 30, 2024.

D. **Other Significant Commitments**

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

General Fund	$0

E. **Due from Other Governments**
The account represents the $564,527 due from various school districts at June 30, 2024, who had students that attended Central Pennsylvania Digital Learning Foundation, Inc. charter school during the 2023-2024 school year.

F. **Leases**
The School is committed under various leases of buildings. The School, under GASB guidance, records all leases based on the premise that leases are financing transactions. Therefore, the School records a right to use asset and related lease liability for its leases. The School's leases are as follows:

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

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

F. Leases (Continued)

Governmental Activities (Continued)

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

On August 16, 2022, the School entered into a lease for building space at the Logan Valley Mall, Altoona, PA. The lease calls for monthly payments of $400 through May 2023, then payment of $693.46 through September 2024, and then payments of $713.84 through September 2025.

Future minimum lease payments for these leases are as follows:

Year	Principal	Interest	Total
2025	$71,119	$ 2,686	$73,805
2026	14,843	109	14,952
2027	0	0	0
2028	0	0	0
	$85,962	$ 2,795	$88,757

G. Long-Term Liabilities

The following is a summary of changes in other long-term obligations for the fiscal year ended June 30, 2024.

Governmental Activities

Other Long-Term Obligations:

	Long-Term Obligations 06/30/23	Increases	Decreases	Long-Term Obligations 06/30/24	Amounts Due in One Year
Lease Liability	$ 151,803	$ 0	($ 65,841)	$ 85,962	$71,119
Accrued Compensated Absences	52,955	15,409	0	68,364	0
Other Postemployment Benefits	198,027	0	(37,796)	160,231	0
Net Pension Liability	4,480,374	0	(821,979)	3,658,395	0
Total Governmental Activities	$4,883,159	$15,409	($925,616)	$3,972,952	$71,119

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

H. Capital Assets

Capital asset activity for the fiscal year ended June 30, 2023 was as follows:

	Balance 06/31/23	Additions	Deductions	Balance 06/30/24
Governmental Activities				
Capital Assets, Being Depreciated:				
Right to Use Asset	$248,971	$ 0	$0	$248,971
Total Capital Assets, Being Depreciated	$248,971	$ 0	$0	$248,971
Less: Accumulated Depreciation for:				
Right to Use Asset	$109,808	$61,751	$0	$171,559
Governmental Activities Capital Assets, Net	$139,163	($61,751)	$0	$ 77,412

Depreciation expense was charged to governmental functions as follows:

	2023-24
Support Services	$61,751

I. Accumulated Leaves

Vacation

Charter school employees who are required to work on a twelve-month schedule are credited with vacation at rates, which vary with length of service or job classification. Accumulated vacation (for most employee categories) may be taken or paid if the amount is within certain limits. The accumulated vacation for fiscal year 2024 was $68,364.

J. Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through December 20, 2024, the date the financial statements were available to be issued.

K. Related Party Transactions

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

L. Insurance

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

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

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

M. Risk Management

The school is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the school carries commercial insurance.

N. Litigation

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

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

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

P. Fund Balance

As of June 30, 2024, the governmental fund financial statements fund balances are comprised of the following:

Nonspendable

The School has prepaid expenses of $54,168 classified as nonspendable.

Committed

The School has committed $1,795,801 of fund balance as of June 30, 2024 for the following purposes:

- $540,904 committed fund balance for future operating costs.
- $605,812 committed fund balance for future pension costs.
- $389,451 committed fund balance for future employee benefit costs including, but not limited to, healthcare increases.
- $259,634 committed fund balance for future technology expenses.

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 $700,840.

Q. Economic Dependency

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

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

	As of June 30, 2023 Measurement Date
School's Proportion of the Collective Net Pension Liability	.0093%
School's Proportionate Share of the Collective Net Pension Liability	$4,137,000
School's Covered Employee Payroll	$1,434,990
School's Proportionate Share of the Collective Net Pension Liability as a Percentage of its Covered Employee Payroll	288.29%
PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability	61.85%

	As of June 30, 2022 Measurement Date
School's Proportion of the Collective Net Pension Liability	.0113%
School's Proportionate Share of the Collective Net Pension Liability	$4,979,000
School's Covered Employee Payroll	$1,667,630
School's Proportionate Share of the Collective Net Pension Liability as a Percentage of its Covered Employee Payroll	298.57%
PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability	61.34%

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

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SCHEDULE OF SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
(CONTINUED)

	As of June 30, 2020 Measurement Date
School's Proportion of the Collective Net Pension Liability	.0068%
School's Proportionate Share of the Collective Net Pension Liability	$3,348,000
School's Covered Employee Payroll	$ 955,895
School's Proportionate Share of the Collective Net Pension Liability as a Percentage of its Covered Employee Payroll	320.25%
PSERS' Fiduciary Net Position as a Percentage of the Total Pension Liability	54.32%

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

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

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SCHEDULE OF SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
(CONTINUED)

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

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

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

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SCHEDULE OF SCHOOL'S PROPORTIONATE SHARE
OF THE NET PENSION LIABILITY
(CONTINUED)

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

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.
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SCHEDULE OF SCHOOL'S CONTRIBUTION

	For the Year Ended June 30, 2023
Contractually Required Employer Contribution	$ 487,788
Contributions in Relation to the Contractually Required Contribution	(487,788)
Contribution Deficiency (Excess)	$ 0
School's Covered Employee Payroll	$1,434,990
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	33.99%

	For the Year Ended June 30, 2022
Contractually Required Employer Contribution	$ 560,337
Contributions in Relation to the Contractually Required Contribution	(560,337)
Contribution Deficiency (Excess)	$ 0
School's Covered Employee Payroll	$4,667,630
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	33.60%

	For the Year Ended June 30, 2021
Contractually Required Employer Contribution	$ 543,313
Contributions in Relation to the Contractually Required Contribution	(543,313)
Contribution Deficiency (Excess)	$ 0
School's Covered Employee Payroll	$1,631,501
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	33.30%

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SCHEDULE OF SCHOOL'S CONTRIBUTION
(CONTINUED)

	For the Year Ended June 30, 2020
Contractually Required Employer Contribution	$ 316,402
Contributions in Relation to the Contractually Required Contribution	(316,402)
Contribution Deficiency (Excess)	$ 0
School's Covered Employee Payroll	$ 955,895
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	33.10%

	For the Year Ended June 30, 2019
Contractually Required Employer Contribution	$ 251,000
Contributions in Relation to the Contractually Required Contribution	(251,000)
Contribution Deficiency (Excess)	$ 0
School's Covered Employee Payroll	$ 769,983
Employer's Contributions in Relation to the Contractually Required Contribution as a Percentage of Covered Employee Payroll	32.60%

	For the Year Ended June 30, 2018
Contractually Required Employer Contribution	$ 233,000
Contributions in Relation to the Contractually Required Contribution	(233,000)
Contribution Deficiency (Excess)	$ 0
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%

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SCHEDULE OF SCHOOL'S CONTRIBUTION
(CONTINUED)

	For the Year Ended June 30, 2017
Contractually Required Employer Contribution	$ 176,776
Contributions in Relation to the Contractually Required Contribution	(176,776)
Contribution Deficiency (Excess)	$ 0
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%

	For the Year Ended June 30, 2016
Contractually Required Employer Contribution	$ 242,468
Contributions in Relation to the Contractually Required Contribution	(242,468)
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%

	For the Year Ended June 30, 2015
Contractually Required Employer Contribution	$ 173,945
Contributions in Relation to the Contractually Required Contribution	(173,945)
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%

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

Changes in Assumptions Used in Measurement of the Total Pension Liability Beginning June 30, 2022 and June 30, 2023
None

Changes in Assumptions Used in Measurement of the Total Pension Liability Beginning June 30, 2021
The Discount Rate decreased from 7.25% to 7.00%. The inflation assumption was decreased from 2.75% to 2.50%. Payroll growth assumption decreased from 3.50% to 3.25%.

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

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

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

Changes in Assumptions Used in Measurement of the Total Pension Liability Beginning June 30, 2017, Beginning June 30, 2018, Beginning June 30, 2019, and Beginning June 30, 2020
None.

Changes in Assumptions Used in Measurement of the Total Pension Liability Beginning June 30, 2016
The Investment Rate of Return was adjusted from 7.50% to 7.25%. The inflation assumption was decreased from 3.00% to 2.75%.

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

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

Method and Assumptions Used in Calculations of Actuarially Determined Contributions
The actuarially determined contributions are calculated as of the June 30 preceding the fiscal year in which contributions are made. That is, the contribution calculated as of the June 30, 2022 actuarial valuation will be made during the fiscal year ending June 30, 2023. The following actuarial methods and assumptions were used to determine contribution rates reported in that schedule:

- Investment return - 7.00%, includes inflation at 2.50% and the real rate of return 4.50%.

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

- Salary growth - Effective average of 4.50%, which reflects an allowance for inflation of 2.50%, real wage growth and merit or seniority of 2.00%.
- Benefit payments - no postretirement benefit increases assumed in the future.
- Mortality Tables for Males and Females to a blended table based on 50% Pub T-2010 Employee (Total Teacher dataset) and 50% PubG-2010 (Total General Employees data), adjusted to reflect PSERS' experience and projected using a modified version MP-2020.

Changes in Assumptions Used in Measurement of the Total Pension Liability Beginning June 30, 2014 and June 30, 2015
None

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, 2014 actuarial valuation will be made during the fiscal year ended June 30, 2016. The following actuarial methods and assumptions were used to determine contribution rates reported in that schedule:

- Investment return - 7.50%, includes inflation at 3.00%.
- Salary increases - Effective average of 5.50%, which reflects an allowance for inflation of 3.00%, real wage growth of 1%, and merit or seniority increases of 1.50%.
- Benefit payments - no postretirement benefit increases assumed in the future.
- Multiple decrement tables - mortality, vesting, retirement age, and withdrawal estimates are based upon tables provided by the actuary.

The Accounting Valuation
The GASB 67 accounting valuation can be found on PSERS' website at 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

	Fiscal Year Ending June 30, 2023
School's Proportion of the Net OPEB Liability	.0094%
School's Proportionate Share of the Net OPEB Liability	$ 170,000
School's Covered Employee Payroll	$1,434,990
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	11.85%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	7.22%

	Fiscal Year Ending June 30, 2022
School's Proportion of the Net OPEB Liability	.0013%
School's Proportionate Share of the Net OPEB Liability	$ 280,000
School's Covered Employee Payroll	$1,667,630
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	12.47%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	6.86%

	Fiscal Year Ending June 30, 2021
School's Proportion of the Net OPEB Liability	.0015%
School's Proportionate Share of the Net OPEB Liability	$ 273,000
School's Covered Employee Payroll	$1,631,501
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	16.73%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	5.30%

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

	Fiscal Year Ending June 30, 2020
School's Proportion of the Net OPEB Liability	.0068%
School's Proportionate Share of the Net OPEB Liability	$ 147,000
School's Covered Employee Payroll	$ 955,895
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	15.38%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	5.69%

	Fiscal Year Ending June 30, 2019
School's Proportion of the Net OPEB Liability	.0056%
School's Proportionate Share of the Net OPEB Liability	$ 119,000
School's Covered Employee Payroll	$ 769,983
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	15.45%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	5.56%

	Fiscal Year Ending June 30, 2018
School's Proportion of the Net OPEB Liability	.0055%
School's Proportionate Share of the Net OPEB Liability	$ 115,000
School's Covered Employee Payroll	$ 734,788
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	15.65%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	5.56%

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

	Fiscal Year Ending June 30, 2017
School's Proportion of the Net OPEB Liability	.0045%
School's Proportionate Share of the Net OPEB Liability	$ 92,000
School's Covered Employee Payroll	$ 603,225
School's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Employee Payroll	15.25%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	5.73%

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

	For the Year Ended June 30, 2023
Contractually Required Employer Contribution	$ 11,000
Contributions in Relation to the Contractually Required Contribution	(11,000)
Contribution Deficiency (Excess)	$ 0
School's Covered Employee Payroll	$1,434,990
Contributions as a Percentage of Covered Employee Payroll	0.77%

	For the Year Ended June 30, 2022
Contractually Required Employer Contribution	$ 13,000
Contributions in Relation to the Contractually Required Contribution	(13,000)
Contribution Deficiency (Excess)	$ 0
School's Covered Employee Payroll	$1,667,630
Contributions as a Percentage of Covered Employee Payroll	0.78%

	For the Year Ended June 30, 2021
Contractually Required Employer Contribution	$ 11,000
Contributions in Relation to the Contractually Required Contribution	(11,000)
Contribution Deficiency (Excess)	$ 0
School's Covered Employee Payroll	$1,631,501
Contributions as a Percentage of Covered Employee Payroll	0.67%

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
(CONTINUED)

	For the Year Ended June 30, 2020
Contractually Required Employer Contribution	$ 8,000
Contributions in Relation to the Contractually Required Contribution	(8,000)
Contribution Deficiency (Excess)	$ 0
School's Covered Employee Payroll	$ 955,895
Contributions as a Percentage of Covered Employee Payroll	0.84%

	For the Year Ended June 30, 2019
Contractually Required Employer Contribution	$ 6,000
Contributions in Relation to the Contractually Required Contribution	(6,000)
Contribution Deficiency (Excess)	$ 0
School's Covered Employee Payroll	$ 769,983
Contributions as a Percentage of Covered Employee Payroll	0.78%

	For the Year Ended June 30, 2018
Contractually Required Employer Contribution	$ 6,000
Contributions in Relation to the Contractually Required Contribution	(6,000)
Contribution Deficiency (Excess)	$ 0
School's Covered Employee Payroll	$ 734,788
Contributions as a Percentage of Covered Employee Payroll	0.82%

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION, INC.
REQUIRED SUPPLEMENTARY INFORMATION
DEFINED BENEFIT OPEB PLAN 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, 2023
The Discount Rate increased from 4.09% to 4.13%

Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2022
The Discount Rate increased from 2.18% to 4.09%

Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2021
The Discount Rate decreased from 2.66% to 2.18%. The inflation assumption was decreased from 2.75% to 2.50%. Payroll growth assumption decrease from 3.50% to 3.25%.

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

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

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

Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2020
The Discount Rate decreased from 2.79% to 2.66%.

Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2019
The Discount Rate decreased from 2.98% to 2.79%.

Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2018
The Discount Rate decreased from 3.13% to 2.98%.

Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2017
The Discount Rate increased from 2.71% to 3.13%.

Changes in Assumptions Used in Measurement of the Total OPEB Liability Beginning June 30, 2016
Salary growth changed from an effective average of 5.50%, which was comprised of inflation of 3.00%, real wage growth and for merit or seniority increases of 2.50%, to an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.

Mortality rates were modified from the RP-2000 Combined Healthy Annuitant Tables (male and female) with age set hack 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, 2022 actuarial valuation will be made during the fiscal year ending June 30, 2024. The following actuarial methods and assumptions were used to determine contribution rates reported in that schedule:

- Investment return - 4.13% - 20 year S&P Municipal Bond Rate.
- Salary growth - Effective average of 4.50%, which reflects an allowance for inflation of 2.50%, real wage growth and merit or seniority of 2.00%.
- Benefit payments - no postretirement benefit increases assumed in the future.
- Mortality Tables for Males and Females to a blended table based on 50% of PubT-2010 Employee (Total Teacher dataset) and 50% PubG-2010 (Total General Employees data), adjusted to reflect PSERS' experience and projected using a modified version MP-2020.
- 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.

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, 2024

	Budgeted Amounts		Actual	Variance with Final Budget Positive
	Original	Final	(Budgetary Basis)	(Negative)
Revenues				
Local Sources	$3,731,247	$3,731,247	$3,714,820	($ 16,427)
State Sources	145,232	145,232	89,258	(55,974)
Federal Sources	238,868	238,868	233,067	(5,801)
Total Revenues	$4,115,347	$4,115,347	$4,037,145	($ 78,202)
Expenditures				
Regular Programs	$1,449,964	$1,449,964	$1,174,973	$274,991
Special Programs	635,448	635,448	639,577	(4,129)
Pupil Personnel Services	661,708	661,708	604,774	56,934
Instructional Staff Services	35,420	35,420	34,857	563
Administrative Services	788,199	788,199	923,897	(135,698)
Pupil Health	4,967	4,967	18,149	(13,182)
Business Services	128,120	128,120	121,996	6,124
Operation of Plant Services	144,733	144,733	56,015	88,718
Central and Other Support Services	0	0	496	(496)
Noninstructional Services	2,200	2,200	3,222	(1,022)
Facilities Construction and Improvement	26,112	26,112	28,259	(2,147)
Total Expenditures	$3,876,871	$3,876,871	$3,606,215	$270,656
Net Change in Fund Balances	$ 238,476	$ 238,476	$ 430,930	$192,454
Fund Balances - July 1, 2023	2,119,879	2,119,879	2,119,879	0
Fund Balances - June 30, 2024	$2,358,355	$2,358,355	$2,550,809	$192,454

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.

YOUNG OAKES BROWN & COMPANY PC
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund information of the Central Pennsylvania Digital Learning Foundation, Inc., as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Central Pennsylvania Digital Learning Foundation, Inc.'s basic financial statements, and have issued our report thereon dated December 20, 2024.

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

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

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

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Report on Compliance and Other Matters

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

Purpose of This Report

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

Young, Baker, Brown & Company, P.C.

Altoona, Pennsylvania
December 20, 2024

There were no findings during the current year audit.

Division of Federal Programs
2024-2025 Title I School Improvement Set-Aside Monitoring

Central PA Digital Learning Foundation CS
5580 Goods Lane, Suite 1132, Altoona, PA 16602

Title IA School Improvement Set-Aside Program and Fiscal Monitoring

	Name	Phone Number	Check if Interviewed
Superintendent:	Dr. Aiko Malynda Maurer	814-682-5258	☐
Business Manager:	Ryan Schumm	215-481-9777	☐
Federal Program Coordinator:	Dr. Aiko Malynda Maurer	814-682-5258	☐
Principal:	Dr. Deanna Mayers	814-682-5258	☐

Programs Reviewed:

☑ Title IA School Improvement Set-Aside

Program Reviewer: Kim Connelly

Visit Date(s): 03/26/2025

TITLE I School Improvement Set-Aside: PROGRAM

Component I: Appropriate State Certification

The Local Education Agency (LEA) will ensure that all staff working in a program supported with Title IA School Improvement Set-aside funds meet applicable State certification and licensure requirements.

Sec. 1111(c)(6)

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
1. For Districts only, Charter Schools mark N/A - Teachers paid with federal funds are required to be appropriately state certified. **Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met.** If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	☐	☐	☑	☐ List of staff on emergency permits	**District Comments** 3/15/2025 10:02:08 AM Superintendent Aiko Malynda Maurer CPDLF is a cyber charter school. The instructions say to mark N/A if a charter school. **Monitor Comments** 3/26/2025 6:10:51 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.
2. For all LEAs - All staff paid with federal funds must be appropriately state certified.	☑	☐	☐	☑ List of staff and certifications of all staff being paid with federal funds broken out by building assignment.	**Monitor Comments** 3/26/2025 6:11:01 PM Regional Coordinator Kimberly Connelly This requirement is met.
					24-25SIPPersonnelCertifications.pdf

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
3. All instructional paraprofessionals paid for with federal funds are appropriately certified.	☐	☐	☑	☐ List of instructional paraprofessionals working in the school & their qualifications	

District Comments

3/15/2025 10:02:45 AM

Superintendent Aiko Malynda Maurer

CPDLF does not pay any paraprofessionals with Title IA School Improvement Set-Aside funds.

Monitor Comments

3/26/2025 6:11:16 PM

Regional Coordinator Kimberly Connelly

This component is not applicable.

TITLE I School Improvement Set-Aside: FISCAL

Component I: General Fiscal Requirements

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	Comments	
Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	1. The LEA approved budget and records of expenditures of funds match.	☑	☐	☐	☑ Must include statement of expenditures AND include the budget		**Monitor Comments** 3/26/2025 6:14:14 PM Regional Coordinator Kimberly Connelly This requirement is met.
						SchoolImprovementGrantGL24-25.pdf SchoolImprovement24-25Budget.pdf	

Component II: Uniform Grants Guidance

The Uniform Grants Guidance (UGG) are federal grants management rules that apply to all awards issued by all federal awarding agencies. The purpose is to protect LEAs against fraud, waste and abuse of federal funds. It applies to every federal grant awarded by Congress. UGG was created and amended by the Office of Management and Budget (OMB).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
Obligating Funds UGG Sec. 200.309	1. Funds began to be obligated on or after the programs approved/submit date.	☑	☐	☐	☑ Must include statement of Expenditures AND include the budget.	**Monitor Comments** 3/26/2025 6:19:38 PM Regional Coordinator Kimberly Connelly There are expenditures on the uploaded GL statement that have expenses prior to the 8/28/24 obligation date. CPDLF corrected their general ledger as evidenced by the most recent upload. This requirement is now met.
						SchoolImprovementGrantGL24-25.pdf SchoolImprovement24-25Budget.pdf CPDLFGeneralLedgerreportMarch2025.pdf
Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior).	☑	☐	☐	☐ Federal Program document(s) (i.e., invoices paid from federal funds) from up to 7 years ago. ☑ Photo of files/records	**Monitor Comments** 3/26/2025 6:20:20 PM Regional Coordinator Kimberly Connelly This requirement is met.
						Samplepicsofstoredfilespaperandelectronic-March2025.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
School Improvement Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. • Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☑	☐ Semi-annual time certifications	

District Comments
3/16/2025 3:52:51 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not pay any employees working on a single cost objective with School Improvement funds.
Monitor Comments
3/26/2025 6:21:52 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☑	☐	☑ Time logs ☐ Staff schedules	

District Comments

3/20/2025 8:02:24 AM

Other Abby Dubinchik

CPDLF does not pay any employees working on a single cost objective with School Improvement funds

3/20/2025 10:50:43 PM

Superintendent Dr. Aiko Malynda Maurer

CPDLF has one person who is paid in part by the Title I School Improvement grant. Signed personnel activity report uploaded.

Monitor Comments

3/26/2025 6:27:20 PM

Regional Coordinator Kimberly Connelly

Uploaded evidence is not sufficient. The policy for time documentation found under the ESSA Fiscal assessment tool does outline proper procedures. Once implemented, this item should be able to be met.

SEWCCalendar.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
	3. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff.	**District Comments** 3/16/2025 3:54:43 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not request the use of semi-annual documentation for an employee with a fixed schedule. **Monitor Comments** 3/26/2025 6:22:00 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.
	4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. • Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☑	☐	☑ A contract discussing the deliverables which would include the amount.	**Monitor Comments** 3/26/2025 6:38:29 PM Regional Coordinator Kimberly Connelly Uploaded evidence is not sufficient. Contract is uploaded but deliverables are not contained in the contract. The policy for time documentation found under the ESSA Fiscal assessment tool does outline proper procedures. Once implemented, this item should be able to be met.

LiteracyCoachJobDescriptionMarch2025.pdf
JacquelineMyersAddendumtoOfferLetter8-2024.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years**.	☐	☐	☑	☐ UGG compliant inventory log of items purchased with Title IA School Improvement Set-Aside funds.	**District Comments** 3/16/2025 3:55:27 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not purchase any equipment using School Improvement funds. **Monitor Comments** 3/26/2025 6:22:09 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.
	2. LEA conducts a physical inventory of all items every two years.	☐	☐	☑	☐ UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years.	**District Comments** 3/16/2025 3:55:46 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not purchase any equipment using School Improvement funds. **Monitor Comments** 3/26/2025 6:22:17 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
Procurement UGG Sec 200.320, 200.88	1. Procurement procedures have been implemented.	☐	☐	☑	☐ Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services.	**District Comments** 3/16/2025 4:12:52 PM Superintendent Dr. Aiko Malynda Maurer All purchases for which School Improvement funds are to be used are considered micro-purchases and the best solution for the best reasonable cost is chosen. **Monitor Comments** 3/26/2025 6:22:24 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.
Travel Reimbursement UGG Sec. 200.474	1. Travel reimbursement policy implementation	☐	☐	☑	☐ Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.	**District Comments** 3/16/2025 4:04:26 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not reimbursement any staff for travel using School Improvement funds. **Monitor Comments** 3/26/2025 6:22:30 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454	1. LEA must obtain prior written approval for the following expenditures: • Salaries of Administrative Staff (Clerical and Federal Program Coordinators (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454)	☑	☐	☐	☑ Items were included in approved application budgets and/or narratives. ☐ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.	**District Comments** 3/17/2025 11:01:52 AM Superintendent Dr. Aiko Malynda Maurer CPDLF had only one item on this list that would need prior approval. The Collaborative for Customized Learning Membership was listed in the FRCPP Comp Plan Expenditure table (document attached) and the expenditure was approved as listed in eGrants (document attached). **Monitor Comments** 3/26/2025 6:40:36 PM Regional Coordinator Kimberly Connelly This requirement is met.

EgrantsSIPFundsOtherServices.pdf
SIPExpendituretablefromFRCPPMarch2025.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
Program Accuracy Verification --The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval.	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the application and the school plan.	☑	☐	☐	☑ LEA level budget AND expenditures including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures.	

Monitor Comments
3/26/2025 6:41:04 PM Regional Coordinator Kimberly Connelly This requirement is met.

SchoolImprovementGrantGL24-25.pdf
SchoolImprovement24-25Budget.pdf

Component III: Administrative Costs

The Local Education Agency (LEA) ensures that a maximum of 10% of the total allocation goes toward administrative costs.

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
1. A maximum of 10% of the total allocation goes toward administrative costs.	☐	☐	☑	☑ LEA total allocation and school level allocations		**District Comments** 3/16/2025 3:43:14 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not use funds for administrative costs. There was not a place to upload evidence from the FRCPP indicating where funds were allocated. **Monitor Comments** 3/26/2025 6:41:33 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.

Central PA Digital Learning Foundation

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Dr. Deanna Mayers	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:

Visit Date:

School Level Monitoring

Component I: Program - School Plan

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
1. An Approved School Plan is present in FRCPP.	☑	☐	☐	☑ Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	

District Comments

3/17/2025 11:19:48 AM

Superintendent Dr. Aiko Malynda Maurer

CPDLF is a cyber school and our Comprehensive Plan with all the additional state required reports was due in August of 2024. I have included an email indicating that all the pieces of the School Plan in the Comprehensive Plan are compliant but our Comprehensive Plan is still under PDE review after submitting the latest revisions and thus, I do not have a screenshot or email saying "approved" from PDE.

Monitor Comments

3/26/2025 6:44:37 PM

Regional Coordinator Kimberly Connelly

This requirement is met. The Ready, Set, and Go sections of the plan were approved on 11/14.

EmailMarch142025CompPlanreturned-SIPportionscompliant.pdf

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
1. Evidence exists of ongoing review and revisions, as necessary, of the school plans action plan. Please note: School plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.	☑	☐	☐	☑ Agendas and sign-in sheets of meetings	

Monitor Comments

3/26/2025 6:46:11 PM

Regional Coordinator Kimberly Connelly

This requirement is met. Excellent, clear documentation!

24-25CPDLFRoutineRunningAgenda.pdf

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
2. Evidence exists that data has been collected in line with the school plans goals targeted timeframes.	☑	☐	☐	☑ Copies of data reports	

District Comments

3/17/2025 11:24:05 AM

Superintendent Dr. Aiko Malynda Maurer

Data reports are included in the Rolling agenda uploaded.

Monitor Comments

3/26/2025 6:46:38 PM

Regional Coordinator Kimberly Connelly

This requirement is met. Excellent, clear documentation.

24-25CPDLFRoutineRunningAgenda.pdf

Component II: Fiscal

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
1. Building Level Budget 1. The LEA and Title I School maintains a building level budget documenting **ALL** Title I School Improvement expenditures.	☑	☐	☐	☑ Schools School Improvement building level budget including specific salary and benefits for personnel and supply orders for **actual and anticipated** expenditures, must be used for this analysis.	**District Comments** 3/20/2025 8:04:51 AM Other Abby Dubinchik CPDLF is one building **Monitor Comments** 3/26/2025 6:47:47 PM Regional Coordinator Kimberly Connelly This requirement is met.

SchoolImprovementGrantGL24-25.pdf
SchoolImprovement24-25Budget.pdf

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

Division of Federal Programs
Consolidated Program Review
2024-2025 School Year

Central PA Digital Learning Foundation CS
5580 Goods Lane, Suite 1132, Altoona, PA 16602

LEA Level Monitoring

	Name	Check if Interviewed
Superintendent:	Dr. Aiko Malynda Maurer	☑
Business Manager:	Ryan Schumm	☐
Federal Program Coordinator:	Dr. Aiko Malynda Maurer	☑
Other:		☐

School Level:

Program Reviewer: Joe Roberts. Bruce Nichols

Internal Risk Assessment: Completion

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Internal Risk Assessment CFR 200.303	1. Internal risk assessment tool must be used to evaluate and quantify the risks associated with the operation or performance of the LEA's internal controls regarding its administration of its federal education funds. See 2 CFR 200.303. The Risk Assessment Tool comprises multiple sections, each addressing specific aspects of the grant administration process in accordance with State and local requirements, the Uniform Grants Guidance (2 CFR Part 200) and the Education Department General Administrative Regulations (EDGAR).	☑	☐	☐	☑ LEA's reviewed internal risk assessment and identified 3-5 areas of focus AND evidence of ongoing review and evaluation of internal risk factors and compliance issues. This evidence may include email correspondence, policy or procedures updates, letters, internal control updates, etc... that pertain to the internal risk assessment. See internal risk assessment template: DFP - ESSA Monitoring Resources/Templates/Samples	

Monitor Comments
3/30/2025 10:30:28 AM Monitor Joe Roberts Risk assessment tool.was provided

CPDLFInternalControlsRiskAssessment2024-25.pdf
JH_AMM-Policyreviewprocedures.pdf

Component I: General Fiscal Requirements

Requirements

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	Comments
1. Title IA Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	b. LEAs with Title IA allocations greater than $50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary.	☐	☐	☑	☐ Waiver request and Carryover Waiver Approval Letter, if over 15%.	**District Comments** 2/24/2025 10:19:10 AM Other Abby Dubinchik No carry over for 24-25 **Monitor Comments** 3/27/2025 12:48:43 PM Monitor Joe Roberts Agree. No carry over for 24-25 SY

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Rank Order 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. Sec. 1113	a. LEA appropriately distributed funds to all Title I buildings.	☐	☐	☑	☐ **Must include LEA budget (Not from eGrants) with Title I allocation for each Title I building AND must also include** a copy of the Title I application within the Consolidated Application to verify allocation by building. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:34:26 AM Other Abby Dubinchik LEA is only one school **Monitor Comments** 3/27/2025 12:51:20 PM Monitor Joe Roberts Charter school/one building school
	b. Schools with more than 75% of students from low-income families must receive services and can only be exempted with a written permission from PDE. LEAs cannot mark this as not applicable for any school that meets this criterion.	☐	☐	☑	☐ List of schools served, building level budgets aligned with Consolidated Application ☐ Provide written RC approval for not servicing a school that has 75% or more of students from low income families.	**District Comments** 3/12/2025 8:35:03 AM Other Abby Dubinchik LEA is only one school **Monitor Comments** 3/27/2025 12:51:47 PM Monitor Joe Roberts Agree. Same as before

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Pre-kindergarten children are excluded from the poverty count of any school.	☐	☐	☑	☐ PIMS Report on Economically Disadvantaged ☐ Other printed documentation showing Pre-K excluded from enrollment counts	**District Comments** 3/16/2025 9:49:42 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not have a preschool program. **Monitor Comments** 3/27/2025 12:52:17 PM Monitor Joe Roberts No preschool program
3. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113(c)(3), 42 U.S.C. 11432, 1116(a)(3)	a. 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.	☑	☐	☐	☑ **Must include statement of expenditures for the Homeless set aside AND must also include** Consolidated Application Reservation of Funds page	**District Comments** 3/6/2025 10:23:53 AM Other Abby Dubinchik LEA has used some of the homeless set aside for the 24-25 school **Monitor Comments** 3/27/2025 12:54:17 PM Monitor Joe Roberts Homeless set aside is $450

TitleIReservationofFundsDataSelection.pdf
CPDLFTitleII24-25GL.pdf
CPDLFTitleI24-25GL.pdf
CPDLFTitle24-25BudgetandExpenditures.pdf
CPDLFTitleIV24-25GL.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	b. If the LEA has a Homeless Liaison paid with federal funds, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:36:31 AM Other Abby Dubinchik LEA does not pay a homeless liaison with federal funds **Monitor Comments** 3/27/2025 12:55:10 PM Monitor Joe Roberts No homeless liason
	c. Each LEA shall reserve at least one percent of its Title IA allocation to assist schools to carry out the activities for Parent and Family Engagement. • Please note: This can be marked N/A if the LEA receives less than $500,000 in Title IA funds.	☐	☐	☑	☐ **LEA level budget** (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities. (Must be able to decipher that expenditures are parent and family engagement activities.)	**District Comments** 3/12/2025 8:36:53 AM Other Abby Dubinchik LEA receives less than $500,000 **Monitor Comments** 3/27/2025 12:55:36 PM Monitor Joe Roberts Less than $500000

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	d. For those LEAs that received $500,000 and more in Title IA funds, of the 1% reserved for the Parent and Family Engagement set aside, LEAs must distribute at least 90% to schools with priority given to high need schools. • Please note: This can be marked N/A if the LEA receives less than $500,000 in Title IA funds.	☐	☐	☑	☐ Building Level budgets (not from eGrants) that demonstrate at least 90% was allocated to schools AND building expenditures that demonstrate 90% was spent on allowable Parent and Family Engagement activities. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:37:12 AM Other Abby Dubinchik LEA receives less than $500,000 **Monitor Comments** 3/27/2025 1:13:00 PM Monitor Joe Roberts LEA receives less than $500000
	e. 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. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	☐	☐	☑	☐ **Must include statement of expenditures for the Foster set aside AND must also include** Consolidated Application Reservation of Funds page	**District Comments** 3/12/2025 8:37:48 AM Other Abby Dubinchik LEA does not reserve funds for foster students **Monitor Comments** 3/27/2025 12:57:25 PM Monitor Joe Roberts No reserved funds for foster care

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	f. If the LEA has a Foster Care Liaison paid with federal funds, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:38:18 AM Other Abby Dubinchik LEA does not reserve funds for Foster Care Liaison **Monitor Comments** 3/27/2025 1:00:06 PM Monitor Joe Roberts No reserved funds for foster care
	g. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)	☐	☐	☑	☐ Spreadsheet demonstrating calculations	**District Comments** 3/12/2025 8:38:52 AM Other Abby Dubinchik LEA does not reserve funds for Salary and Fringe Benefits set aside **Monitor Comments** 3/27/2025 1:01:24 PM Monitor Joe Roberts No salary/fringe benefit set asides

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	h. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	☐	☐	☑	☐ **Must include statement of expenditures for each set aside AND must also include LEA Title IA budget (not from eGrants)**	**District Comments** 3/12/2025 8:39:22 AM Other Abby Dubinchik LEA does not reserve funds for Optional set asides **Monitor Comments** 3/27/2025 12:59:37 PM Monitor Joe Roberts No optional set asides
	i. If the LEA reserved funds for State and Federal Liaison, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:39:43 AM Other Abby Dubinchik LEA does not reserve funds for State and Federal Liaison **Monitor Comments** 3/27/2025 1:01:55 PM Monitor Joe Roberts No state/federal liason funds

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	j. If the LEA reserved funds for Pre-K Programs and uses federal funds for staff salaries and/or benefits, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:40:05 AM Other Abby Dubinchik LEA does not reserve funds for PREK programs **Monitor Comments** 3/27/2025 1:02:18 PM Monitor Joe Roberts No pre k funds
	k. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	☐	☐	☑	☐ Statement of expenditures for Neglected Institution	**District Comments** 3/12/2025 8:40:27 AM Other Abby Dubinchik LEA does not reserve funds for Neglected Institution **Monitor Comments** 3/27/2025 1:02:42 PM Monitor Joe Roberts No neglected institutions

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Transferability into Title IA Sec. 5103(b)	a. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IA, this can be marked NA.	☑	☐	☐	☑ **Must include statement of expenditures for transferred funds AND must also include** Consolidated Application, Transferability page	**District Comments** 3/12/2025 8:41:00 AM Other Abby Dubinchik LEA transfers 100% of Title IIA to Title IA **Monitor Comments** 3/27/2025 1:04:12 PM Monitor Joe Roberts All Title II a funds transferred to Title Ia
						CPDLFTitle24-25BudgetandExpenditures.pdf CPDLFTitleI24-25GL.pdf CPDLFTitleII24-25GL.pdf
	b. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:41:29 AM Other Abby Dubinchik LEA does not transfer funds for salaries and benefits **Monitor Comments** 3/27/2025 1:04:48 PM Monitor Joe Roberts No transfers for salary or benefits

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Transferability into Title IIA	a. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IIA, this can be marked NA.	☐	☐	☑	☐ **Must include statement of expenditures for transferred funds AND must also include** Consolidated Application, Transferability page	**District Comments** 3/12/2025 8:41:34 AM Other Abby Dubinchik LEA does not transfer funds **Monitor Comments** 3/27/2025 1:05:36 PM Monitor Joe Roberts No funds transferred to II a
	b. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:41:42 AM Other Abby Dubinchik LEA does not use federal funds for salaries and benefits **Monitor Comments** 3/27/2025 1:06:06 PM Monitor Joe Roberts No funds for salary or benefits

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
6. Transferability into Title IIIA	a. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IIIA, this can be marked NA.	☐	☐	☑	☐ **Must include statement of expenditures for transferred funds AND must also include** Consolidated Application, Transferability page		**District Comments** 3/12/2025 8:42:46 AM Other Abby Dubinchik LEA does not Transfer III funds **Monitor Comments** 3/27/2025 1:06:37 PM Monitor Joe Roberts No funds transferred into Title III
	b. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples		**District Comments** 3/12/2025 8:43:04 AM Other Abby Dubinchik LEA does not transfer Title iII funds **Monitor Comments** 3/27/2025 1:11:01 PM Monitor Joe Roberts No funds for salary or benefits

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
7. Transferability into Title IVA	a. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IVA, this can be marked NA.	☐	☐	☑	☐ **Must include statement of expenditures for transferred funds AND must also include** Consolidated Application, Transferability page		**District Comments** 3/12/2025 8:43:23 AM Other Abby Dubinchik LEA does not transfer Title IV funds **Monitor Comments** 3/27/2025 1:07:24 PM Monitor Joe Roberts No funds transferred into Title IV
	b. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples		**District Comments** 3/12/2025 8:43:39 AM Other Abby Dubinchik LEA does not transfer Title IV funds **Monitor Comments** 3/27/2025 1:08:04 PM Monitor Joe Roberts No funds used for salary or benefits

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Comparability The LEA complies with the comparability provisions of Title IA. Sec. 1118(c)	a. Title IA Comparability Report comparing Title IA. schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15.	☑	☐	☐	☑ Detailed Data Sheet and Assurance page ☐ Assurance page for those LEAs that are exempt.	
						CPDLFAssurance-Signed.pdf
	b. For LEAs that are required to complete the Detailed Data Sheet, data must be uploaded to ensure information submitted in the Comparability site, Detailed Data Sheet matches.	☐	☐	☑	☐ Enrollment data used to complete Detailed Data Sheet	**District Comments** 3/12/2025 8:45:03 AM Other Abby Dubinchik LEA is a charter school-exempt **Monitor Comments** 3/27/2025 1:10:35 PM Monitor Joe Roberts Lea is a charter school
9. Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	a. Title IIA the LEA approved budget and records of expenditures of Title IIA funds match.	☑	☐	☐	☑ **Must include statement of Expenditures for Title IIA AND must also include LEA Title IIA budget (not from eGrants).**	
						CPDLFTitleII24-25GL.pdf CPDLFTitle24-25BudgetandExpenditures.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	a. Title IIIA the LEA approved budget and records of expenditures of Title IIIA funds match.	☐	☐	☑	☐ **Must include statement of Expenditures for Title IIIA AND must also include LEA Title IIIA budget (not from eGrants).**	**District Comments** 3/12/2025 8:48:34 AM Other Abby Dubinchik Title III is a part of consortia with IU 15 **Monitor Comments** 3/27/2025 1:11:50 PM Monitor Joe Roberts No individual Title Iii program. In consortium
11. Supplement/Supplant Sec. 1118(b)	a. Title IVA - The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.	☑	☐	☐	☑ **Must include statement of Expenditures for Title IVA AND must also include LEA Title IVA budget (not from eGrants).**	

CPDLF24-25TItleBudgetExpenditures.xlsx
CPDLFTitleIV24-25GL.pdf

Component II: Uniform Grant Guidance (UGG)

Requirements

The Uniform Grant Guidance (UGG) are federal grants management rules that apply to all awards issued by all federal awarding agencies. The purpose is to protect LEAs against fraud, waste and abuse of federal funds. It applies to every federal grant awarded by Congress. UGG was created and amended by the Office of Management and Budget (OMB).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Audits The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: **The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.** UGG Sec 200.501	a. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	☑	☐	☐	☑ Two most recent audit reports and evidence of Corrective Action implementation if previous audit had findings, if applicable.	**Monitor Comments** 3/30/2025 9:18:20 AM Monitor Joe Roberts Audits presented with no corrective action
						CPDLFAuditFinal23-24.pdf CentralPADigitalLearningFoundation(2023Report)FINAL.pdf
2. Obligating Funds UGG Sec. 200.309	b. LEA began obligating funds on or after the programs approved/submit date.	☑	☐	☐	☑ Title IA, Title IIA, Title IIIA and/or Title IVA expenditures, showing very 1st expense using current years funds.	**Monitor Comments** 4/4/2025 11:09:34 AM Monitor Joe Roberts Some funds expended prior to date, but paid from local funds

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
						CPDLFTitle24-25BudgetandExpenditures.pdf CPDLFTitleI24-25GL.pdf CPDLFTitleII24-25GL.pdf CPDLFTitleIV24-25GL.pdf
3. Record Retention UGG Sec. 200.333	a. Federal program records are maintained for a period of 7 years (current year plus 6 prior).	☑	☐	☐	☐ Federal Program document(s) (i.e., invoices paid from federal funds) from up to 7 years ago. ☐ Record retention policy that includes how **federal program** records are maintained AND screenshot of federal files/records. ☑ Photo of files/records	
						Samplepicsofstoredfilespaperandelectronic-March2025.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Conflict of Interest Policy UGG Sec 200.112	a. 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: • Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) • 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) • Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) • Mandatory Disclosure- (potential conflict disclosed in writing)	☑	☐	☐	☑ Board Approved policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest *The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.* DFP - ESSA Monitoring Resources/Templates/Samples	**Monitor Comments** 3/30/2025 9:25:23 AM Monitor Joe Roberts Storage files shown
						ConflictofInterest.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Allowability of Costs Procedures UGG Sec 200.403	a. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the LEA expends its funds the procedures must include the following cost principles: • Necessary, reasonable, and allocable • Conform with federal law and grant terms. • Consistent with state and local policies. • Adequately documented.	☑	☐	☐	☑ Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.	
						FederalFiscalCompliance.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. Procurement Procedures UGG Sec 200.320, 200.88	a. Procurement the LEA maintains purchasing procedures. • Micro-purchases (purchase up to $10,000) • Small Purchase (between $10,000-$250,000) • Sealed Bids (purchases over $250,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e., Sole Source (Solicitation of a proposal from only one source)	☑	☐	☐	☑ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels.	
						PurchasestoBid.pdf FederalFiscalCompliance.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	b. Implementation of Procurement Procedures. Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	☑	☐	☐	☑ Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services	

District Comments
3/20/2025 10:38:05 PM Superintendent Dr. Aiko Malynda Maurer We had only one item that was over the $10,000 threshold. Uploaded is a copy of our project management system where all quotes are processed. The last comment indicates why there were no other quotes provided before choosing Nearpod (sole source).

NearPod2024-25.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Cash Management Procedures UGG Sec. 200.305	a. Cash Management the LEA must maintain written procedures to implement the following cash management requirements: • Reimbursements explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds. • Advances explain what happens if the LEA receives advance payments of federal grant funds. • Interest explain how the LEA will manage interest earned on federal grant awards.	☑	☐	☐	☑ Cash Management Procedures are available that address all three components.	
						FederalFiscalCompliance.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Travel Reimbursement Policy UGG Sec. 200.474	a. Travel the LEA must have written travel policies for travel costs to be allowable. • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)	☑	☐	☐	☑ Board approved policy - Policy does not have to be specific to federal funds.	**District Comments** 3/19/2025 10:22:40 PM Superintendent Dr. Aiko Malynda Maurer Our Travel Policy is up for review and updating at the May 2025 Board meeting.
						TravelReimbursementPolicy.pdf
	b. Implementation of Travel Reimbursement Policy Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	☑	☐	☐	☑ Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.	
						TravelReimbursement-Implem-Bill_MCL_Conference_July_16_-_July_19_2024_Laura_Wilt_Rei.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454	a. LEA must obtain prior written approval for the following expenditures: • Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454)	☑	☐	☐	☐ Items were included in approved consolidated application budgets and/or narratives. ☑ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.	**District Comments** 3/17/2025 11:35:43 AM Superintendent Dr. Aiko Malynda Maurer CPDLF had only 1 expenditure that needed prior approval. Copy of email conversation with approval uploaded. **Monitor Comments** 3/30/2025 9:31:04 AM Monitor Joe Roberts Approval method noted
						ApprovalEmail-Permissiontotraveloutofstateforconference(Maine)June2024.pdf
10. Time and Effort Procedures	a. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be stablished to ensure effective internal control over the federal awards.	☑	☐	☐	☑ Written Procedure for Time and Effort (do not need board approval). Please note: Federal Fiscal Compliance Policy 626 does not meet this requirement. DFP - ESSA Monitoring Resources/Templates/Samples	
						CPDLFTimeandEffortProcedures24-25.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
11. Title IA Time Documentation UGG Sec. 200.430	a. Title IA The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. • Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☑	☐ Semi-annual time certifications DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:53:25 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 9:31:56 AM Monitor Joe Roberts No salary or benefits paid by federal funds
	b. Title IA If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	**District Comments** 3/12/2025 9:03:29 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 9:32:18 AM Monitor Joe Roberts No salary or benefits paid by federal funds

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Title IA The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/12/2025 9:03:36 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 9:32:55 AM Monitor Joe Roberts No salary or benefits paid by federal funds
	d. Title IA The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☑	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	**District Comments** 3/12/2025 9:03:43 AM Other Abby Dubinchik LEA does not use federal funds for stipends **Monitor Comments** 3/30/2025 9:33:21 AM Monitor Joe Roberts No salary or benefits paid by federal funds

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
12. Title IIA Time Documentation UGG Sec. 200.430	a. Title IIA The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. • Title IIA Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☑	☐ Semi-annual time certifications DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:03:55 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 4/4/2025 11:27:10 AM Monitor Joe Roberts Not used for salary
	b. Title IIA If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	**District Comments** 3/12/2025 9:04:02 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 4/4/2025 11:10:13 AM Monitor Joe Roberts No funds used for multiple cost objectives

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Title IIA The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/12/2025 9:04:09 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 4/4/2025 11:10:47 AM Monitor Joe Roberts No pars used
	d. Title IIA The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☑	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	**District Comments** 3/12/2025 9:04:17 AM Other Abby Dubinchik LEA does not use funds to pay stipends **Monitor Comments** 4/4/2025 11:10:32 AM Monitor Joe Roberts No tips paid

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
13. Title IIIA Time Documentation UGG Sec. 200.430	a. Title IIIA The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. • Title IIIA Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☑	☐ Semi-annual time certifications DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:04:28 AM Other Abby Dubinchik LEA is in a Title III consortia **Monitor Comments** 4/4/2025 11:11:06 AM Monitor Joe Roberts No Title III personnel
	b. Title IIIA If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	**District Comments** 3/12/2025 9:04:40 AM Other Abby Dubinchik LEA is in a Title III consortia **Monitor Comments** 4/4/2025 11:12:05 AM Monitor Joe Roberts No Tile III personnel

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Title IIIA The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/12/2025 9:04:47 AM Other Abby Dubinchik LEA is in a Title III consortia **Monitor Comments** 4/4/2025 11:12:32 AM Monitor Joe Roberts No Title III personnel
	d. Title IIIA The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☑	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	**District Comments** 3/12/2025 9:04:53 AM Other Abby Dubinchik LEA is in a Title III consortia **Monitor Comments** 4/4/2025 11:12:59 AM Monitor Joe Roberts No Title III Program

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
14. Title IVA Time Documentation UGG Sec. 200.430	a. Title IVA The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. • Title IVA Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☑	☐ Semi-annual time certifications	**District Comments** 3/12/2025 9:05:38 AM Other Abby Dubinchik LEA does not use funds to pay salaries and benefits **Monitor Comments** 4/4/2025 11:13:32 AM Monitor Joe Roberts No Title IV personnel
	b. Title IVA If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	**District Comments** 3/12/2025 9:05:53 AM Other Abby Dubinchik LEA does not use funds to pay salaries and benefits **Monitor Comments** 4/4/2025 11:13:56 AM Monitor Joe Roberts No Title IV personnel

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Title IVA The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/12/2025 9:05:58 AM Other Abby Dubinchik LEA does not use funds to pay salaries and benefits **Monitor Comments** 4/4/2025 11:14:17 AM Monitor Joe Roberts No Title IV personnel
	d. Title IVA The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☑	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	**District Comments** 3/12/2025 9:06:12 AM Other Abby Dubinchik LEA does not use funds to pay stipends **Monitor Comments** 4/4/2025 11:14:42 AM Monitor Joe Roberts No Title IV personnel

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
15. Title IA Equipment and Related Property UGG Sec. 200.313	a. Title IA LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years.**	☐	☐	☑	☐ UGG compliant inventory log of items purchased with Title I A.	**District Comments** 3/12/2025 9:08:58 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:15:06 AM Monitor Joe Roberts No equipment purchased
	b. Title IA LEA conducts a physical inventory of all items every two years.	☐	☐	☑	☐ UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:09:12 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:15:26 AM Monitor Joe Roberts No equipment purchased

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
16. Title IIA Equipment and Related Property UGG Sec. 200.313	a. Title IIA LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years.**	☐	☐	☑	☐ UGG compliant inventory log of items purchased with Title IIA. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:09:19 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:15:41 AM Monitor Joe Roberts No equipment purchased
	b. Title IIA LEA conducts a physical inventory of all items every two years.	☐	☐	☑	☐ UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:09:24 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:15:56 AM Monitor Joe Roberts No equipment purchased
17. Title IIIA Equipment and Related Property UGG Sec. 200.313	a. Title IIIA LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years.**	☐	☐	☑	☐ UGG compliant inventory log of items purchased with Title IIIA. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:10:03 AM Other Abby Dubinchik LEA Title III Consortia **Monitor Comments** 4/4/2025 11:16:22 AM Monitor Joe Roberts No Title III program

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	b. Title IIIA LEA conducts a physical inventory of all items every two years.	☐	☐	☑	☐ UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:10:17 AM Other Abby Dubinchik LEA Title III Consortia **Monitor Comments** 4/4/2025 11:16:41 AM Monitor Joe Roberts No equipment purchased
18. Title IVA Equipment and Related Property UGG Sec. 200.313	a. Title IVA LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years.**	☐	☐	☑	☐ UGG compliant inventory log of items purchased with Title IVA. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:09:37 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:16:59 AM Monitor Joe Roberts No equipment purchased

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	b. Title IVA LEA conducts a physical inventory of all items every two years.	☐	☐	☑	☐ UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:09:41 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:17:18 AM Monitor Joe Roberts No equipment purchased
19. Title IA Program Performance Report UGG 200.328	a. LEA has submitted the Program Performance Report in eGrants, for the **prior year, for Title IA.**	☑	☐	☐	☑ Title IA Program Performance Report submitted by the due date of **January 6, 2025.**	**Monitor Comments** 4/4/2025 11:17:52 AM Monitor Joe Roberts Performance reports submitted on time
						PerformanceReportTitleI23-24.pdf
	b. Title IA Backup documentation exists for the Program Performance Report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success.	☑	☐	☐	☑ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	
						23-24RollingAgendaforCSICPDLFRoutines.pdf
20. Title IIA Program Performance Report UGG 200.328	a. LEA has submitted the Program Performance Report in eGrants, for the **prior year, for Title IIA.**	☑	☐	☐	☑ Title IIA Program Performance Report submitted by the due date of **January 6, 2025.**	**Monitor Comments** 4/4/2025 11:18:12 AM Monitor Joe Roberts Submitted on time
						PerformanceReportTItleII23-24.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	b. Title IIA Backup documentation exists for the Program Performance Report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success.	☑	☐	☐	☑ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**Monitor Comments** 4/4/2025 11:18:34 AM Monitor Joe Roberts Narrative submitted
						23-24RollingAgendaforCSICPDLFRoutines.pdf
21. Title IIIA Program Performance Report UGG 200.328	a. LEA has submitted the Program Performance Report in eGrants, for the **prior year, for Title IIIA.**	☐	☐	☑	☐ Title IIIA Program Performance Report submitted by the due date of **January 6, 2025.**	**District Comments** 3/12/2025 9:19:42 AM Other Abby Dubinchik Title III is in consortia **Monitor Comments** 4/4/2025 11:19:08 AM Monitor Joe Roberts Title III IN consortium
	b. Title IIIA Backup documentation exists for the Program Performance Report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success.	☐	☐	☑	☐ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**District Comments** 3/12/2025 9:19:55 AM Other Abby Dubinchik Title III is in consortia **Monitor Comments** 4/4/2025 11:19:35 AM Monitor Joe Roberts Title III in consortium

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
22. Title IVA Program Performance Report UGG 200.328	a. LEA has submitted the Program Performance Report in eGrants, for the **prior year, for Title IVA.**	☑	☐	☐	☑ Title IVA Program Performance Report submitted by the due date of **January 6, 2025.**	**Monitor Comments** 4/4/2025 11:20:01 AM Monitor Joe Roberts Reports submitted on time
						PerformanceReportTitleIV23-24.pdf
	b. Title IVA Backup documentation exists for the Program Performance Report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success.	☑	☐	☐	☑ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**Monitor Comments** 4/4/2025 11:20:26 AM Monitor Joe Roberts Narrative submitted
						23-24RollingAgendaforCSICPDLFRoutines.pdf
23. Allowability of Costs UGG 200.403(a)	a. Title IA costs are determined to be necessary, reasonable, and allocable	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable AND the LEA Title IA budget (not from eGrants)	**Monitor Comments** 4/4/2025 11:21:07 AM Monitor Joe Roberts Costs follow guidelines
						CPDLFTitleI24-25GL.pdf CPDLFTitle24-25BudgetandExpenditures.pdf
	b. Title IIA costs are determined to be necessary, reasonable, and allocable	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable AND the LEA Title IIA budget (not from eGrants)	**Monitor Comments** 4/4/2025 11:21:30 AM Monitor Joe Roberts Costs follow guidelines
						CPDLFTitleII24-25GL.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Title IIIA costs are determined to be necessary, reasonable, and allocable	☐	☐	☑	☐ A **statement of expenditures** demonstrating funds are allowable AND the LEA Title IIIA budget (not from eGrants)	**District Comments** 3/16/2025 10:31:10 PM Superintendent Dr. Aiko Malynda Maurer CPDLF is in a consortium with Capital Area IU 15. **Monitor Comments** 4/4/2025 11:21:50 AM Monitor Joe Roberts In consortium
	d. Title IVA If the LEA received less than $30,000, Title IVA costs are determined to be necessary, reasonable, and allocable. If the LEA received more than $30,000 mark this NA and answer	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable AND the LEA Title IVA budget (not from eGrants)	**District Comments** 3/16/2025 10:40:40 PM Superintendent Dr. Aiko Malynda Maurer Statement of expenditures needs to be uploaded. **Monitor Comments** 4/4/2025 11:22:30 AM Monitor Joe Roberts Uploaded during meeting
						CPDLFTitleIV24-25GL.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	e. Title IVA - LEA has only budgeted a maximum of 15% of the total 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).	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable and included in the approved application AND the Consolidated Application showing funds in the Effective Use of Technology expenditure section.	**District Comments** 3/19/2025 7:37:19 AM Other Abby Dubinchik LEA received less than $30,000 for Title IVA allocation. **Monitor Comments** 4/4/2025 11:22:52 AM Monitor Joe Roberts Less than $30000
						CPDLFTitleIV24-25GL.pdf TitleIVeffectiveuseoftechnology.pdf
	f. Title IVA - If the LEA received more than $30,000 in Title IVA funds, a **minimum** of 20% has been budgeted for Well-Rounded Educational activities.	☐	☐	☑	☐ A **statement of expenditures** demonstrating funds are allowable and included in the approved application and a copy of the Consolidated Application Well-Rounded narrative.	**District Comments** 3/16/2025 10:36:12 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not receive more than $30,000. **Monitor Comments** 4/4/2025 11:23:17 AM Monitor Joe Roberts Less than $30000

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	g. Title IVA - If the LEA received more than $30,000 in Title IVA funds, a **minimum** of 20% has been budgeted for Safe and Healthy activities.	☐	☐	☑	☐ A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application Safe and Healthy narrative.	**District Comments** 3/16/2025 10:36:20 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not receive more than $30,000. **Monitor Comments** 4/4/2025 11:23:37 AM Monitor Joe Roberts Less than $30000
	h. Title IVA - If the LEA received more than $30,000 in Title IVA funds, some funds are budgeted for Effective Use of Technology activities.	☐	☐	☑	☐ A **statement of expenditures** demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application showing funds in the Effective Use of Technology narrative section.	**District Comments** 3/16/2025 10:36:24 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not receive more than $30,000. **Monitor Comments** 4/4/2025 11:24:43 AM Monitor Joe Roberts Less than $30000

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
24. Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	a. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IA application.	☑	☐	☐	☑ LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for **actual and anticipated** expenditures	

Monitor Comments
4/4/2025 11:25:15 AM Monitor Joe Roberts Programs match

CPDLFTitleI24-25GL.pdf
CPDLFTitle24-25BudgetandExpenditures.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
25. Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	a. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIA application.	☑	☐	☐	☑ LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for **actual and anticipated** expenditures	

Monitor Comments
4/4/2025 11:25:44 AM Monitor Joe Roberts Programs match

CPDLFTitleII24-25GL.pdf
CPDLFTitle24-25BudgetandExpenditures.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
26. Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	a. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIIA application.	☐	☐	☑	☐ LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for **actual and anticipated** expenditures	

District Comments
3/16/2025 10:39:37 PM Superintendent Dr. Aiko Malynda Maurer CPDLF is in a consortium with Capital Area IU 15
Monitor Comments
4/4/2025 11:26:04 AM Monitor Joe Roberts In consortium

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
27. Program Accuracy Verification 2 CFR 200.308(a) and (b) an- The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.	a. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IVA application.	☑	☐	☐	☑ LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for **actual and anticipated** expenditures	

Monitor Comments
4/4/2025 11:26:26 AM Monitor Joe Roberts Programs match

CPDLFTitleIV24-25GL.pdf
CPDLFTitle24-25BudgetandExpenditures.pdf

Component III: Consolidation of Federal Administrative Funds

Requirements

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

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

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

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

ESSA Section 8203

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
The LEA is consolidating Federal Administrative funds. (If not applicable, mark N/A)	☐	☐	☑	☐ Approval letter from Regional Coordinator including the above information.	

District Comments
3/16/2025 10:05:43 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not consolidate Federal Administrative Funds
Monitor Comments
3/30/2025 9:16:38 AM Monitor Joe Roberts The LEA does not consolidate federal funds

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

Requirements

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 2023-24 SY?	☐	☐	☐	☐ Consolidated Application, Selection of Schools	
1. 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.	☐	☐	☐	☐ Consolidated Application Selection of Schools	

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Central office	4/3/2025	Brittany Borden	Central Office
Central office	4/3/2025	Roxanne Tinari	Central office

Division of Federal Program
Consolidated Program Review
2024-2025 School Year
Central PA Digital Learning Foundation CS

Central PA Digital Learning Foundation

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Dr. Deanna Mayers	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers: Bruce Nichols. Joe Roberts

Visit Date: 4/4/2025

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Time Documentation UGG Sec. 200.430	a. The LEA and Title IA School maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. • Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	☐	☐	☑	☐ Semi-annual time certifications DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/19/2025 7:43:32 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 10:26:47 AM Monitor Joe Roberts No funds used for salary or benefits
	b. If the LEA and Title IA School has staff working on multiple cost objective with a fixed schedule and would like to use a semi-annual certification for those staff member, the LEA and Title I School is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	**District Comments** 3/19/2025 7:43:46 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 10:27:04 AM Monitor Joe Roberts No funds used for salary and benefits

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. The LEA and Title I School maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/19/2025 7:43:54 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 10:27:21 AM Monitor Joe Roberts No funds used for salary and benefits
2. Building Level Budget	a. The LEA and Title IA School maintains a building level budget documenting ALL Title IA expenditures, including preschool expenditures if applicable.	☑	☐	☐	☑ School's **Title IA** building (not from eGrants) level budget including specific salary and benefits for personnel and supply orders for **actual and anticipated** expenditures, must be used for this analysis DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/19/2025 7:44:15 AM Other Abby Dubinchik LEA is a charter school only one building **Monitor Comments** 3/30/2025 10:28:14 AM Monitor Joe Roberts Their overall budget is their building budget
						CPDLFTitle24-25BudgetandExpenditures.pdf

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

Division of Federal Programs
Consolidated Program Review
2024-2025 School Year

Central PA Digital Learning Foundation CS
5580 Goods Lane, Suite 1132, Altoona, PA 16602

LEA Level Monitoring

	Name	Check if Interviewed
Superintendent:	Dr. Malynda Maurer	☑
Business Manager:	Ryan Schumm	☐
Federal Program Coordinator:	Dr. Malynda Maurer	☑
Other:	Brittany Borden, Roxanne Tinari	☑

Program(s) Reviewed:

- ☑ Title IA: Program
- ☐ Ed-Flex Waiver: Review
- ☑ Title IIA: Program
- ☑ Title IIIA: Program
- ☑ Title IVA: Program
- ☐ Title VI-B REAP
- ☐ Title VIIIA
- ☑ School Level

Program Reviewer(s): Bruce Nicolls Joseph Roberts

Program Review Date: 04/04/2025

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1A. For Districts only, Charter Schools mark N/A - Teachers working in a Title IA program are appropriately state certified. **Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met.** If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	☐	☐	☑	☐ list of staff on emergency permits	**District Comments** 2/12/2025 10:40:57 AM Superintendent Aiko Malynda Maurer CPDLF is a charter school. **Monitor Comments** 3/27/2025 3:21:34 PM State Monitor Bruce Nicolls This is a charter school NA
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title IA funds must ensure that at least 75% of their professional staff have the appropriate state certification.	☑	☐	☐	☑ Submit a list of certified and non-certified professional staff working in a Title IA program (all professional staff if in a schoolwide charter) and the PDE 414 form	**Monitor Comments** 3/27/2025 3:25:32 PM State Monitor Bruce Nicolls The LEA exceeds the 75% minimum for certified staff.
					PDE414-CentralPADigitalLearningFoundation2024-25.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
2. For all LEAs - All instructional staff paid with federal funds must be appropriately state certified.	☐	☐	☑	☐ list of staff, their teaching assignment, and certifications of all staff being paid with federal funds broken out by building assignment		**District Comments** 2/12/2025 10:01:18 AM Superintendent Aiko Malynda Maurer CPDLF does not have any staff paid with Federal Programs funds. **Monitor Comments** 3/27/2025 3:26:05 PM State Monitor Bruce Nicolls The LEA did not use any Federal funds to pay staff salary or benefits. **Monitor Comments** 3/27/2025 3:30:51 PM State Monitor Bruce Nicolls No Federally funded staff.

Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title IA schools.	☐	☑	☐	☑ **Updated** Equity Plan, with dated agenda and corresponding sign-in sheet. For an Equity Plan sample please visit: DFP - ESSA Monitoring Resources/Templates/Samples	

District Comments

3/15/2025 10:53:47 AM

Superintendent Dr. Aiko Malynda Maurer

Equity plan uploaded with date it was revised. Teacher assignments for the Equity plan were discussed as part of our weekly School Leader meeting. Notes are attached. Each school leader has their section indicated by their initials - which is their "sign in".

Monitor Comments

3/27/2025 3:33:29 PM

State Monitor Bruce Nicolls

The LEA has an Equity Plan updated in November 2024, but I did not find an agenda and sign in for the review meeting.

CPDLFEquityPlan2024-25.pdf
SchoolLeaderNotes-TeacherAssignmentsEquityPlan-June25andJuly232024.pdf

Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.	☐	☐	☑	☐ Written transportation procedures with signatures DFP - ESSA Monitoring Resources/Templates/Samples	

District Comments

2/12/2025 11:10:43 AM
Superintendent Aiko Malynda Maurer
CPDLF is a cyber charter school and not required to have written transportation procedures.

Monitor Comments

3/27/2025 3:35:19 PM
State Monitor Bruce Nicolls
As a Cyber Charter School, there is no transportation to need procedures for.

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually. **In order to meet requirements** of ESEA, as amended by ESSA, it's required that LEAs receiving Title IA funds include the following in their MOU: • Establish channels of communication between school staff and Head Start staff; • Receive and transfer childrens records, enrollment, parent communication; • Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers; • Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and • Link LEA educational services with Head Start agency services.	☐	☐	☑	☐ MOU, with signatures, uploaded to eGrants. **MOU must be dated to demonstrate it was reviewed this year.** DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 2/12/2025 11:01:30 AM Superintendent Aiko Malynda Maurer CPDLF is a cyber charter school and exempt from creating and uploading the MOU according to the 24-25 Title I Consolidated Application. **Monitor Comments** 3/27/2025 3:36:50 PM State Monitor Bruce Nicolls NA as the LEA is a cyber school.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Is the LEA operating a district wide preschool program with set-aside funds? If yes, evidence of criteria is in place for eligibility selection. If no, check N/A. ***Note:** Districtwide - An LEA may not use Title IA funds to implement a district wide preschool program to benefit all preschool students in the LEA unless all the school buildings in the LEA are Title IA schools operating Schoolwide programs.	☐	☐	☑	☐ Selection criteria used to determine eligibility for preschool programming.	

District Comments
2/12/2025 10:57:32 AM Superintendent Aiko Malynda Maurer CPDLF is a cyber charter school and does not offer a preschool program.
Monitor Comments
3/27/2025 3:37:20 PM State Monitor Bruce Nicolls There is no preK program at this LEA.

Component V: Transition

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

Section 1112(b)(8)
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students.	☑	☐	☐	☑ **Formal documentation of a list of transition strategies** for served Title IA buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education and the Consolidated Application Transition and Coordination	

District Comments

3/15/2025 10:59:48 AM

Superintendent Dr. Aiko Malynda Maurer

The K12 Guidance plan contains the transition plans for CPDLF. The K12 Guidance plan was recently updated and approved by the CPDLF Board on March 13, 2025.

Monitor Comments

3/27/2025 3:44:21 PM

State Monitor Bruce Nicolls

The LEA has a revised and approved Transition Plan. Board resolution with voting attendees provided.

CPDLFMarch132025BoardAgendaItemK12GuidancePlanapproval.pdf
K12CPDLFGuidancePlanDraft2025-2028-TransitionStrategies.pdf
CentralPADigitalSelectionofSchools.pdf
CPDLTransitionandCoordination.pdf

Component VI: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has a written Parent and Family Engagement policy **that includes the required components BELOW and a description of how the components are met at the LEA.** Required Components: • description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) • description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance • description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs	☑	☐	☐	☑ LEA Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met**. LEA must also upload **dated** parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy. ☐ LEA Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school.** PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy. DFP - ESSA Monitoring Resources/Templates/Samples	**Monitor Comments** 3/27/2025 3:58:27 PM State Monitor Bruce Nicolls The LEA has a PFE policy that was reviewed 9/5/24 in a virtual meeting with signin log provided. A link to the policy was shared.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments

• description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying:
  ◦ barriers to greater participation in activities,
  ◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
  ◦ strategies to support successful school and family interactions
• description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and
• description of involvement of parents in the activities of the Title I schools.					

2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf CPDLFSeptember52024TitleIFallMeeting-portionofslidesfromBacktoSchoolNight.pdf ParentandFamilyEngagementPolicy.pdf Evidenceofdistribution.png CPDLFMondayMorningMinuteSeptember16-202024.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Parents and family members of Title IA students shall be involved in the decisions regarding how funds reserved are allotted for **parent and family engagement activities.** • Please note: This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement.	☐	☐	☑	☐ **Dated** agendas and corresponding sign in sheets demonstrating parents were included in the decision on **how to use the LEA Parent & Family Engagement set aside**.	**District Comments** 3/15/2025 11:17:57 AM Superintendent Dr. Aiko Malynda Maurer CPDLF does not set aside funds for parent and family engagement since we receive less than $500,000 in Title IA funds. **Monitor Comments** 3/27/2025 4:00:07 PM State Monitor Bruce Nicolls There was no mandatory setaside of PFE funds.
3. 3. If the LEA received $500,000 or more in Title IA funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, **including at least one of the following**: • Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • Supporting programs that reach parents and family members at home, in the community, and at school.	☐	☐	☑	☐ LEA Parent and Family Engagement policy that **includes at least one of the five bullets**, parent meeting agenda and sign in sheet	**District Comments** 3/15/2025 11:18:32 AM Superintendent Dr. Aiko Malynda Maurer CPDLF does not receive more than $500,000 in Title IA funds. **Monitor Comments** 3/27/2025 4:00:29 PM State Monitor Bruce Nicolls There was no mandatory setaside of PFE funds.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
• 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. • 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. • Engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. ***Please note: These bullets are what your LEA would have selected in the Consolidated Application under Title IA > Narratives: Parent and Family Engagement section > Title IA Parent and Family Engagement Use of Funds section.** ***Please note: This can be marked N/A if the LEA received $500,000 or less in Title IA funds.**						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. 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.	☑	☐	☐	☑ Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation **of the contents of the LEA level policy**. ☐ Survey of parents that assesses the contents of the LEA parent and family engagement policy. **Survey must include questions that address the contents of the parent and family engagement policy**.	**Monitor Comments** 3/27/2025 4:02:09 PM State Monitor Bruce Nicolls The review occurred at the 9/5/24 parent meeting. PowerPoint and digital signin provided.

2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf
CPDLFSeptember52024TitleIFallMeeting-portionofslidesfromBacktoSchoolNight.pdf

Component IX: Title IA Nonpublic Schools

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

Sections 1117, 8501, and 8503
Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

☑ **If the LEA does not serve Nonpublic Schools with Title IA funds, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services. Please note: Procedures should include step by step instructions of how the nonpublic equitable services are delivered start to finish each school year.	☐	☐	☐	☐ Copy of LEA's Nonpublic Procedures DFP - ESSA Monitoring Resources/Templates/Samples	
2. Initial Consultation has occurred between the LEA and nonpublic official(s) **prior** to submitting LEA's Consolidated Application and the start of the services.	☐	☐	☐	☐ Evidence must include intent to participate, copies of outreach attempts, i.e., letters, e-mails, call log AND meeting agenda and sign-in sheet(s) between LEA and nonpublic official(s).	
3. Consultation is ongoing between LEA and nonpublic officials **including decisions made as to how to provide services, prior to the start of services**.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	☐	☐	☐	☐ Signed Affirmation of Consultation form for each participating nonpublic school must be uploaded to eGrants.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA regularly **monitors the Title IA services being provided to the nonpublic students** on the provision of Title IA services to nonpublic students, including the amount of funds remaining.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Visitation log ☐ Virtual visit/meeting	
6. COMPLETE THIS ONLY IF: If Multiple LEAs contract with the same vendor to provide services to the same nonpublic(s), **AND ARE REPRESENTED BY ONE LEA**, a signed agreement identifying the process for disseminating program effectiveness exists. Mark N/A if this does not apply to your LEA. *Note: One LEA representative may visit the school on behalf of all LEAs to observe/monitor the Title IA services being provided to the nonpublic students. **Mark N/A if this does not apply to your LEA.**	☐	☐	☐	☐ Signed agreement between LEAs, documentation from visit, **AND** dated copies of outreach attempts, ie., letters, emails, call log, visitation log, or virtual visit/meeting evidence.	
7. LEA is evaluating the Title IA program serving nonpublic school students.	☐	☐	☐	☐ Evaluation data ☐ Needs assessment, survey form and collated results ☐ Assessment data	
8. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	☐	☐	☐	☐ Dated copies of letters, emails, AND the Carryover section of eGrants ☐ Agendas and meeting sign-in sheets between LEA and nonpublic officials AND the Carryover section of eGrants	
9. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purpose of providing equitable services to eligible nonpublic school students. If equipment was not purchased for Nonpublic schools, select N/A.	☐	☐	☐	☐ Inventory equipment log **dated, signed and reviewed** annually to ensure the use of equipment and supplies purchased is tracked per Uniform Grants Guidance Sec. 200.313. DFP - ESSA Monitoring Resources/Templates/Samples	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. LEA has third-party contracts (per Uniform Grant Guidance and the District's Procurement Procedures) that include the proportionate share of Title IA funds determined by eGrants. **Please note:** Third party contracts must not be paid in full up front.	☐	☐	☐	☐ Copy of third-party contracts **must** include **ALL** of the following: • Breakdown of instructional costs, • Frequency of payments. (monthly, quarterly, etc.), • Type of services to be delivered, • Administrative costs for the provision of services to eligible nonpublic school students • An exit clause • Multi-year contracts DO NOT exceed three years	
11. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	☐	☐	☐	☐ Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
12. LEA has a Nonpublic Program Goal detailing the use of the equitable share as discussed and agreed upon during consultation with the nonpublic official(s).	☐	☐	☐	☐ Consolidated application, Nonpublic Program Goal Section listing nonpublic students measurable goals	
13. Evidence the LEA is following procurement procedures when using a third-party provider for providing nonpublic equitable services.	☐	☐	☐	☐ Informal quotes, bids or RFPs	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
14. LEA has Title IA Nonpublic complaint procedures available for the nonpublic schools and evidence they were shared with nonpublic official(s) before or during consultation.	☐	☐	☐	☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND agenda listing review/receipt of Complaint Procedures ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Mail receipt ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Email to nonpublic official(s) including a copy of the procedures or the URL link to LEAs website with Complaint Procedures	
15. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement (PFE) set-aside is budgeted if allocation is $500,000 and over.	☐	☐	☐	☐ Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants AND Budget Description detailing the Nonpublic Parent and Family Engagement share.	
16. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	☐	☐	☐	☐ Data provided by the nonpublic school to determine the number of income eligible students. Including addresses and grade levels only.	
17. Evidence that the district budgeted appropriate Nonpublic Equitable Share.	☐	☐	☐	☐ Number of income eligible (low-income) students (Title IA specific) in eGrants Nonpublic Organizations Summary Section AND Title I budget Summary section of eGrants.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
18. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. Evidence that transferability was discussed with the Nonpublic school officials during initial consultation. **Please note: If the LEA did not transfer funds into Title IA, this can be marked N/A.**	☐	☐	☐	☐ Agendas listing topics discussed/sign in sheets. ☐ Emails including discussion of transferred funds. ☐ Other documentation to reflect nonpublic consultation occurred, transfer of funds was discussed prior to funds being transferred.	

Ed-Flex Waiver Review

Ed-Flex Waiver

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

☐ **If the LEA does not operate on an Ed-Flex Waiver, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	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.	☐	☐	☐	☐ Section 1 Waiver Application	
2. The LEA has evidence of how it will continue to aid the same populations served by program for which waivers were requested.	☐	☐	☐	☐ 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.	☐	☐	☐	☐ 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.	☐	☐	☐	☐ Section 3 Waiver Application	
5. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	☐	☐	☐	☐ 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.	☐	☐	☐	☐ Waiver Performance Report	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	☐	☐	☐	☐ Approval Letter from PDE ☐ eGrants Budget and Selection of Schools	

Title IIA: Program

Component I

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

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

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	☐	☐	☑	☐ Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers ☐ Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application	**District Comments** 3/15/2025 11:32:58 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:03:21 PM State Monitor Bruce Nicolls All funds transferred to Title IA.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.	☐	☐	☑	☐ Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	**District Comments** 3/15/2025 11:33:10 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:03:53 PM State Monitor Bruce Nicolls All funds transferred to Title IA.
3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff **(prior to submitting the grant).**	☑	☐	☐	☑ Dated agendas and sign-in sheets **that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners)** for meetings that took place **prior** to the writing of the grant.	**Monitor Comments** 3/27/2025 4:07:57 PM State Monitor Bruce Nicolls Stakeholders were informed and feedback requested on the transfer of Title IIA funds. List of stakeholders included.
					AnnualTitleIStakeholderMeeting-June192024(2).pdf June2024StakeholderEngagementConsultationmeeting.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement. **This can be marked N/A if all funds are used for CSR.**	☐	☐	☑	☐ Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.		**District Comments** 3/15/2025 11:33:18 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:08:24 PM State Monitor Bruce Nicolls All funds transferred to Title IA.
5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B).	☐	☐	☑	☐ Documentation of the **LEA's professional development plan** and educator evaluation framework		**District Comments** 3/15/2025 11:33:25 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:08:35 PM State Monitor Bruce Nicolls All funds transferred to Title IA.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. LEA utilizes tools that measure effectiveness of PD.	☐	☐	☑	☐ Tools (i.e., surveys, teacher evaluation forms, student achievement data) ☐ Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)	**District Comments** 3/15/2025 11:33:30 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:08:43 PM State Monitor Bruce Nicolls All funds transferred to Title IA.
7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired.	☐	☐	☑	☐ Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).	**District Comments** 3/15/2025 11:33:36 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:08:51 PM State Monitor Bruce Nicolls All funds transferred to Title IA.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Title IIA: Program Goals - Data has begun to be collected for 24-25 program goals **Professional Development**.	☐	☐	☑	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	**District Comments** 3/15/2025 11:33:43 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:09:03 PM State Monitor Bruce Nicolls All funds transferred to Title IA.
9. Title IIA: Program Goals - Data has begun to be collected for 24-25 program goals **Class Size Reduction**.	☐	☐	☑	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	**District Comments** 3/15/2025 11:33:51 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:09:14 PM State Monitor Bruce Nicolls All funds transferred to Title IA.

Title IIIA: Program

Component I

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Parental Notification Section 3302	1. The LEA/Consortium provides notifications to parents in an understandable format, and, to the extent practicable, in a language that the parent can understand. Notification **must include** the following: a. basis for identification and placement b. level of proficiency and how it was assessed c. method(s) of instruction used in the Program d. how the program will meet the student's needs e. how the Program will increase English proficiency and support academic achievement f. expected rate of transition out of Program g. exit criteria. h. for ELs with IEPs an explanation of how the Program meets the goals of the IEP i. parents right to opt out of supplemental j. sends the notification to parents within 30 days of the beginning of school year or 2 weeks during the school year.	☑	☐	☐	☑ **Dated** Parent notification letters for placement in ESL Program supported with Title III supplemental funds. DFP - ESSA Monitoring Resources/Templates/Samples	

District Comments

3/16/2025 4:42:58 PM

Superintendent Dr. Aiko Malynda Maurer

CPDLF does not have any EL learners this year. A sample letter has been uploaded.

Monitor Comments

3/27/2025 4:11:58 PM

State Monitor Bruce Nicolls

Sample letter provided, but there are no EL learners attending this LEA this year.

RedactedtranslatedELnotificationletterCPDLF.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Authorized Subgrantee Activities for ESL/ELD Section 3115(d)	1. Authorized Activities: a. Upgrading program objectives and effective instruction strategies. b. Improving the instruction materials, education software, and assessment procedures c. Providing tutorials, academic or vocational education for ELs, and intensified instruction d. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services e. Improving the ELP and academic achievement of ELs f. Providing community participation programs, family literacy services, and parent outreach and training activities to ELs and their families. g. Improving the instruction of ELs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication h. Other activities	☑	☐	☐	☑ Title IIIA application, written ESL Policy/Program AND List of ELs being served **with student names redacted**.	

District Comments

3/19/2025 6:40:16 PM

Superintendent Dr. Aiko Malynda Maurer

CPDLF is part of the Capital IU 15 consortium. The Title IIA application is their application. I have uploaded our ESL Policy and LIEP program document. We do not have any ELs being served this year at CPDLF. Policy is scheduled for Board review and updating at the May 2025 Board Meeting.

Monitor Comments

3/27/2025 4:14:52 PM

State Monitor Bruce Nicolls

The LEA is part of an IU consortium. The Policy and Program were provided. There are no El students attending this year.

Sept2024BoardMeetingLIEPProgramGuidelines.pdf
LIEPProgramGuidelines(official).docx.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
						ESLProgramPolicyMay2018.pdf GrantContent.pdf MassPolicy(May).pdf
3. Assurance of assessment	1. LEA will annually assess the English proficiency of EL children.	☐	☐	☑	☐ Roster of students **with student names redacted** who completed assessment and roster of students who opted out of assessment.	**District Comments** 3/16/2025 4:42:36 PM Superintendent Dr. Aiko Malynda Maurer CPDLF conducts the Home Language survey with all new enrollees; however, the survey results have not identified any EL learners. CPDLF does not have any EL learners remain with us from last year; thus, we have no EL learners this school year. **Monitor Comments** 3/27/2025 4:12:37 PM State Monitor Bruce Nicolls No EL learners this year.
4. Authorized Subgrantee Activities for Immigrant Children and Youth (IMM) Section 3115(e) **Please note: If your LEA does not receive IMM funds, this can be marked N/A.**	2. Authorized Activities: • family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children	☐	☐	☑	☐ Title IIIA application AND List of immigrant children being served **with student names redacted**.	**District Comments** 3/16/2025 4:43:32 PM Superintendent Dr. Aiko Malynda Maurer No IMM funds were reserved. **Monitor Comments** 3/27/2025 4:15:45 PM State Monitor Bruce Nicolls No funds reserved in this area.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
	• support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth • provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth • identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds • basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	• other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education • activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services Note: If do not reserve IMM funds, can be marked N/A.					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Stakeholder Engagement	1. The LEA provides evidence of stakeholder engagement in the development of Title IIIA activities i.e., parents, community members, schools staff **(prior to submitting the grant)**.	☑	☐	☐	☑ Dated agendas and sign-in sheets staff **(prior to submitting the grant)** that include all required stakeholders (teachers, principals, other school leaders, researchers, school leaders, parents, administrators, Nonpublic School Officials (if applicable) and community partners)	

District Comments

3/19/2025 7:24:09 PM

Superintendent Dr. Aiko Malynda Maurer

CPDLF annually conducts a stakeholder meeting in June prior to submitting the grant. The stakeholder meeting contains updates on our school improvement progress and next year's plan as well as how we intend to distribute the Federal Program funds. The school improvement plan for the next year was developed throughout the Spring with stakeholders and the annual meeting in June is to provide one final opportunity for feedback after seeing all the parts in one place to see how they fit together.

Monitor Comments

3/27/2025 4:21:40 PM

State Monitor Bruce Nicolls

June stakeholder meeting reviewed Title III. A list of stakeholders and the PowerPoint were provided.

June2024StakeholderEngagementConsultationmeetingSigninSheet(1).pdf
AnnualTitleIStakeholderMeeting-June192024(1).pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6.Professional Development (ESEA Section § 3115 (c) (1)	1. Title IIIA program provides effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel.	☑	☐	☐	☑ List of professional development activities, **dated** agendas, and sign in sheets.	

District Comments

3/19/2025 7:06:38 PM

Superintendent Dr. Aiko Malynda Maurer

CPDLF provides a yearly training for the LIEP training that is to be completed by all staff in our online professional development platform Vector. This training is to be completed asynchronously when the staff member chooses. The list of staff who completed the training has been uploaded. When we have EL learners we provide more specific trainings for those to whom it applies but since we don't have this year, we did not offer any further training for the LIEP program.

Monitor Comments

3/27/2025 4:26:11 PM

State Monitor Bruce Nicolls

Training agenda for ELL was emailed to me for review. Login list is uploaded here.

EnglishLearnerTraininginVectorTraining,K-12EditionComplianceByPerson2025-03-1915_36_06.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Outreach to Parents of English Language Learners (ELLs) ESEA Section 1112(e)(3)(C); 3302(e)	1. The LEA has an effective means of outreach to parents of ELLs in place to inform them of how they can be involved in their child's education.	☑	☐	☐	☑ Samples of outreach to parents of ELLs such as letters, emails, texts, or web postings ☐ Translations of outreach communications	**District Comments** 3/19/2025 7:25:38 PM Superintendent Dr. Aiko Malynda Maurer A redacted sample email to a parent from last year has been uploaded since we have no EL learners this year to interact with. **Monitor Comments** 3/27/2025 4:26:51 PM State Monitor Bruce Nicolls No EL students at this time, but samples of documents were provided.
						CentralPADigitalLearningFoundationMail-AMV-practicefortheACCESStest_Redacted2.pdf
8. Program Goals Title IIIA	1. Title IIIA: Program Goals - Baseline data has been collected, for the current years grant, program goals student achievement	☐	☐	☑	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	**District Comments** 3/16/2025 4:50:07 PM Superintendent Dr. Aiko Malynda Maurer CPDLF belongs to the Capital Area IU 15 EL Consortium. **Monitor Comments** 3/27/2025 4:27:19 PM State Monitor Bruce Nicolls Part of the IU Consortium.

Title IVA: Program

Component I:

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

If the LEA received less than $30,000 and is transferring all funds, answer question #1 and mark N/A for all other questions.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers, and local government representatives) in the planning of the Title IVA application and activities staff **(prior to submitting the grant)**.	☑	☐	☐	☑ **Dated** agendas and sign-in sheets, **(prior to submitting the grant), that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience)** for meetings that took place **prior** to submitting the grant.	**Monitor Comments** 3/27/2025 6:37:03 PM State Monitor Bruce Nicolls June 19, 2024 stakeholder meeting with PowerPoint. List of stakeholders provided.
				June2024StakeholderEngagementConsultationmeetingSigninSheet.pdf AnnualTitleIStakeholderMeeting-June192024.pdf	
2. The LEA **continued to consult** with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community. **If your LEA transferred all Title IVA funds this requirement can be marked NA.**	☑	☐	☐	☑ **Dated** agendas and sign-in sheets **that includes all required stakeholders (Teachers, school leaders, parents, administrators, paraprofessionals, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, higher education (where applicable), and others with relevant experience** for consultation that took place during the implementation of the grant.	**Monitor Comments** 3/27/2025 6:39:56 PM State Monitor Bruce Nicolls January 15, 2025 midyear review meeting. Stakeholder list provided.
				Midyear24-25TitleIVStakeholdermeeting(s)_attendees.pdf TitleIVStakeholderMtgJanuary2025.pdf	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. If LEA receives more than $30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.	☐	☐	☑	☐ Sections of dated needs assessment that address how the LEA chose to use Title IVA funds.	**District Comments** 3/16/2025 4:57:36 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not receive more than $30,000. **Monitor Comments** 3/27/2025 6:40:50 PM State Monitor Bruce Nicolls Only received $10,000.
4. 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 as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	☐	☐	☑	☐ Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools. ☐ If LEA has schools designated CSI and A-TSI, list of schools receiving funds.	**District Comments** 3/16/2025 4:58:17 PM Superintendent Dr. Aiko Malynda Maurer CPDLF is a cyber charter school so it does not have other schools to distribute funds. **Monitor Comments** 3/27/2025 6:41:11 PM State Monitor Bruce Nicolls LEA is a single school unit.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Title IVA Program Goals Well-Rounded Education - Baseline data has been collected for the current year's grant program goals in Well-Rounded Education. Note: Please select N/A if LEA did not allocate funds in this area.	☐	☐	☑	☐ Data summary narrative ☐ Data Reports ☐ Other tool as identified in program goal section in eGrants.	**District Comments** 3/16/2025 5:00:03 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not allocate funds in this area. **Monitor Comments** 3/27/2025 6:41:38 PM State Monitor Bruce Nicolls No funds used in this area.
6. Title IVA Program Goals - Safe & Healthy - Baseline data has been collected for the current year's grant program goals in Safe & Healthy. Note: Please select N/A if LEA did not allocate funds in this area.	☑	☐	☐	☐ Data summary narrative ☑ Data Reports ☐ Other tool as identified in program goal section in eGrants.	**Monitor Comments** 3/27/2025 6:43:30 PM State Monitor Bruce Nicolls Baseline data was provided.
					ConnectsU_PASS2024-25baselinedataresults.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Title IVA Program Goals - Effective Use of Technology - Baseline data has been collected for the current year's grant program goals in Effective Use of Technology. Note: Please select N/A if LEA did not allocate funds in this area.	☐	☐	☑	☐ Data summary narrative ☐ Data Reports ☐ Other tool as identified in program goal section in eGrants	

District Comments
3/16/2025 5:01:31 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not allocate funds in this area.

Monitor Comments
3/27/2025 6:43:49 PM State Monitor Bruce Nicolls No funds allocated in this area.

Personnel Interviews

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

Personnel Interviews

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

Division of Federal Program
Consolidated Program Review
2024-2025 School Year
Central PA Digital Learning Foundation CS

Central PA Digital Learning Foundation

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Dr. Deanna Mayers	☑
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:	Bruce Nicolls Joseph Roberts	Visit Date:	4/4/2025

School Level Monitoring

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. **All instructional paraprofessionals** working in a Title IA program are appropriately certified.	☑	☐	☐	☑ List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	**Monitor Comments** 3/27/2025 6:50:33 PM State Monitor Bruce Nicolls List of paraprofessionals provided with qualifications.
					InstructionalParaprofessionalqualificationsMarch2025.pdf
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	☑	☐	☐	☑ Copy of Right-to-Know - Teacher Qualifications letter **dated** and evidence of distribution date	**District Comments** 3/19/2025 7:41:58 PM Superintendent Dr. Aiko Malynda Maurer Copy of dated notification uploaded along with evidence from our student information system with the date the notification was emailed out to all guardians in our system. **Monitor Comments** 3/27/2025 6:52:59 PM State Monitor Bruce Nicolls The letter was uploaded. It was distributed via email sent 9/6/24.
					image(1).png 2024-25TitleIParentRighttoKnowLetter_letterhead(1).pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.) LEA must provide example of letter even if it was not utilized.	☑	☐		☑ Copy of Right-to-Know **Four Consecutive Week letter** AND evidence of distribution date with signature, if distributed. If the letter was not distributed the date is not required in the letter. DFP - ESSA Monitoring Resources/Templates/Samples	

District Comments
3/19/2025 7:43:33 PM Superintendent Dr. Aiko Malynda Maurer Template letter uploaded. We did not have to send any notifications out this year.

Monitor Comments
3/27/2025 6:53:47 PM State Monitor Bruce Nicolls Sample 4-week letter provided. No classes required it.

24-25CPDLFESSAFourWeekCertificationnotificationletter.pdf

Component II: Parent and Family Engagement

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

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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 **that includes the required components below and a description of how the components are met at the school**. 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. **All the following are Required components**: • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • 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	☑	☐	☐	☐ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school**. School must also upload **dated** parent meeting agendas and corresponding sign-in sheets, as well as method of distribution. ☑ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school**. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/16/2025 9:23:55 PM Superintendent Dr. Aiko Malynda Maurer During our Back to School night hosted in Zoom, we hold our Fall Title I meeting and go over the policy and the compact. **Monitor Comments** 3/27/2025 6:59:31 PM State Monitor Bruce Nicolls The school PFE plan was provided including the required information. The plan was reviewed at the September virtual Back to School Night. Digital sign in was provided.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents the following ◦ Timely information about Title I programs. ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. ◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
○ 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). ○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
○ 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. ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. ○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
○ 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. ○ 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). - **IF** school is operating a Title IA funded preschool program, **(not from set aside funds)** preschool language must be in its policy. Section 1116(b).						
				2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					CPDLFSeptember52024TitleIFallMeeting-portionofslidesfromBacktoSchoolNight.pdf Evidenceofdistribution.png ParentandFamilyEngagementPolicy.pdf
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	☑	☐	☐	☐ **Dated** Title I meeting agenda and corresponding sign-in sheets ☑ PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.	**Monitor Comments** 3/27/2025 7:00:43 PM State Monitor Bruce Nicolls The PowerPoint and digital sign in for the annual Title I meeting was provided. (Part of Back to School Night)
					2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf CPDLFSeptember52024TitleIFallMeeting-portionofslidesfromBacktoSchoolNight.pdf
3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall	☑	☐	☐	☐ School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact ☑ School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/19/2025 9:43:29 PM Superintendent Dr. Aiko Malynda Maurer Recording of Title I Fall meeting emailed to all parents through the Principal's Monday Morning Minute. **Monitor Comments** 3/27/2025 7:05:54 PM State Monitor Bruce Nicolls Compact discussed and distributed through September Back to School Night and link emailed to all parents.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and • address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.					
				2024-25School-Parent-StudentCompact.pdf 2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					MeettheTeacherNight2024-2025.pdf CPDLFMondayMorningMinuteSeptember9-162024-TitleIPolicyandSchoolCompact.pdf
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	☑	☐	☐	☐ **Dated** Title I meeting agenda & corresponding sign-in sheets that indicate topics of discussion ☑ PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.	**District Comments** 3/19/2025 9:51:18 PM Superintendent Dr. Aiko Malynda Maurer Slide 69 of the presentation specifically introduces MAP to the parents. Subsequent resources provided in the next question continue to help the parents support their child's learning. **Monitor Comments** 3/27/2025 7:26:52 PM State Monitor Bruce Nicolls Meeting and sign in uploaded, additional slides were provided by email that showed discussion of State Standards and Assessments.
					2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf MeettheTeacherNight2024-2025(1).pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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.	☑	☐	☐	☐ Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events. ☐ Submit only one example of workshops with copies of dated agendas and sign-in sheets. ☑ Resource given to parents to aid in academic support.	

Monitor Comments

3/27/2025 7:16:59 PM
State Monitor Bruce Nicolls
I saw quite a few activities focused on social/emotional support. I did not see anything specific to helping with academic achievement: literacy, math, etc.

4/5/2025 2:27:43 PM
State Monitor Bruce Nicolls
The school provided evidence of monthly check-ins between parents and coaches to support their child's academic progress.

CPDLFMondayMorningMinuteSeptember16-202024.pdf
LearnerCoachCafe2024-2025.pdf
LearnerCoachCafe2024-25.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. **ALL** schools' teachers and staff shall **annually** be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	☑	☐	☐	☐ SPAC skits and staff agendas and corresponding sign in sheets ☑ Dated staff meeting agenda and corresponding sign-in sheets utilizing parent survey results (open-ended questions included)	

District Comments

3/19/2025 10:03:09 PM

Superintendent Dr. Aiko Malynda Maurer

Slides 55-62 is where the Principal went over the mid-year survey results that were from teachers, parents, and learners as well as results of the Parent and the Learner Advisory Feedback sessions. We use Zoom chat to sign in by having people answer a check in question.

Monitor Comments

3/27/2025 7:22:17 PM

State Monitor Bruce Nicolls

Staff meeting included review and discussion of parent survey and feedback information on parent engaement.

Mid-YearAllStaffProfessionalLearning-January312025.pdf
ZoomChatJanuary312025.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Title I Schools shall coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs.	☐	☑	☐	☐ Transition Plan ☑ Parent training materials, evaluations, agendas, calendar of events ☐ Staff/Parent meeting agendas and sign-in sheets	**District Comments** 3/20/2025 10:34:20 PM Superintendent Dr. Aiko Malynda Maurer We offer virtual Learner Coach Cafes that provide a space for Parents to receive resources and support on how to support their child's education plan. Our Wellness Department, which includes the Social Worker and School Counselor, provide information and resources for homelessness, social emotional resources, and other resources helpful for parents. **Monitor Comments** 3/27/2025 7:25:46 PM State Monitor Bruce Nicolls I didn't see the connection to other programs. Perhaps something like an IEP transition from Headstart.
					CPDLFParentNotificationsofLearnerCoachCafeSessionsandResourcessharedwithparents.pdf
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.	☑	☐	☐	☑ All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	**Monitor Comments** 3/27/2025 7:26:34 PM State Monitor Bruce Nicolls Translated document provided.
					RedactedtranslatedletterCPDLF.pdf

Component III: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. An approved Schoolwide Plan is present in the FRCPP.	☑	☐	☐	☑ Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan's status is **"Approved"**.	**Monitor Comments** 3/27/2025 7:27:46 PM State Monitor Bruce Nicolls FRCPP shows Approved status.
					StatusintheFRCPPasofMarch182025.pdf
A. The Title IA Schoolwide plan was submitted in FRCPP and has a status of "In Revision" or "Submitted". Mark NA if Schoolwide plan is in "Approved" status.	☐	☐	☑	☑ Documentation such as an email from FRCPP or a screenshot from the FRCPP dashboard where the plans status is "In Revision", or "Submitted".	**Monitor Comments** 3/27/2025 7:29:43 PM State Monitor Bruce Nicolls It is currently in approved status.
					FRCPPstatusasofMarch172025.pdf
B. Is your building operating a Title IA preschool program? If so, check "Met" and provide evidence in the plan. If your building does not operate a Title IA preschool program, check "N/A".	☐	☐	☑	☐ Evidence from Schoolwide plan to demonstrate building is operating Title IA preschool program.	**District Comments** 3/16/2025 9:36:33 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not operate a preschool program. **Monitor Comments** 3/27/2025 7:30:02 PM State Monitor Bruce Nicolls No PreK program at the LEA.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan. ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	☑	☐	☐	☐ **For newly identified Schoolwide schools - Agendas and sign-in sheets** demonstrating plan was developed in the year prior to initial implementation. OR ☑ **For existing Schoolwide schools - agendas and sign-in sheets** demonstrating plan was updated within a year of the monitoring visit.	**District Comments** 3/19/2025 7:56:40 PM Superintendent Dr. Aiko Malynda Maurer CPDLF Steering Team meeting was held April 30, 2024 via Zoom. Calendar invite with attendees and an attendance list with chats uploaded. **Monitor Comments** 3/28/2025 1:04:20 PM State Monitor Bruce Nicolls The school provided evidence of a planning meeting in April 2024.

CPDLFSteeringCommittee-4_30_24.pdf
SteeringTeamList.docx
SIPSteeringTeamAttendanceandChat043024.pdf
SIPSteeringTeammeetingcalendarinvite043024.pdf

3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plan's goals. ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.	☑	☐	☐	☑ **Agendas and sign-in sheets** of meetings AND **copies of data reports**.	**District Comments** 3/17/2025 11:47:31 AM Superintendent Dr. Aiko Malynda Maurer CPDLF is a cyber school in comprehensive school improvement. We meet monthly to review goals and make revisions as necessary. Action steps are monitored on a biweekly basis. Data reports are included as part of the meeting agenda and notes. **Monitor Comments** 3/28/2025 1:08:12 PM State Monitor Bruce Nicolls The school provided evidence of data review meetings.

24-25CPDLFRoutineRunningAgenda.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The Schoolwide Program/Plan has been made available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESEA Section1114(b)(4)	☑	☐	☐	☑ A link available on school website to the schoolwide plan, and, if applicable, evidence of how the SWP Plans are made available in alternate languages. ☐ Statement in handbook to say that Title IA schoolwide plan is in the office for review And, if applicable, evidence of how the SWP Plans are made available in alternate languages.	**District Comments** 3/17/2025 2:46:55 PM Superintendent Dr. Aiko Malynda Maurer Link to website posting https://www.cpdlf.org/apps/pages/policies-plans **Monitor Comments** 3/28/2025 1:12:16 PM State Monitor Bruce Nicolls The link to the plan on the school website was provided.

Component IV: Targeted Assistance Programs

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

Sec. 1113

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Note: If the school does not have an "Approved", "In Revision", or "Submitted" 2024-25 Schoolwide Plan, it must be monitored in the Targeted Assistance section.					
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	☐	☐	☐	☐ Selection criteria and student roster with test scores that includes rank order listing.	
2. If operating a Title IA preschool in a Targeted Assistance building (not from set aside funds), evidence of selection criteria is needed. Please mark N/A if this is not applicable.	☐	☐	☐	☐ Selection criteria and student roster that includes rank order listing.	
3. 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.	☐	☐	☐	☐ List of programs, activities, and academic courses provided to eligible children	
4. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may includeexpanded 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.).	☐	☐	☐	☐ List of instructional strategies including activities that strengthen the academic program provided to eligible children	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. The Title I school coordinates with and supports the regular education program. Please note: this may include services to assist preschool children in the transition from early childhood education programs such as Head Start or State-run preschool programs to elementary school programs.	☐	☐	☐	☐ Documentation of regular team meetings, **dated** agenda, corresponding sign-in sheets, and minutes	
6. 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.	☐	☐	☐	☐ List of professional development activities, **dated** agendas, and corresponding sign in sheets	

Division of Federal Programs
2024-2025 Title I School Improvement Set-Aside Monitoring

Central PA Digital Learning Foundation CS
5580 Goods Lane, Suite 1132, Altoona, PA 16602

Title IA School Improvement Set-Aside Program and Fiscal Monitoring

	Name	Phone Number	Check if Interviewed
Superintendent:	Dr. Aiko Malynda Maurer	814-682-5258	☐
Business Manager:	Ryan Schumm	215-481-9777	☐
Federal Program Coordinator:	Dr. Aiko Malynda Maurer	814-682-5258	☐
Principal:	Dr. Deanna Mayers	814-682-5258	☐

Programs Reviewed:

☑ Title IA School Improvement Set-Aside

Program Reviewer: Kim Connelly

Visit Date(s): 03/26/2025

TITLE I School Improvement Set-Aside: PROGRAM

Component I: Appropriate State Certification

The Local Education Agency (LEA) will ensure that all staff working in a program supported with Title IA School Improvement Set-aside funds meet applicable State certification and licensure requirements.

Sec. 1111(c)(6)

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
1. For Districts only, Charter Schools mark N/A - Teachers paid with federal funds are required to be appropriately state certified. **Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met.** If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	☐	☐	☑	☐ List of staff on emergency permits	**District Comments** 3/15/2025 10:02:08 AM Superintendent Aiko Malynda Maurer CPDLF is a cyber charter school. The instructions say to mark N/A if a charter school. **Monitor Comments** 3/26/2025 6:10:51 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.
2. For all LEAs - All staff paid with federal funds must be appropriately state certified.	☑	☐	☐	☑ List of staff and certifications of all staff being paid with federal funds broken out by building assignment.	**Monitor Comments** 3/26/2025 6:11:01 PM Regional Coordinator Kimberly Connelly This requirement is met.
					24-25SIPPersonnelCertifications.pdf

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
3. All instructional paraprofessionals paid for with federal funds are appropriately certified.	☐	☐	☑	☐ List of instructional paraprofessionals working in the school & their qualifications	

District Comments

3/15/2025 10:02:45 AM

Superintendent Aiko Malynda Maurer

CPDLF does not pay any paraprofessionals with Title IA School Improvement Set-Aside funds.

Monitor Comments

3/26/2025 6:11:16 PM

Regional Coordinator Kimberly Connelly

This component is not applicable.

TITLE I School Improvement Set-Aside: FISCAL

Component I: General Fiscal Requirements

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	Comments	
Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	1. The LEA approved budget and records of expenditures of funds match.	☑	☐	☐	☑ Must include statement of expenditures AND include the budget		**Monitor Comments** 3/26/2025 6:14:14 PM Regional Coordinator Kimberly Connelly This requirement is met.
						SchoolImprovementGrantGL24-25.pdf SchoolImprovement24-25Budget.pdf	

Component II: Uniform Grants Guidance

The Uniform Grants Guidance (UGG) are federal grants management rules that apply to all awards issued by all federal awarding agencies. The purpose is to protect LEAs against fraud, waste and abuse of federal funds. It applies to every federal grant awarded by Congress. UGG was created and amended by the Office of Management and Budget (OMB).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
Obligating Funds UGG Sec. 200.309	1. Funds began to be obligated on or after the programs approved/submit date.	☑	☐	☐	☑ Must include statement of Expenditures AND include the budget.	**Monitor Comments** 3/26/2025 6:19:38 PM Regional Coordinator Kimberly Connelly There are expenditures on the uploaded GL statement that have expenses prior to the 8/28/24 obligation date. CPDLF corrected their general ledger as evidenced by the most recent upload. This requirement is now met.
						SchoolImprovementGrantGL24-25.pdf SchoolImprovement24-25Budget.pdf CPDLFGeneralLedgerreportMarch2025.pdf
Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior).	☑	☐	☐	☐ Federal Program document(s) (i.e., invoices paid from federal funds) from up to 7 years ago. ☑ Photo of files/records	**Monitor Comments** 3/26/2025 6:20:20 PM Regional Coordinator Kimberly Connelly This requirement is met.
						Samplepicsofstoredfilespaperandelectronic-March2025.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
School Improvement Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. • Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☑	☐ Semi-annual time certifications	

District Comments
3/16/2025 3:52:51 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not pay any employees working on a single cost objective with School Improvement funds.
Monitor Comments
3/26/2025 6:21:52 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☑	☐	☑ Time logs ☐ Staff schedules	

District Comments

3/20/2025 8:02:24 AM

Other Abby Dubinchik

CPDLF does not pay any employees working on a single cost objective with School Improvement funds

3/20/2025 10:50:43 PM

Superintendent Dr. Aiko Malynda Maurer

CPDLF has one person who is paid in part by the Title I School Improvement grant. Signed personnel activity report uploaded.

Monitor Comments

3/26/2025 6:27:20 PM

Regional Coordinator Kimberly Connelly

Uploaded evidence is not sufficient. The policy for time documentation found under the ESSA Fiscal assessment tool does outline proper procedures. Once implemented, this item should be able to be met.

SEWCCalendar.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
	3. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff.	**District Comments** 3/16/2025 3:54:43 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not request the use of semi-annual documentation for an employee with a fixed schedule. **Monitor Comments** 3/26/2025 6:22:00 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.
	4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. • Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☑	☐	☑ A contract discussing the deliverables which would include the amount.	**Monitor Comments** 3/26/2025 6:38:29 PM Regional Coordinator Kimberly Connelly Uploaded evidence is not sufficient. Contract is uploaded but deliverables are not contained in the contract. The policy for time documentation found under the ESSA Fiscal assessment tool does outline proper procedures. Once implemented, this item should be able to be met.

LiteracyCoachJobDescriptionMarch2025.pdf
JacquelineMyersAddendumtoOfferLetter8-2024.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years**.	☐	☐	☑	☐ UGG compliant inventory log of items purchased with Title IA School Improvement Set-Aside funds.	**District Comments** 3/16/2025 3:55:27 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not purchase any equipment using School Improvement funds. **Monitor Comments** 3/26/2025 6:22:09 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.
	2. LEA conducts a physical inventory of all items every two years.	☐	☐	☑	☐ UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years.	**District Comments** 3/16/2025 3:55:46 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not purchase any equipment using School Improvement funds. **Monitor Comments** 3/26/2025 6:22:17 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
Procurement UGG Sec 200.320, 200.88	1. Procurement procedures have been implemented.	☐	☐	☑	☐ Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services.	**District Comments** 3/16/2025 4:12:52 PM Superintendent Dr. Aiko Malynda Maurer All purchases for which School Improvement funds are to be used are considered micro-purchases and the best solution for the best reasonable cost is chosen. **Monitor Comments** 3/26/2025 6:22:24 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.
Travel Reimbursement UGG Sec. 200.474	1. Travel reimbursement policy implementation	☐	☐	☑	☐ Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.	**District Comments** 3/16/2025 4:04:26 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not reimbursement any staff for travel using School Improvement funds. **Monitor Comments** 3/26/2025 6:22:30 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454	1. LEA must obtain prior written approval for the following expenditures: • Salaries of Administrative Staff (Clerical and Federal Program Coordinators (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454)	☑	☐	☐	☑ Items were included in approved application budgets and/or narratives. ☐ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.	**District Comments** 3/17/2025 11:01:52 AM Superintendent Dr. Aiko Malynda Maurer CPDLF had only one item on this list that would need prior approval. The Collaborative for Customized Learning Membership was listed in the FRCPP Comp Plan Expenditure table (document attached) and the expenditure was approved as listed in eGrants (document attached). **Monitor Comments** 3/26/2025 6:40:36 PM Regional Coordinator Kimberly Connelly This requirement is met.

EgrantsSIPFundsOtherServices.pdf
SIPExpendituretablefromFRCPPMarch2025.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
Program Accuracy Verification --The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval.	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the application and the school plan.	☑	☐	☐	☑ LEA level budget AND expenditures including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures.	

Monitor Comments
3/26/2025 6:41:04 PM Regional Coordinator Kimberly Connelly This requirement is met.

SchoolImprovementGrantGL24-25.pdf
SchoolImprovement24-25Budget.pdf

Component III: Administrative Costs

The Local Education Agency (LEA) ensures that a maximum of 10% of the total allocation goes toward administrative costs.

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
1. A maximum of 10% of the total allocation goes toward administrative costs.	☐	☐	☑	☑ LEA total allocation and school level allocations		**District Comments** 3/16/2025 3:43:14 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not use funds for administrative costs. There was not a place to upload evidence from the FRCPP indicating where funds were allocated. **Monitor Comments** 3/26/2025 6:41:33 PM Regional Coordinator Kimberly Connelly This requirement is not applicable.

Central PA Digital Learning Foundation

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Dr. Deanna Mayers	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:

Visit Date:

School Level Monitoring

Component I: Program - School Plan

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
1. An Approved School Plan is present in FRCPP.	☑	☐	☐	☑ Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	

District Comments

3/17/2025 11:19:48 AM

Superintendent Dr. Aiko Malynda Maurer

CPDLF is a cyber school and our Comprehensive Plan with all the additional state required reports was due in August of 2024. I have included an email indicating that all the pieces of the School Plan in the Comprehensive Plan are compliant but our Comprehensive Plan is still under PDE review after submitting the latest revisions and thus, I do not have a screenshot or email saying "approved" from PDE.

Monitor Comments

3/26/2025 6:44:37 PM

Regional Coordinator Kimberly Connelly

This requirement is met. The Ready, Set, and Go sections of the plan were approved on 11/14.

EmailMarch142025CompPlanreturned-SIPportionscompliant.pdf

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
1. Evidence exists of ongoing review and revisions, as necessary, of the school plans action plan. Please note: School plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.	☑	☐	☐	☑ Agendas and sign-in sheets of meetings	

Monitor Comments

3/26/2025 6:46:11 PM

Regional Coordinator Kimberly Connelly

This requirement is met. Excellent, clear documentation!

24-25CPDLFRoutineRunningAgenda.pdf

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
2. Evidence exists that data has been collected in line with the school plans goals targeted timeframes.	☑	☐	☐	☑ Copies of data reports	

District Comments

3/17/2025 11:24:05 AM

Superintendent Dr. Aiko Malynda Maurer

Data reports are included in the Rolling agenda uploaded.

Monitor Comments

3/26/2025 6:46:38 PM

Regional Coordinator Kimberly Connelly

This requirement is met. Excellent, clear documentation.

24-25CPDLFRoutineRunningAgenda.pdf

Component II: Fiscal

Description/Requirements	Met	Not Met	N/A	Suggested Evidence	Comments
1. Building Level Budget 1. The LEA and Title I School maintains a building level budget documenting **ALL** Title I School Improvement expenditures.	☑	☐	☐	☑ Schools School Improvement building level budget including specific salary and benefits for personnel and supply orders for **actual and anticipated** expenditures, must be used for this analysis.	**District Comments** 3/20/2025 8:04:51 AM Other Abby Dubinchik CPDLF is one building **Monitor Comments** 3/26/2025 6:47:47 PM Regional Coordinator Kimberly Connelly This requirement is met.

SchoolImprovementGrantGL24-25.pdf
SchoolImprovement24-25Budget.pdf

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

Division of Federal Programs
Consolidated Program Review
2024-2025 School Year

Central PA Digital Learning Foundation CS
5580 Goods Lane, Suite 1132, Altoona, PA 16602

LEA Level Monitoring

	Name	Check if Interviewed
Superintendent:	Dr. Aiko Malynda Maurer	☑
Business Manager:	Ryan Schumm	☐
Federal Program Coordinator:	Dr. Aiko Malynda Maurer	☑
Other:		☐

School Level:

Program Reviewer: Joe Roberts. Bruce Nichols

Internal Risk Assessment: Completion

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Internal Risk Assessment CFR 200.303	1. Internal risk assessment tool must be used to evaluate and quantify the risks associated with the operation or performance of the LEA's internal controls regarding its administration of its federal education funds. See 2 CFR 200.303. The Risk Assessment Tool comprises multiple sections, each addressing specific aspects of the grant administration process in accordance with State and local requirements, the Uniform Grants Guidance (2 CFR Part 200) and the Education Department General Administrative Regulations (EDGAR).	☑	☐	☐	☑ LEA's reviewed internal risk assessment and identified 3-5 areas of focus AND evidence of ongoing review and evaluation of internal risk factors and compliance issues. This evidence may include email correspondence, policy or procedures updates, letters, internal control updates, etc... that pertain to the internal risk assessment. See internal risk assessment template: DFP - ESSA Monitoring Resources/Templates/Samples	

Monitor Comments
3/30/2025 10:30:28 AM Monitor Joe Roberts Risk assessment tool.was provided

CPDLFInternalControlsRiskAssessment2024-25.pdf
JH_AMM-Policyreviewprocedures.pdf

Component I: General Fiscal Requirements

Requirements

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	Comments
1. Title IA Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	b. LEAs with Title IA allocations greater than $50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary.	☐	☐	☑	☐ Waiver request and Carryover Waiver Approval Letter, if over 15%.	**District Comments** 2/24/2025 10:19:10 AM Other Abby Dubinchik No carry over for 24-25 **Monitor Comments** 3/27/2025 12:48:43 PM Monitor Joe Roberts Agree. No carry over for 24-25 SY

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Rank Order 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. Sec. 1113	a. LEA appropriately distributed funds to all Title I buildings.	☐	☐	☑	☐ **Must include LEA budget (Not from eGrants) with Title I allocation for each Title I building AND must also include** a copy of the Title I application within the Consolidated Application to verify allocation by building. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:34:26 AM Other Abby Dubinchik LEA is only one school **Monitor Comments** 3/27/2025 12:51:20 PM Monitor Joe Roberts Charter school/one building school
	b. Schools with more than 75% of students from low-income families must receive services and can only be exempted with a written permission from PDE. LEAs cannot mark this as not applicable for any school that meets this criterion.	☐	☐	☑	☐ List of schools served, building level budgets aligned with Consolidated Application ☐ Provide written RC approval for not servicing a school that has 75% or more of students from low income families.	**District Comments** 3/12/2025 8:35:03 AM Other Abby Dubinchik LEA is only one school **Monitor Comments** 3/27/2025 12:51:47 PM Monitor Joe Roberts Agree. Same as before

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Pre-kindergarten children are excluded from the poverty count of any school.	☐	☐	☑	☐ PIMS Report on Economically Disadvantaged ☐ Other printed documentation showing Pre-K excluded from enrollment counts	**District Comments** 3/16/2025 9:49:42 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not have a preschool program. **Monitor Comments** 3/27/2025 12:52:17 PM Monitor Joe Roberts No preschool program
3. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113(c)(3), 42 U.S.C. 11432, 1116(a)(3)	a. 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.	☑	☐	☐	☑ **Must include statement of expenditures for the Homeless set aside AND must also include** Consolidated Application Reservation of Funds page	**District Comments** 3/6/2025 10:23:53 AM Other Abby Dubinchik LEA has used some of the homeless set aside for the 24-25 school **Monitor Comments** 3/27/2025 12:54:17 PM Monitor Joe Roberts Homeless set aside is $450

TitleIReservationofFundsDataSelection.pdf
CPDLFTitleII24-25GL.pdf
CPDLFTitleI24-25GL.pdf
CPDLFTitle24-25BudgetandExpenditures.pdf
CPDLFTitleIV24-25GL.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	b. If the LEA has a Homeless Liaison paid with federal funds, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:36:31 AM Other Abby Dubinchik LEA does not pay a homeless liaison with federal funds **Monitor Comments** 3/27/2025 12:55:10 PM Monitor Joe Roberts No homeless liason
	c. Each LEA shall reserve at least one percent of its Title IA allocation to assist schools to carry out the activities for Parent and Family Engagement. • Please note: This can be marked N/A if the LEA receives less than $500,000 in Title IA funds.	☐	☐	☑	☐ **LEA level budget** (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities. (Must be able to decipher that expenditures are parent and family engagement activities.)	**District Comments** 3/12/2025 8:36:53 AM Other Abby Dubinchik LEA receives less than $500,000 **Monitor Comments** 3/27/2025 12:55:36 PM Monitor Joe Roberts Less than $500000

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	d. For those LEAs that received $500,000 and more in Title IA funds, of the 1% reserved for the Parent and Family Engagement set aside, LEAs must distribute at least 90% to schools with priority given to high need schools. • Please note: This can be marked N/A if the LEA receives less than $500,000 in Title IA funds.	☐	☐	☑	☐ Building Level budgets (not from eGrants) that demonstrate at least 90% was allocated to schools AND building expenditures that demonstrate 90% was spent on allowable Parent and Family Engagement activities. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:37:12 AM Other Abby Dubinchik LEA receives less than $500,000 **Monitor Comments** 3/27/2025 1:13:00 PM Monitor Joe Roberts LEA receives less than $500000
	e. 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. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	☐	☐	☑	☐ **Must include statement of expenditures for the Foster set aside AND must also include** Consolidated Application Reservation of Funds page	**District Comments** 3/12/2025 8:37:48 AM Other Abby Dubinchik LEA does not reserve funds for foster students **Monitor Comments** 3/27/2025 12:57:25 PM Monitor Joe Roberts No reserved funds for foster care

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	f. If the LEA has a Foster Care Liaison paid with federal funds, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:38:18 AM Other Abby Dubinchik LEA does not reserve funds for Foster Care Liaison **Monitor Comments** 3/27/2025 1:00:06 PM Monitor Joe Roberts No reserved funds for foster care
	g. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)	☐	☐	☑	☐ Spreadsheet demonstrating calculations	**District Comments** 3/12/2025 8:38:52 AM Other Abby Dubinchik LEA does not reserve funds for Salary and Fringe Benefits set aside **Monitor Comments** 3/27/2025 1:01:24 PM Monitor Joe Roberts No salary/fringe benefit set asides

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	h. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	☐	☐	☑	☐ **Must include statement of expenditures for each set aside AND must also include LEA Title IA budget (not from eGrants)**	**District Comments** 3/12/2025 8:39:22 AM Other Abby Dubinchik LEA does not reserve funds for Optional set asides **Monitor Comments** 3/27/2025 12:59:37 PM Monitor Joe Roberts No optional set asides
	i. If the LEA reserved funds for State and Federal Liaison, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:39:43 AM Other Abby Dubinchik LEA does not reserve funds for State and Federal Liaison **Monitor Comments** 3/27/2025 1:01:55 PM Monitor Joe Roberts No state/federal liason funds

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	j. If the LEA reserved funds for Pre-K Programs and uses federal funds for staff salaries and/or benefits, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:40:05 AM Other Abby Dubinchik LEA does not reserve funds for PREK programs **Monitor Comments** 3/27/2025 1:02:18 PM Monitor Joe Roberts No pre k funds
	k. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	☐	☐	☑	☐ Statement of expenditures for Neglected Institution	**District Comments** 3/12/2025 8:40:27 AM Other Abby Dubinchik LEA does not reserve funds for Neglected Institution **Monitor Comments** 3/27/2025 1:02:42 PM Monitor Joe Roberts No neglected institutions

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Transferability into Title IA Sec. 5103(b)	a. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IA, this can be marked NA.	☑	☐	☐	☑ **Must include statement of expenditures for transferred funds AND must also include** Consolidated Application, Transferability page	**District Comments** 3/12/2025 8:41:00 AM Other Abby Dubinchik LEA transfers 100% of Title IIA to Title IA **Monitor Comments** 3/27/2025 1:04:12 PM Monitor Joe Roberts All Title II a funds transferred to Title Ia
						CPDLFTitle24-25BudgetandExpenditures.pdf CPDLFTitleI24-25GL.pdf CPDLFTitleII24-25GL.pdf
	b. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:41:29 AM Other Abby Dubinchik LEA does not transfer funds for salaries and benefits **Monitor Comments** 3/27/2025 1:04:48 PM Monitor Joe Roberts No transfers for salary or benefits

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Transferability into Title IIA	a. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IIA, this can be marked NA.	☐	☐	☑	☐ **Must include statement of expenditures for transferred funds AND must also include** Consolidated Application, Transferability page	**District Comments** 3/12/2025 8:41:34 AM Other Abby Dubinchik LEA does not transfer funds **Monitor Comments** 3/27/2025 1:05:36 PM Monitor Joe Roberts No funds transferred to II a
	b. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:41:42 AM Other Abby Dubinchik LEA does not use federal funds for salaries and benefits **Monitor Comments** 3/27/2025 1:06:06 PM Monitor Joe Roberts No funds for salary or benefits

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
6. Transferability into Title IIIA	a. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IIIA, this can be marked NA.	☐	☐	☑	☐ **Must include statement of expenditures for transferred funds AND must also include** Consolidated Application, Transferability page		**District Comments** 3/12/2025 8:42:46 AM Other Abby Dubinchik LEA does not Transfer III funds **Monitor Comments** 3/27/2025 1:06:37 PM Monitor Joe Roberts No funds transferred into Title III
	b. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples		**District Comments** 3/12/2025 8:43:04 AM Other Abby Dubinchik LEA does not transfer Title iII funds **Monitor Comments** 3/27/2025 1:11:01 PM Monitor Joe Roberts No funds for salary or benefits

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
7. Transferability into Title IVA	a. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IVA, this can be marked NA.	☐	☐	☑	☐ **Must include statement of expenditures for transferred funds AND must also include** Consolidated Application, Transferability page		**District Comments** 3/12/2025 8:43:23 AM Other Abby Dubinchik LEA does not transfer Title IV funds **Monitor Comments** 3/27/2025 1:07:24 PM Monitor Joe Roberts No funds transferred into Title IV
	b. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☑	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples		**District Comments** 3/12/2025 8:43:39 AM Other Abby Dubinchik LEA does not transfer Title IV funds **Monitor Comments** 3/27/2025 1:08:04 PM Monitor Joe Roberts No funds used for salary or benefits

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Comparability The LEA complies with the comparability provisions of Title IA. Sec. 1118(c)	a. Title IA Comparability Report comparing Title IA. schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15.	☑	☐	☐	☑ Detailed Data Sheet and Assurance page ☐ Assurance page for those LEAs that are exempt.	
						CPDLFAssurance-Signed.pdf
	b. For LEAs that are required to complete the Detailed Data Sheet, data must be uploaded to ensure information submitted in the Comparability site, Detailed Data Sheet matches.	☐	☐	☑	☐ Enrollment data used to complete Detailed Data Sheet	**District Comments** 3/12/2025 8:45:03 AM Other Abby Dubinchik LEA is a charter school-exempt **Monitor Comments** 3/27/2025 1:10:35 PM Monitor Joe Roberts Lea is a charter school
9. Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	a. Title IIA the LEA approved budget and records of expenditures of Title IIA funds match.	☑	☐	☐	☑ **Must include statement of Expenditures for Title IIA AND must also include LEA Title IIA budget (not from eGrants).**	
						CPDLFTitleII24-25GL.pdf CPDLFTitle24-25BudgetandExpenditures.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	a. Title IIIA the LEA approved budget and records of expenditures of Title IIIA funds match.	☐	☐	☑	☐ **Must include statement of Expenditures for Title IIIA AND must also include LEA Title IIIA budget (not from eGrants).**	**District Comments** 3/12/2025 8:48:34 AM Other Abby Dubinchik Title III is a part of consortia with IU 15 **Monitor Comments** 3/27/2025 1:11:50 PM Monitor Joe Roberts No individual Title Iii program. In consortium
11. Supplement/Supplant Sec. 1118(b)	a. Title IVA - The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.	☑	☐	☐	☑ **Must include statement of Expenditures for Title IVA AND must also include LEA Title IVA budget (not from eGrants).**	

CPDLF24-25TItleBudgetExpenditures.xlsx
CPDLFTitleIV24-25GL.pdf

Component II: Uniform Grant Guidance (UGG)

Requirements

The Uniform Grant Guidance (UGG) are federal grants management rules that apply to all awards issued by all federal awarding agencies. The purpose is to protect LEAs against fraud, waste and abuse of federal funds. It applies to every federal grant awarded by Congress. UGG was created and amended by the Office of Management and Budget (OMB).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Audits The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: **The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.** UGG Sec 200.501	a. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	☑	☐	☐	☑ Two most recent audit reports and evidence of Corrective Action implementation if previous audit had findings, if applicable.	**Monitor Comments** 3/30/2025 9:18:20 AM Monitor Joe Roberts Audits presented with no corrective action
						CPDLFAuditFinal23-24.pdf CentralPADigitalLearningFoundation(2023Report)FINAL.pdf
2. Obligating Funds UGG Sec. 200.309	b. LEA began obligating funds on or after the programs approved/submit date.	☑	☐	☐	☑ Title IA, Title IIA, Title IIIA and/or Title IVA expenditures, showing very 1st expense using current years funds.	**Monitor Comments** 4/4/2025 11:09:34 AM Monitor Joe Roberts Some funds expended prior to date, but paid from local funds

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
						CPDLFTitle24-25BudgetandExpenditures.pdf CPDLFTitleI24-25GL.pdf CPDLFTitleII24-25GL.pdf CPDLFTitleIV24-25GL.pdf
3. Record Retention UGG Sec. 200.333	a. Federal program records are maintained for a period of 7 years (current year plus 6 prior).	☑	☐	☐	☐ Federal Program document(s) (i.e., invoices paid from federal funds) from up to 7 years ago. ☐ Record retention policy that includes how **federal program** records are maintained AND screenshot of federal files/records. ☑ Photo of files/records	
						Samplepicsofstoredfilespaperandelectronic-March2025.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Conflict of Interest Policy UGG Sec 200.112	a. 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: • Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) • 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) • Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) • Mandatory Disclosure- (potential conflict disclosed in writing)	☑	☐	☐	☑ Board Approved policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest *The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.* DFP - ESSA Monitoring Resources/Templates/Samples	**Monitor Comments** 3/30/2025 9:25:23 AM Monitor Joe Roberts Storage files shown
						ConflictofInterest.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Allowability of Costs Procedures UGG Sec 200.403	a. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the LEA expends its funds the procedures must include the following cost principles: • Necessary, reasonable, and allocable • Conform with federal law and grant terms. • Consistent with state and local policies. • Adequately documented.	☑	☐	☐	☑ Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.	
						FederalFiscalCompliance.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. Procurement Procedures UGG Sec 200.320, 200.88	a. Procurement the LEA maintains purchasing procedures. • Micro-purchases (purchase up to $10,000) • Small Purchase (between $10,000-$250,000) • Sealed Bids (purchases over $250,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e., Sole Source (Solicitation of a proposal from only one source)	☑	☐	☐	☑ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels.	
						PurchasestoBid.pdf FederalFiscalCompliance.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	b. Implementation of Procurement Procedures. Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	☑	☐	☐	☑ Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services	

District Comments
3/20/2025 10:38:05 PM Superintendent Dr. Aiko Malynda Maurer We had only one item that was over the $10,000 threshold. Uploaded is a copy of our project management system where all quotes are processed. The last comment indicates why there were no other quotes provided before choosing Nearpod (sole source).

NearPod2024-25.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Cash Management Procedures UGG Sec. 200.305	a. Cash Management the LEA must maintain written procedures to implement the following cash management requirements: • Reimbursements explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds. • Advances explain what happens if the LEA receives advance payments of federal grant funds. • Interest explain how the LEA will manage interest earned on federal grant awards.	☑	☐	☐	☑ Cash Management Procedures are available that address all three components.	
						FederalFiscalCompliance.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Travel Reimbursement Policy UGG Sec. 200.474	a. Travel the LEA must have written travel policies for travel costs to be allowable. • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)	☑	☐	☐	☑ Board approved policy - Policy does not have to be specific to federal funds.	**District Comments** 3/19/2025 10:22:40 PM Superintendent Dr. Aiko Malynda Maurer Our Travel Policy is up for review and updating at the May 2025 Board meeting.
						TravelReimbursementPolicy.pdf
	b. Implementation of Travel Reimbursement Policy Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	☑	☐	☐	☑ Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.	
						TravelReimbursement-Implem-Bill_MCL_Conference_July_16_-_July_19_2024_Laura_Wilt_Rei.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454	a. LEA must obtain prior written approval for the following expenditures: • Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454)	☑	☐	☐	☐ Items were included in approved consolidated application budgets and/or narratives. ☑ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.	**District Comments** 3/17/2025 11:35:43 AM Superintendent Dr. Aiko Malynda Maurer CPDLF had only 1 expenditure that needed prior approval. Copy of email conversation with approval uploaded. **Monitor Comments** 3/30/2025 9:31:04 AM Monitor Joe Roberts Approval method noted
						ApprovalEmail-Permissiontotraveloutofstateforconference(Maine)June2024.pdf
10. Time and Effort Procedures	a. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be stablished to ensure effective internal control over the federal awards.	☑	☐	☐	☑ Written Procedure for Time and Effort (do not need board approval). Please note: Federal Fiscal Compliance Policy 626 does not meet this requirement. DFP - ESSA Monitoring Resources/Templates/Samples	
						CPDLFTimeandEffortProcedures24-25.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
11. Title IA Time Documentation UGG Sec. 200.430	a. Title IA The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. • Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☑	☐ Semi-annual time certifications DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 8:53:25 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 9:31:56 AM Monitor Joe Roberts No salary or benefits paid by federal funds
	b. Title IA If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	**District Comments** 3/12/2025 9:03:29 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 9:32:18 AM Monitor Joe Roberts No salary or benefits paid by federal funds

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Title IA The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/12/2025 9:03:36 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 9:32:55 AM Monitor Joe Roberts No salary or benefits paid by federal funds
	d. Title IA The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☑	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	**District Comments** 3/12/2025 9:03:43 AM Other Abby Dubinchik LEA does not use federal funds for stipends **Monitor Comments** 3/30/2025 9:33:21 AM Monitor Joe Roberts No salary or benefits paid by federal funds

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
12. Title IIA Time Documentation UGG Sec. 200.430	a. Title IIA The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. • Title IIA Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☑	☐ Semi-annual time certifications DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:03:55 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 4/4/2025 11:27:10 AM Monitor Joe Roberts Not used for salary
	b. Title IIA If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	**District Comments** 3/12/2025 9:04:02 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 4/4/2025 11:10:13 AM Monitor Joe Roberts No funds used for multiple cost objectives

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Title IIA The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/12/2025 9:04:09 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 4/4/2025 11:10:47 AM Monitor Joe Roberts No pars used
	d. Title IIA The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☑	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	**District Comments** 3/12/2025 9:04:17 AM Other Abby Dubinchik LEA does not use funds to pay stipends **Monitor Comments** 4/4/2025 11:10:32 AM Monitor Joe Roberts No tips paid

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
13. Title IIIA Time Documentation UGG Sec. 200.430	a. Title IIIA The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. • Title IIIA Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☑	☐ Semi-annual time certifications DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:04:28 AM Other Abby Dubinchik LEA is in a Title III consortia **Monitor Comments** 4/4/2025 11:11:06 AM Monitor Joe Roberts No Title III personnel
	b. Title IIIA If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	**District Comments** 3/12/2025 9:04:40 AM Other Abby Dubinchik LEA is in a Title III consortia **Monitor Comments** 4/4/2025 11:12:05 AM Monitor Joe Roberts No Tile III personnel

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Title IIIA The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/12/2025 9:04:47 AM Other Abby Dubinchik LEA is in a Title III consortia **Monitor Comments** 4/4/2025 11:12:32 AM Monitor Joe Roberts No Title III personnel
	d. Title IIIA The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☑	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	**District Comments** 3/12/2025 9:04:53 AM Other Abby Dubinchik LEA is in a Title III consortia **Monitor Comments** 4/4/2025 11:12:59 AM Monitor Joe Roberts No Title III Program

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
14. Title IVA Time Documentation UGG Sec. 200.430	a. Title IVA The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. • Title IVA Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☑	☐ Semi-annual time certifications	**District Comments** 3/12/2025 9:05:38 AM Other Abby Dubinchik LEA does not use funds to pay salaries and benefits **Monitor Comments** 4/4/2025 11:13:32 AM Monitor Joe Roberts No Title IV personnel
	b. Title IVA If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	**District Comments** 3/12/2025 9:05:53 AM Other Abby Dubinchik LEA does not use funds to pay salaries and benefits **Monitor Comments** 4/4/2025 11:13:56 AM Monitor Joe Roberts No Title IV personnel

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Title IVA The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/12/2025 9:05:58 AM Other Abby Dubinchik LEA does not use funds to pay salaries and benefits **Monitor Comments** 4/4/2025 11:14:17 AM Monitor Joe Roberts No Title IV personnel
	d. Title IVA The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☑	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	**District Comments** 3/12/2025 9:06:12 AM Other Abby Dubinchik LEA does not use funds to pay stipends **Monitor Comments** 4/4/2025 11:14:42 AM Monitor Joe Roberts No Title IV personnel

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
15. Title IA Equipment and Related Property UGG Sec. 200.313	a. Title IA LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years.**	☐	☐	☑	☐ UGG compliant inventory log of items purchased with Title I A.	**District Comments** 3/12/2025 9:08:58 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:15:06 AM Monitor Joe Roberts No equipment purchased
	b. Title IA LEA conducts a physical inventory of all items every two years.	☐	☐	☑	☐ UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:09:12 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:15:26 AM Monitor Joe Roberts No equipment purchased

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
16. Title IIA Equipment and Related Property UGG Sec. 200.313	a. Title IIA LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years.**	☐	☐	☑	☐ UGG compliant inventory log of items purchased with Title IIA. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:09:19 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:15:41 AM Monitor Joe Roberts No equipment purchased
	b. Title IIA LEA conducts a physical inventory of all items every two years.	☐	☐	☑	☐ UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:09:24 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:15:56 AM Monitor Joe Roberts No equipment purchased
17. Title IIIA Equipment and Related Property UGG Sec. 200.313	a. Title IIIA LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years.**	☐	☐	☑	☐ UGG compliant inventory log of items purchased with Title IIIA. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:10:03 AM Other Abby Dubinchik LEA Title III Consortia **Monitor Comments** 4/4/2025 11:16:22 AM Monitor Joe Roberts No Title III program

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	b. Title IIIA LEA conducts a physical inventory of all items every two years.	☐	☐	☑	☐ UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:10:17 AM Other Abby Dubinchik LEA Title III Consortia **Monitor Comments** 4/4/2025 11:16:41 AM Monitor Joe Roberts No equipment purchased
18. Title IVA Equipment and Related Property UGG Sec. 200.313	a. Title IVA LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years.**	☐	☐	☑	☐ UGG compliant inventory log of items purchased with Title IVA. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:09:37 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:16:59 AM Monitor Joe Roberts No equipment purchased

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	b. Title IVA LEA conducts a physical inventory of all items every two years.	☐	☐	☑	☐ UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/12/2025 9:09:41 AM Other Abby Dubinchik LEA does not use funds to purchase equipment **Monitor Comments** 4/4/2025 11:17:18 AM Monitor Joe Roberts No equipment purchased
19. Title IA Program Performance Report UGG 200.328	a. LEA has submitted the Program Performance Report in eGrants, for the **prior year, for Title IA.**	☑	☐	☐	☑ Title IA Program Performance Report submitted by the due date of **January 6, 2025.**	**Monitor Comments** 4/4/2025 11:17:52 AM Monitor Joe Roberts Performance reports submitted on time
						PerformanceReportTitleI23-24.pdf
	b. Title IA Backup documentation exists for the Program Performance Report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success.	☑	☐	☐	☑ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	
						23-24RollingAgendaforCSICPDLFRoutines.pdf
20. Title IIA Program Performance Report UGG 200.328	a. LEA has submitted the Program Performance Report in eGrants, for the **prior year, for Title IIA.**	☑	☐	☐	☑ Title IIA Program Performance Report submitted by the due date of **January 6, 2025.**	**Monitor Comments** 4/4/2025 11:18:12 AM Monitor Joe Roberts Submitted on time
						PerformanceReportTItleII23-24.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	b. Title IIA Backup documentation exists for the Program Performance Report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success.	☑	☐	☐	☑ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**Monitor Comments** 4/4/2025 11:18:34 AM Monitor Joe Roberts Narrative submitted
						23-24RollingAgendaforCSICPDLFRoutines.pdf
21. Title IIIA Program Performance Report UGG 200.328	a. LEA has submitted the Program Performance Report in eGrants, for the **prior year, for Title IIIA.**	☐	☐	☑	☐ Title IIIA Program Performance Report submitted by the due date of **January 6, 2025.**	**District Comments** 3/12/2025 9:19:42 AM Other Abby Dubinchik Title III is in consortia **Monitor Comments** 4/4/2025 11:19:08 AM Monitor Joe Roberts Title III IN consortium
	b. Title IIIA Backup documentation exists for the Program Performance Report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success.	☐	☐	☑	☐ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**District Comments** 3/12/2025 9:19:55 AM Other Abby Dubinchik Title III is in consortia **Monitor Comments** 4/4/2025 11:19:35 AM Monitor Joe Roberts Title III in consortium

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
22. Title IVA Program Performance Report UGG 200.328	a. LEA has submitted the Program Performance Report in eGrants, for the **prior year, for Title IVA.**	☑	☐	☐	☑ Title IVA Program Performance Report submitted by the due date of **January 6, 2025.**	**Monitor Comments** 4/4/2025 11:20:01 AM Monitor Joe Roberts Reports submitted on time
						PerformanceReportTitleIV23-24.pdf
	b. Title IVA Backup documentation exists for the Program Performance Report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success.	☑	☐	☐	☑ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**Monitor Comments** 4/4/2025 11:20:26 AM Monitor Joe Roberts Narrative submitted
						23-24RollingAgendaforCSICPDLFRoutines.pdf
23. Allowability of Costs UGG 200.403(a)	a. Title IA costs are determined to be necessary, reasonable, and allocable	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable AND the LEA Title IA budget (not from eGrants)	**Monitor Comments** 4/4/2025 11:21:07 AM Monitor Joe Roberts Costs follow guidelines
						CPDLFTitleI24-25GL.pdf CPDLFTitle24-25BudgetandExpenditures.pdf
	b. Title IIA costs are determined to be necessary, reasonable, and allocable	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable AND the LEA Title IIA budget (not from eGrants)	**Monitor Comments** 4/4/2025 11:21:30 AM Monitor Joe Roberts Costs follow guidelines
						CPDLFTitleII24-25GL.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. Title IIIA costs are determined to be necessary, reasonable, and allocable	☐	☐	☑	☐ A **statement of expenditures** demonstrating funds are allowable AND the LEA Title IIIA budget (not from eGrants)	**District Comments** 3/16/2025 10:31:10 PM Superintendent Dr. Aiko Malynda Maurer CPDLF is in a consortium with Capital Area IU 15. **Monitor Comments** 4/4/2025 11:21:50 AM Monitor Joe Roberts In consortium
	d. Title IVA If the LEA received less than $30,000, Title IVA costs are determined to be necessary, reasonable, and allocable. If the LEA received more than $30,000 mark this NA and answer	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable AND the LEA Title IVA budget (not from eGrants)	**District Comments** 3/16/2025 10:40:40 PM Superintendent Dr. Aiko Malynda Maurer Statement of expenditures needs to be uploaded. **Monitor Comments** 4/4/2025 11:22:30 AM Monitor Joe Roberts Uploaded during meeting
						CPDLFTitleIV24-25GL.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	e. Title IVA - LEA has only budgeted a maximum of 15% of the total 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).	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable and included in the approved application AND the Consolidated Application showing funds in the Effective Use of Technology expenditure section.	**District Comments** 3/19/2025 7:37:19 AM Other Abby Dubinchik LEA received less than $30,000 for Title IVA allocation. **Monitor Comments** 4/4/2025 11:22:52 AM Monitor Joe Roberts Less than $30000
						CPDLFTitleIV24-25GL.pdf TitleIVeffectiveuseoftechnology.pdf
	f. Title IVA - If the LEA received more than $30,000 in Title IVA funds, a **minimum** of 20% has been budgeted for Well-Rounded Educational activities.	☐	☐	☑	☐ A **statement of expenditures** demonstrating funds are allowable and included in the approved application and a copy of the Consolidated Application Well-Rounded narrative.	**District Comments** 3/16/2025 10:36:12 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not receive more than $30,000. **Monitor Comments** 4/4/2025 11:23:17 AM Monitor Joe Roberts Less than $30000

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	g. Title IVA - If the LEA received more than $30,000 in Title IVA funds, a **minimum** of 20% has been budgeted for Safe and Healthy activities.	☐	☐	☑	☐ A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application Safe and Healthy narrative.	**District Comments** 3/16/2025 10:36:20 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not receive more than $30,000. **Monitor Comments** 4/4/2025 11:23:37 AM Monitor Joe Roberts Less than $30000
	h. Title IVA - If the LEA received more than $30,000 in Title IVA funds, some funds are budgeted for Effective Use of Technology activities.	☐	☐	☑	☐ A **statement of expenditures** demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application showing funds in the Effective Use of Technology narrative section.	**District Comments** 3/16/2025 10:36:24 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not receive more than $30,000. **Monitor Comments** 4/4/2025 11:24:43 AM Monitor Joe Roberts Less than $30000

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
24. Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	a. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IA application.	☑	☐	☐	☑ LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for **actual and anticipated** expenditures	

Monitor Comments
4/4/2025 11:25:15 AM Monitor Joe Roberts Programs match

CPDLFTitleI24-25GL.pdf
CPDLFTitle24-25BudgetandExpenditures.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
25. Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	a. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIA application.	☑	☐	☐	☑ LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for **actual and anticipated** expenditures	

Monitor Comments
4/4/2025 11:25:44 AM Monitor Joe Roberts Programs match

CPDLFTitleII24-25GL.pdf
CPDLFTitle24-25BudgetandExpenditures.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
26. Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	a. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIIA application.	☐	☐	☑	☐ LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for **actual and anticipated** expenditures	

District Comments
3/16/2025 10:39:37 PM Superintendent Dr. Aiko Malynda Maurer CPDLF is in a consortium with Capital Area IU 15
Monitor Comments
4/4/2025 11:26:04 AM Monitor Joe Roberts In consortium

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
27. Program Accuracy Verification 2 CFR 200.308(a) and (b) an- The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.	a. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IVA application.	☑	☐	☐	☑ LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for **actual and anticipated** expenditures	

Monitor Comments
4/4/2025 11:26:26 AM Monitor Joe Roberts Programs match

CPDLFTitleIV24-25GL.pdf
CPDLFTitle24-25BudgetandExpenditures.pdf

Component III: Consolidation of Federal Administrative Funds

Requirements

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

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

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

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

ESSA Section 8203

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
The LEA is consolidating Federal Administrative funds. (If not applicable, mark N/A)	☐	☐	☑	☐ Approval letter from Regional Coordinator including the above information.	

District Comments
3/16/2025 10:05:43 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not consolidate Federal Administrative Funds
Monitor Comments
3/30/2025 9:16:38 AM Monitor Joe Roberts The LEA does not consolidate federal funds

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

Requirements

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 2023-24 SY?	☐	☐	☐	☐ Consolidated Application, Selection of Schools	
1. 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.	☐	☐	☐	☐ Consolidated Application Selection of Schools	

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Central office	4/3/2025	Brittany Borden	Central Office
Central office	4/3/2025	Roxanne Tinari	Central office

Division of Federal Program
Consolidated Program Review
2024-2025 School Year
Central PA Digital Learning Foundation CS

Central PA Digital Learning Foundation

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Dr. Deanna Mayers	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers: Bruce Nichols. Joe Roberts

Visit Date: 4/4/2025

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Time Documentation UGG Sec. 200.430	a. The LEA and Title IA School maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. • Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	☐	☐	☑	☐ Semi-annual time certifications DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/19/2025 7:43:32 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 10:26:47 AM Monitor Joe Roberts No funds used for salary or benefits
	b. If the LEA and Title IA School has staff working on multiple cost objective with a fixed schedule and would like to use a semi-annual certification for those staff member, the LEA and Title I School is required to seek approval from the RC.	☐	☐	☑	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	**District Comments** 3/19/2025 7:43:46 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 10:27:04 AM Monitor Joe Roberts No funds used for salary and benefits

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	c. The LEA and Title I School maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/19/2025 7:43:54 AM Other Abby Dubinchik LEA does not use federal funds for salary and benefits **Monitor Comments** 3/30/2025 10:27:21 AM Monitor Joe Roberts No funds used for salary and benefits
2. Building Level Budget	a. The LEA and Title IA School maintains a building level budget documenting ALL Title IA expenditures, including preschool expenditures if applicable.	☑	☐	☐	☑ School's **Title IA** building (not from eGrants) level budget including specific salary and benefits for personnel and supply orders for **actual and anticipated** expenditures, must be used for this analysis DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/19/2025 7:44:15 AM Other Abby Dubinchik LEA is a charter school only one building **Monitor Comments** 3/30/2025 10:28:14 AM Monitor Joe Roberts Their overall budget is their building budget
						CPDLFTitle24-25BudgetandExpenditures.pdf

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

Division of Federal Programs
Consolidated Program Review
2024-2025 School Year

Central PA Digital Learning Foundation CS
5580 Goods Lane, Suite 1132, Altoona, PA 16602

LEA Level Monitoring

	Name	Check if Interviewed
Superintendent:	Dr. Malynda Maurer	☑
Business Manager:	Ryan Schumm	☐
Federal Program Coordinator:	Dr. Malynda Maurer	☑
Other:	Brittany Borden, Roxanne Tinari	☑

Program(s) Reviewed:

- ☑ Title IA: Program
- ☐ Ed-Flex Waiver: Review
- ☑ Title IIA: Program
- ☑ Title IIIA: Program
- ☑ Title IVA: Program
- ☐ Title VI-B REAP
- ☐ Title VIIIA
- ☑ School Level

Program Reviewer(s): Bruce Nicolls Joseph Roberts

Program Review Date: 04/04/2025

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1A. For Districts only, Charter Schools mark N/A - Teachers working in a Title IA program are appropriately state certified. **Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met.** If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	☐	☐	☑	☐ list of staff on emergency permits	**District Comments** 2/12/2025 10:40:57 AM Superintendent Aiko Malynda Maurer CPDLF is a charter school. **Monitor Comments** 3/27/2025 3:21:34 PM State Monitor Bruce Nicolls This is a charter school NA
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title IA funds must ensure that at least 75% of their professional staff have the appropriate state certification.	☑	☐	☐	☑ Submit a list of certified and non-certified professional staff working in a Title IA program (all professional staff if in a schoolwide charter) and the PDE 414 form	**Monitor Comments** 3/27/2025 3:25:32 PM State Monitor Bruce Nicolls The LEA exceeds the 75% minimum for certified staff.
					PDE414-CentralPADigitalLearningFoundation2024-25.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
2. For all LEAs - All instructional staff paid with federal funds must be appropriately state certified.	☐	☐	☑	☐ list of staff, their teaching assignment, and certifications of all staff being paid with federal funds broken out by building assignment		**District Comments** 2/12/2025 10:01:18 AM Superintendent Aiko Malynda Maurer CPDLF does not have any staff paid with Federal Programs funds. **Monitor Comments** 3/27/2025 3:26:05 PM State Monitor Bruce Nicolls The LEA did not use any Federal funds to pay staff salary or benefits. **Monitor Comments** 3/27/2025 3:30:51 PM State Monitor Bruce Nicolls No Federally funded staff.

Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title IA schools.	☐	☑	☐	☑ **Updated** Equity Plan, with dated agenda and corresponding sign-in sheet. For an Equity Plan sample please visit: DFP - ESSA Monitoring Resources/Templates/Samples	

District Comments

3/15/2025 10:53:47 AM

Superintendent Dr. Aiko Malynda Maurer

Equity plan uploaded with date it was revised. Teacher assignments for the Equity plan were discussed as part of our weekly School Leader meeting. Notes are attached. Each school leader has their section indicated by their initials - which is their "sign in".

Monitor Comments

3/27/2025 3:33:29 PM

State Monitor Bruce Nicolls

The LEA has an Equity Plan updated in November 2024, but I did not find an agenda and sign in for the review meeting.

CPDLFEquityPlan2024-25.pdf
SchoolLeaderNotes-TeacherAssignmentsEquityPlan-June25andJuly232024.pdf

Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.	☐	☐	☑	☐ Written transportation procedures with signatures DFP - ESSA Monitoring Resources/Templates/Samples	

District Comments

2/12/2025 11:10:43 AM
Superintendent Aiko Malynda Maurer
CPDLF is a cyber charter school and not required to have written transportation procedures.

Monitor Comments

3/27/2025 3:35:19 PM
State Monitor Bruce Nicolls
As a Cyber Charter School, there is no transportation to need procedures for.

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually. **In order to meet requirements** of ESEA, as amended by ESSA, it's required that LEAs receiving Title IA funds include the following in their MOU: • Establish channels of communication between school staff and Head Start staff; • Receive and transfer childrens records, enrollment, parent communication; • Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers; • Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and • Link LEA educational services with Head Start agency services.	☐	☐	☑	☐ MOU, with signatures, uploaded to eGrants. **MOU must be dated to demonstrate it was reviewed this year.** DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 2/12/2025 11:01:30 AM Superintendent Aiko Malynda Maurer CPDLF is a cyber charter school and exempt from creating and uploading the MOU according to the 24-25 Title I Consolidated Application. **Monitor Comments** 3/27/2025 3:36:50 PM State Monitor Bruce Nicolls NA as the LEA is a cyber school.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Is the LEA operating a district wide preschool program with set-aside funds? If yes, evidence of criteria is in place for eligibility selection. If no, check N/A. ***Note:** Districtwide - An LEA may not use Title IA funds to implement a district wide preschool program to benefit all preschool students in the LEA unless all the school buildings in the LEA are Title IA schools operating Schoolwide programs.	☐	☐	☑	☐ Selection criteria used to determine eligibility for preschool programming.	

District Comments
2/12/2025 10:57:32 AM Superintendent Aiko Malynda Maurer CPDLF is a cyber charter school and does not offer a preschool program.
Monitor Comments
3/27/2025 3:37:20 PM State Monitor Bruce Nicolls There is no preK program at this LEA.

Component V: Transition

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

Section 1112(b)(8)
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students.	☑	☐	☐	☑ **Formal documentation of a list of transition strategies** for served Title IA buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education and the Consolidated Application Transition and Coordination	

District Comments

3/15/2025 10:59:48 AM

Superintendent Dr. Aiko Malynda Maurer

The K12 Guidance plan contains the transition plans for CPDLF. The K12 Guidance plan was recently updated and approved by the CPDLF Board on March 13, 2025.

Monitor Comments

3/27/2025 3:44:21 PM

State Monitor Bruce Nicolls

The LEA has a revised and approved Transition Plan. Board resolution with voting attendees provided.

CPDLFMarch132025BoardAgendaItemK12GuidancePlanapproval.pdf
K12CPDLFGuidancePlanDraft2025-2028-TransitionStrategies.pdf
CentralPADigitalSelectionofSchools.pdf
CPDLTransitionandCoordination.pdf

Component VI: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has a written Parent and Family Engagement policy **that includes the required components BELOW and a description of how the components are met at the LEA.** Required Components: • description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) • description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance • description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs	☑	☐	☐	☑ LEA Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met**. LEA must also upload **dated** parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy. ☐ LEA Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school.** PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy. DFP - ESSA Monitoring Resources/Templates/Samples	**Monitor Comments** 3/27/2025 3:58:27 PM State Monitor Bruce Nicolls The LEA has a PFE policy that was reviewed 9/5/24 in a virtual meeting with signin log provided. A link to the policy was shared.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments

• description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying:
  ◦ barriers to greater participation in activities,
  ◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
  ◦ strategies to support successful school and family interactions
• description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and
• description of involvement of parents in the activities of the Title I schools.					

2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf CPDLFSeptember52024TitleIFallMeeting-portionofslidesfromBacktoSchoolNight.pdf ParentandFamilyEngagementPolicy.pdf Evidenceofdistribution.png CPDLFMondayMorningMinuteSeptember16-202024.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Parents and family members of Title IA students shall be involved in the decisions regarding how funds reserved are allotted for **parent and family engagement activities.** • Please note: This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement.	☐	☐	☑	☐ **Dated** agendas and corresponding sign in sheets demonstrating parents were included in the decision on **how to use the LEA Parent & Family Engagement set aside**.	**District Comments** 3/15/2025 11:17:57 AM Superintendent Dr. Aiko Malynda Maurer CPDLF does not set aside funds for parent and family engagement since we receive less than $500,000 in Title IA funds. **Monitor Comments** 3/27/2025 4:00:07 PM State Monitor Bruce Nicolls There was no mandatory setaside of PFE funds.
3. 3. If the LEA received $500,000 or more in Title IA funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, **including at least one of the following**: • Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • Supporting programs that reach parents and family members at home, in the community, and at school.	☐	☐	☑	☐ LEA Parent and Family Engagement policy that **includes at least one of the five bullets**, parent meeting agenda and sign in sheet	**District Comments** 3/15/2025 11:18:32 AM Superintendent Dr. Aiko Malynda Maurer CPDLF does not receive more than $500,000 in Title IA funds. **Monitor Comments** 3/27/2025 4:00:29 PM State Monitor Bruce Nicolls There was no mandatory setaside of PFE funds.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
• 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. • 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. • Engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. ***Please note: These bullets are what your LEA would have selected in the Consolidated Application under Title IA > Narratives: Parent and Family Engagement section > Title IA Parent and Family Engagement Use of Funds section.** ***Please note: This can be marked N/A if the LEA received $500,000 or less in Title IA funds.**						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. 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.	☑	☐	☐	☑ Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation **of the contents of the LEA level policy**. ☐ Survey of parents that assesses the contents of the LEA parent and family engagement policy. **Survey must include questions that address the contents of the parent and family engagement policy**.	**Monitor Comments** 3/27/2025 4:02:09 PM State Monitor Bruce Nicolls The review occurred at the 9/5/24 parent meeting. PowerPoint and digital signin provided.

2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf
CPDLFSeptember52024TitleIFallMeeting-portionofslidesfromBacktoSchoolNight.pdf

Component IX: Title IA Nonpublic Schools

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

Sections 1117, 8501, and 8503
Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

☑ **If the LEA does not serve Nonpublic Schools with Title IA funds, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services. Please note: Procedures should include step by step instructions of how the nonpublic equitable services are delivered start to finish each school year.	☐	☐	☐	☐ Copy of LEA's Nonpublic Procedures DFP - ESSA Monitoring Resources/Templates/Samples	
2. Initial Consultation has occurred between the LEA and nonpublic official(s) **prior** to submitting LEA's Consolidated Application and the start of the services.	☐	☐	☐	☐ Evidence must include intent to participate, copies of outreach attempts, i.e., letters, e-mails, call log AND meeting agenda and sign-in sheet(s) between LEA and nonpublic official(s).	
3. Consultation is ongoing between LEA and nonpublic officials **including decisions made as to how to provide services, prior to the start of services**.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	☐	☐	☐	☐ Signed Affirmation of Consultation form for each participating nonpublic school must be uploaded to eGrants.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA regularly **monitors the Title IA services being provided to the nonpublic students** on the provision of Title IA services to nonpublic students, including the amount of funds remaining.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Visitation log ☐ Virtual visit/meeting	
6. COMPLETE THIS ONLY IF: If Multiple LEAs contract with the same vendor to provide services to the same nonpublic(s), **AND ARE REPRESENTED BY ONE LEA**, a signed agreement identifying the process for disseminating program effectiveness exists. Mark N/A if this does not apply to your LEA. *Note: One LEA representative may visit the school on behalf of all LEAs to observe/monitor the Title IA services being provided to the nonpublic students. **Mark N/A if this does not apply to your LEA.**	☐	☐	☐	☐ Signed agreement between LEAs, documentation from visit, **AND** dated copies of outreach attempts, ie., letters, emails, call log, visitation log, or virtual visit/meeting evidence.	
7. LEA is evaluating the Title IA program serving nonpublic school students.	☐	☐	☐	☐ Evaluation data ☐ Needs assessment, survey form and collated results ☐ Assessment data	
8. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	☐	☐	☐	☐ Dated copies of letters, emails, AND the Carryover section of eGrants ☐ Agendas and meeting sign-in sheets between LEA and nonpublic officials AND the Carryover section of eGrants	
9. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purpose of providing equitable services to eligible nonpublic school students. If equipment was not purchased for Nonpublic schools, select N/A.	☐	☐	☐	☐ Inventory equipment log **dated, signed and reviewed** annually to ensure the use of equipment and supplies purchased is tracked per Uniform Grants Guidance Sec. 200.313. DFP - ESSA Monitoring Resources/Templates/Samples	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. LEA has third-party contracts (per Uniform Grant Guidance and the District's Procurement Procedures) that include the proportionate share of Title IA funds determined by eGrants. **Please note:** Third party contracts must not be paid in full up front.	☐	☐	☐	☐ Copy of third-party contracts **must** include **ALL** of the following: • Breakdown of instructional costs, • Frequency of payments. (monthly, quarterly, etc.), • Type of services to be delivered, • Administrative costs for the provision of services to eligible nonpublic school students • An exit clause • Multi-year contracts DO NOT exceed three years	
11. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	☐	☐	☐	☐ Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
12. LEA has a Nonpublic Program Goal detailing the use of the equitable share as discussed and agreed upon during consultation with the nonpublic official(s).	☐	☐	☐	☐ Consolidated application, Nonpublic Program Goal Section listing nonpublic students measurable goals	
13. Evidence the LEA is following procurement procedures when using a third-party provider for providing nonpublic equitable services.	☐	☐	☐	☐ Informal quotes, bids or RFPs	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
14. LEA has Title IA Nonpublic complaint procedures available for the nonpublic schools and evidence they were shared with nonpublic official(s) before or during consultation.	☐	☐	☐	☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND agenda listing review/receipt of Complaint Procedures ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Mail receipt ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Email to nonpublic official(s) including a copy of the procedures or the URL link to LEAs website with Complaint Procedures	
15. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement (PFE) set-aside is budgeted if allocation is $500,000 and over.	☐	☐	☐	☐ Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants AND Budget Description detailing the Nonpublic Parent and Family Engagement share.	
16. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	☐	☐	☐	☐ Data provided by the nonpublic school to determine the number of income eligible students. Including addresses and grade levels only.	
17. Evidence that the district budgeted appropriate Nonpublic Equitable Share.	☐	☐	☐	☐ Number of income eligible (low-income) students (Title IA specific) in eGrants Nonpublic Organizations Summary Section AND Title I budget Summary section of eGrants.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
18. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. Evidence that transferability was discussed with the Nonpublic school officials during initial consultation. **Please note: If the LEA did not transfer funds into Title IA, this can be marked N/A.**	☐	☐	☐	☐ Agendas listing topics discussed/sign in sheets. ☐ Emails including discussion of transferred funds. ☐ Other documentation to reflect nonpublic consultation occurred, transfer of funds was discussed prior to funds being transferred.	

Ed-Flex Waiver Review

Ed-Flex Waiver

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

☐ **If the LEA does not operate on an Ed-Flex Waiver, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	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.	☐	☐	☐	☐ Section 1 Waiver Application	
2. The LEA has evidence of how it will continue to aid the same populations served by program for which waivers were requested.	☐	☐	☐	☐ 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.	☐	☐	☐	☐ 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.	☐	☐	☐	☐ Section 3 Waiver Application	
5. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	☐	☐	☐	☐ 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.	☐	☐	☐	☐ Waiver Performance Report	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	☐	☐	☐	☐ Approval Letter from PDE ☐ eGrants Budget and Selection of Schools	

Title IIA: Program

Component I

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

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

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	☐	☐	☑	☐ Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers ☐ Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application	**District Comments** 3/15/2025 11:32:58 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:03:21 PM State Monitor Bruce Nicolls All funds transferred to Title IA.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.	☐	☐	☑	☐ Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	**District Comments** 3/15/2025 11:33:10 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:03:53 PM State Monitor Bruce Nicolls All funds transferred to Title IA.
3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff **(prior to submitting the grant).**	☑	☐	☐	☑ Dated agendas and sign-in sheets **that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners)** for meetings that took place **prior** to the writing of the grant.	**Monitor Comments** 3/27/2025 4:07:57 PM State Monitor Bruce Nicolls Stakeholders were informed and feedback requested on the transfer of Title IIA funds. List of stakeholders included.
					AnnualTitleIStakeholderMeeting-June192024(2).pdf June2024StakeholderEngagementConsultationmeeting.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement. **This can be marked N/A if all funds are used for CSR.**	☐	☐	☑	☐ Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.		**District Comments** 3/15/2025 11:33:18 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:08:24 PM State Monitor Bruce Nicolls All funds transferred to Title IA.
5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B).	☐	☐	☑	☐ Documentation of the **LEA's professional development plan** and educator evaluation framework		**District Comments** 3/15/2025 11:33:25 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:08:35 PM State Monitor Bruce Nicolls All funds transferred to Title IA.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. LEA utilizes tools that measure effectiveness of PD.	☐	☐	☑	☐ Tools (i.e., surveys, teacher evaluation forms, student achievement data) ☐ Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)	**District Comments** 3/15/2025 11:33:30 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:08:43 PM State Monitor Bruce Nicolls All funds transferred to Title IA.
7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired.	☐	☐	☑	☐ Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).	**District Comments** 3/15/2025 11:33:36 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:08:51 PM State Monitor Bruce Nicolls All funds transferred to Title IA.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Title IIA: Program Goals - Data has begun to be collected for 24-25 program goals **Professional Development**.	☐	☐	☑	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	**District Comments** 3/15/2025 11:33:43 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:09:03 PM State Monitor Bruce Nicolls All funds transferred to Title IA.
9. Title IIA: Program Goals - Data has begun to be collected for 24-25 program goals **Class Size Reduction**.	☐	☐	☑	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	**District Comments** 3/15/2025 11:33:51 AM Superintendent Dr. Aiko Malynda Maurer All Title II funds have been transferred to Title IA. **Monitor Comments** 3/27/2025 4:09:14 PM State Monitor Bruce Nicolls All funds transferred to Title IA.

Title IIIA: Program

Component I

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Parental Notification Section 3302	1. The LEA/Consortium provides notifications to parents in an understandable format, and, to the extent practicable, in a language that the parent can understand. Notification **must include** the following: a. basis for identification and placement b. level of proficiency and how it was assessed c. method(s) of instruction used in the Program d. how the program will meet the student's needs e. how the Program will increase English proficiency and support academic achievement f. expected rate of transition out of Program g. exit criteria. h. for ELs with IEPs an explanation of how the Program meets the goals of the IEP i. parents right to opt out of supplemental j. sends the notification to parents within 30 days of the beginning of school year or 2 weeks during the school year.	☑	☐	☐	☑ **Dated** Parent notification letters for placement in ESL Program supported with Title III supplemental funds. DFP - ESSA Monitoring Resources/Templates/Samples	

District Comments

3/16/2025 4:42:58 PM

Superintendent Dr. Aiko Malynda Maurer

CPDLF does not have any EL learners this year. A sample letter has been uploaded.

Monitor Comments

3/27/2025 4:11:58 PM

State Monitor Bruce Nicolls

Sample letter provided, but there are no EL learners attending this LEA this year.

RedactedtranslatedELnotificationletterCPDLF.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Authorized Subgrantee Activities for ESL/ELD Section 3115(d)	1. Authorized Activities: a. Upgrading program objectives and effective instruction strategies. b. Improving the instruction materials, education software, and assessment procedures c. Providing tutorials, academic or vocational education for ELs, and intensified instruction d. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services e. Improving the ELP and academic achievement of ELs f. Providing community participation programs, family literacy services, and parent outreach and training activities to ELs and their families. g. Improving the instruction of ELs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication h. Other activities	☑	☐	☐	☑ Title IIIA application, written ESL Policy/Program AND List of ELs being served **with student names redacted**.	

District Comments

3/19/2025 6:40:16 PM

Superintendent Dr. Aiko Malynda Maurer

CPDLF is part of the Capital IU 15 consortium. The Title IIA application is their application. I have uploaded our ESL Policy and LIEP program document. We do not have any ELs being served this year at CPDLF. Policy is scheduled for Board review and updating at the May 2025 Board Meeting.

Monitor Comments

3/27/2025 4:14:52 PM

State Monitor Bruce Nicolls

The LEA is part of an IU consortium. The Policy and Program were provided. There are no El students attending this year.

Sept2024BoardMeetingLIEPProgramGuidelines.pdf
LIEPProgramGuidelines(official).docx.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
						ESLProgramPolicyMay2018.pdf GrantContent.pdf MassPolicy(May).pdf
3. Assurance of assessment	1. LEA will annually assess the English proficiency of EL children.	☐	☐	☑	☐ Roster of students **with student names redacted** who completed assessment and roster of students who opted out of assessment.	**District Comments** 3/16/2025 4:42:36 PM Superintendent Dr. Aiko Malynda Maurer CPDLF conducts the Home Language survey with all new enrollees; however, the survey results have not identified any EL learners. CPDLF does not have any EL learners remain with us from last year; thus, we have no EL learners this school year. **Monitor Comments** 3/27/2025 4:12:37 PM State Monitor Bruce Nicolls No EL learners this year.
4. Authorized Subgrantee Activities for Immigrant Children and Youth (IMM) Section 3115(e) **Please note: If your LEA does not receive IMM funds, this can be marked N/A.**	2. Authorized Activities: • family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children	☐	☐	☑	☐ Title IIIA application AND List of immigrant children being served **with student names redacted**.	**District Comments** 3/16/2025 4:43:32 PM Superintendent Dr. Aiko Malynda Maurer No IMM funds were reserved. **Monitor Comments** 3/27/2025 4:15:45 PM State Monitor Bruce Nicolls No funds reserved in this area.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
	• support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth • provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth • identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds • basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	• other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education • activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services Note: If do not reserve IMM funds, can be marked N/A.					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Stakeholder Engagement	1. The LEA provides evidence of stakeholder engagement in the development of Title IIIA activities i.e., parents, community members, schools staff **(prior to submitting the grant)**.	☑	☐	☐	☑ Dated agendas and sign-in sheets staff **(prior to submitting the grant)** that include all required stakeholders (teachers, principals, other school leaders, researchers, school leaders, parents, administrators, Nonpublic School Officials (if applicable) and community partners)	

District Comments

3/19/2025 7:24:09 PM

Superintendent Dr. Aiko Malynda Maurer

CPDLF annually conducts a stakeholder meeting in June prior to submitting the grant. The stakeholder meeting contains updates on our school improvement progress and next year's plan as well as how we intend to distribute the Federal Program funds. The school improvement plan for the next year was developed throughout the Spring with stakeholders and the annual meeting in June is to provide one final opportunity for feedback after seeing all the parts in one place to see how they fit together.

Monitor Comments

3/27/2025 4:21:40 PM

State Monitor Bruce Nicolls

June stakeholder meeting reviewed Title III. A list of stakeholders and the PowerPoint were provided.

June2024StakeholderEngagementConsultationmeetingSigninSheet(1).pdf
AnnualTitleIStakeholderMeeting-June192024(1).pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6.Professional Development (ESEA Section § 3115 (c) (1)	1. Title IIIA program provides effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel.	☑	☐	☐	☑ List of professional development activities, **dated** agendas, and sign in sheets.	

District Comments

3/19/2025 7:06:38 PM

Superintendent Dr. Aiko Malynda Maurer

CPDLF provides a yearly training for the LIEP training that is to be completed by all staff in our online professional development platform Vector. This training is to be completed asynchronously when the staff member chooses. The list of staff who completed the training has been uploaded. When we have EL learners we provide more specific trainings for those to whom it applies but since we don't have this year, we did not offer any further training for the LIEP program.

Monitor Comments

3/27/2025 4:26:11 PM

State Monitor Bruce Nicolls

Training agenda for ELL was emailed to me for review. Login list is uploaded here.

EnglishLearnerTraininginVectorTraining,K-12EditionComplianceByPerson2025-03-1915_36_06.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Outreach to Parents of English Language Learners (ELLs) ESEA Section 1112(e)(3)(C); 3302(e)	1. The LEA has an effective means of outreach to parents of ELLs in place to inform them of how they can be involved in their child's education.	☑	☐	☐	☑ Samples of outreach to parents of ELLs such as letters, emails, texts, or web postings ☐ Translations of outreach communications	**District Comments** 3/19/2025 7:25:38 PM Superintendent Dr. Aiko Malynda Maurer A redacted sample email to a parent from last year has been uploaded since we have no EL learners this year to interact with. **Monitor Comments** 3/27/2025 4:26:51 PM State Monitor Bruce Nicolls No EL students at this time, but samples of documents were provided.
						CentralPADigitalLearningFoundationMail-AMV-practicefortheACCESStest_Redacted2.pdf
8. Program Goals Title IIIA	1. Title IIIA: Program Goals - Baseline data has been collected, for the current years grant, program goals student achievement	☐	☐	☑	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	**District Comments** 3/16/2025 4:50:07 PM Superintendent Dr. Aiko Malynda Maurer CPDLF belongs to the Capital Area IU 15 EL Consortium. **Monitor Comments** 3/27/2025 4:27:19 PM State Monitor Bruce Nicolls Part of the IU Consortium.

Title IVA: Program

Component I:

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

If the LEA received less than $30,000 and is transferring all funds, answer question #1 and mark N/A for all other questions.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers, and local government representatives) in the planning of the Title IVA application and activities staff **(prior to submitting the grant)**.	☑	☐	☐	☑ **Dated** agendas and sign-in sheets, **(prior to submitting the grant), that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience)** for meetings that took place **prior** to submitting the grant.	**Monitor Comments** 3/27/2025 6:37:03 PM State Monitor Bruce Nicolls June 19, 2024 stakeholder meeting with PowerPoint. List of stakeholders provided.
				June2024StakeholderEngagementConsultationmeetingSigninSheet.pdf AnnualTitleIStakeholderMeeting-June192024.pdf	
2. The LEA **continued to consult** with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community. **If your LEA transferred all Title IVA funds this requirement can be marked NA.**	☑	☐	☐	☑ **Dated** agendas and sign-in sheets **that includes all required stakeholders (Teachers, school leaders, parents, administrators, paraprofessionals, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, higher education (where applicable), and others with relevant experience** for consultation that took place during the implementation of the grant.	**Monitor Comments** 3/27/2025 6:39:56 PM State Monitor Bruce Nicolls January 15, 2025 midyear review meeting. Stakeholder list provided.
				Midyear24-25TitleIVStakeholdermeeting(s)_attendees.pdf TitleIVStakeholderMtgJanuary2025.pdf	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. If LEA receives more than $30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.	☐	☐	☑	☐ Sections of dated needs assessment that address how the LEA chose to use Title IVA funds.	**District Comments** 3/16/2025 4:57:36 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not receive more than $30,000. **Monitor Comments** 3/27/2025 6:40:50 PM State Monitor Bruce Nicolls Only received $10,000.
4. 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 as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	☐	☐	☑	☐ Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools. ☐ If LEA has schools designated CSI and A-TSI, list of schools receiving funds.	**District Comments** 3/16/2025 4:58:17 PM Superintendent Dr. Aiko Malynda Maurer CPDLF is a cyber charter school so it does not have other schools to distribute funds. **Monitor Comments** 3/27/2025 6:41:11 PM State Monitor Bruce Nicolls LEA is a single school unit.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Title IVA Program Goals Well-Rounded Education - Baseline data has been collected for the current year's grant program goals in Well-Rounded Education. Note: Please select N/A if LEA did not allocate funds in this area.	☐	☐	☑	☐ Data summary narrative ☐ Data Reports ☐ Other tool as identified in program goal section in eGrants.	**District Comments** 3/16/2025 5:00:03 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not allocate funds in this area. **Monitor Comments** 3/27/2025 6:41:38 PM State Monitor Bruce Nicolls No funds used in this area.
6. Title IVA Program Goals - Safe & Healthy - Baseline data has been collected for the current year's grant program goals in Safe & Healthy. Note: Please select N/A if LEA did not allocate funds in this area.	☑	☐	☐	☐ Data summary narrative ☑ Data Reports ☐ Other tool as identified in program goal section in eGrants.	**Monitor Comments** 3/27/2025 6:43:30 PM State Monitor Bruce Nicolls Baseline data was provided.
					ConnectsU_PASS2024-25baselinedataresults.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Title IVA Program Goals - Effective Use of Technology - Baseline data has been collected for the current year's grant program goals in Effective Use of Technology. Note: Please select N/A if LEA did not allocate funds in this area.	☐	☐	☑	☐ Data summary narrative ☐ Data Reports ☐ Other tool as identified in program goal section in eGrants	

District Comments
3/16/2025 5:01:31 PM Superintendent Dr. Aiko Malynda Maurer CPDLF did not allocate funds in this area.

Monitor Comments
3/27/2025 6:43:49 PM State Monitor Bruce Nicolls No funds allocated in this area.

Personnel Interviews

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

Personnel Interviews

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

Division of Federal Program
Consolidated Program Review
2024-2025 School Year
Central PA Digital Learning Foundation CS

Central PA Digital Learning Foundation

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Dr. Deanna Mayers	☑
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:	Bruce Nicolls Joseph Roberts	Visit Date:	4/4/2025

School Level Monitoring

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. **All instructional paraprofessionals** working in a Title IA program are appropriately certified.	☑	☐	☐	☑ List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	**Monitor Comments** 3/27/2025 6:50:33 PM State Monitor Bruce Nicolls List of paraprofessionals provided with qualifications.
					InstructionalParaprofessionalqualificationsMarch2025.pdf
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	☑	☐	☐	☑ Copy of Right-to-Know - Teacher Qualifications letter **dated** and evidence of distribution date	**District Comments** 3/19/2025 7:41:58 PM Superintendent Dr. Aiko Malynda Maurer Copy of dated notification uploaded along with evidence from our student information system with the date the notification was emailed out to all guardians in our system. **Monitor Comments** 3/27/2025 6:52:59 PM State Monitor Bruce Nicolls The letter was uploaded. It was distributed via email sent 9/6/24.
					image(1).png 2024-25TitleIParentRighttoKnowLetter_letterhead(1).pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.) LEA must provide example of letter even if it was not utilized.	☑	☐		☑ Copy of Right-to-Know **Four Consecutive Week letter** AND evidence of distribution date with signature, if distributed. If the letter was not distributed the date is not required in the letter. DFP - ESSA Monitoring Resources/Templates/Samples	

District Comments
3/19/2025 7:43:33 PM Superintendent Dr. Aiko Malynda Maurer Template letter uploaded. We did not have to send any notifications out this year.

Monitor Comments
3/27/2025 6:53:47 PM State Monitor Bruce Nicolls Sample 4-week letter provided. No classes required it.

24-25CPDLFESSAFourWeekCertificationnotificationletter.pdf

Component II: Parent and Family Engagement

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

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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 **that includes the required components below and a description of how the components are met at the school**. 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. **All the following are Required components**: • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • 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	☑	☐	☐	☐ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school**. School must also upload **dated** parent meeting agendas and corresponding sign-in sheets, as well as method of distribution. ☑ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school**. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/16/2025 9:23:55 PM Superintendent Dr. Aiko Malynda Maurer During our Back to School night hosted in Zoom, we hold our Fall Title I meeting and go over the policy and the compact. **Monitor Comments** 3/27/2025 6:59:31 PM State Monitor Bruce Nicolls The school PFE plan was provided including the required information. The plan was reviewed at the September virtual Back to School Night. Digital sign in was provided.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents the following ◦ Timely information about Title I programs. ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. ◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
○ 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). ○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
○ 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. ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. ○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
○ 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. ○ 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). - **IF** school is operating a Title IA funded preschool program, **(not from set aside funds)** preschool language must be in its policy. Section 1116(b).						
				2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					CPDLFSeptember52024TitleIFallMeeting-portionofslidesfromBacktoSchoolNight.pdf Evidenceofdistribution.png ParentandFamilyEngagementPolicy.pdf
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	☑	☐	☐	☐ **Dated** Title I meeting agenda and corresponding sign-in sheets ☑ PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.	**Monitor Comments** 3/27/2025 7:00:43 PM State Monitor Bruce Nicolls The PowerPoint and digital sign in for the annual Title I meeting was provided. (Part of Back to School Night)
					2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf CPDLFSeptember52024TitleIFallMeeting-portionofslidesfromBacktoSchoolNight.pdf
3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall	☑	☐	☐	☐ School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact ☑ School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact. DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 3/19/2025 9:43:29 PM Superintendent Dr. Aiko Malynda Maurer Recording of Title I Fall meeting emailed to all parents through the Principal's Monday Morning Minute. **Monitor Comments** 3/27/2025 7:05:54 PM State Monitor Bruce Nicolls Compact discussed and distributed through September Back to School Night and link emailed to all parents.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and • address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.					
				2024-25School-Parent-StudentCompact.pdf 2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					MeettheTeacherNight2024-2025.pdf CPDLFMondayMorningMinuteSeptember9-162024-TitleIPolicyandSchoolCompact.pdf
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	☑	☐	☐	☐ **Dated** Title I meeting agenda & corresponding sign-in sheets that indicate topics of discussion ☑ PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.	**District Comments** 3/19/2025 9:51:18 PM Superintendent Dr. Aiko Malynda Maurer Slide 69 of the presentation specifically introduces MAP to the parents. Subsequent resources provided in the next question continue to help the parents support their child's learning. **Monitor Comments** 3/27/2025 7:26:52 PM State Monitor Bruce Nicolls Meeting and sign in uploaded, additional slides were provided by email that showed discussion of State Standards and Assessments.
					2024FallTitleIBacktoSchoolNight090524SigninandFeedback.pdf MeettheTeacherNight2024-2025(1).pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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.	☑	☐	☐	☐ Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events. ☐ Submit only one example of workshops with copies of dated agendas and sign-in sheets. ☑ Resource given to parents to aid in academic support.	

Monitor Comments

3/27/2025 7:16:59 PM
State Monitor Bruce Nicolls
I saw quite a few activities focused on social/emotional support. I did not see anything specific to helping with academic achievement: literacy, math, etc.

4/5/2025 2:27:43 PM
State Monitor Bruce Nicolls
The school provided evidence of monthly check-ins between parents and coaches to support their child's academic progress.

CPDLFMondayMorningMinuteSeptember16-202024.pdf
LearnerCoachCafe2024-2025.pdf
LearnerCoachCafe2024-25.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. **ALL** schools' teachers and staff shall **annually** be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	☑	☐	☐	☐ SPAC skits and staff agendas and corresponding sign in sheets ☑ Dated staff meeting agenda and corresponding sign-in sheets utilizing parent survey results (open-ended questions included)	

District Comments

3/19/2025 10:03:09 PM

Superintendent Dr. Aiko Malynda Maurer

Slides 55-62 is where the Principal went over the mid-year survey results that were from teachers, parents, and learners as well as results of the Parent and the Learner Advisory Feedback sessions. We use Zoom chat to sign in by having people answer a check in question.

Monitor Comments

3/27/2025 7:22:17 PM

State Monitor Bruce Nicolls

Staff meeting included review and discussion of parent survey and feedback information on parent engaement.

Mid-YearAllStaffProfessionalLearning-January312025.pdf
ZoomChatJanuary312025.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Title I Schools shall coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs.	☐	☑	☐	☐ Transition Plan ☑ Parent training materials, evaluations, agendas, calendar of events ☐ Staff/Parent meeting agendas and sign-in sheets	**District Comments** 3/20/2025 10:34:20 PM Superintendent Dr. Aiko Malynda Maurer We offer virtual Learner Coach Cafes that provide a space for Parents to receive resources and support on how to support their child's education plan. Our Wellness Department, which includes the Social Worker and School Counselor, provide information and resources for homelessness, social emotional resources, and other resources helpful for parents. **Monitor Comments** 3/27/2025 7:25:46 PM State Monitor Bruce Nicolls I didn't see the connection to other programs. Perhaps something like an IEP transition from Headstart.
					CPDLFParentNotificationsofLearnerCoachCafeSessionsandResourcessharedwithparents.pdf
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.	☑	☐	☐	☑ All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	**Monitor Comments** 3/27/2025 7:26:34 PM State Monitor Bruce Nicolls Translated document provided.
					RedactedtranslatedletterCPDLF.pdf

Component III: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. An approved Schoolwide Plan is present in the FRCPP.	☑	☐	☐	☑ Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan's status is **"Approved"**.	**Monitor Comments** 3/27/2025 7:27:46 PM State Monitor Bruce Nicolls FRCPP shows Approved status.
					StatusintheFRCPPasofMarch182025.pdf
A. The Title IA Schoolwide plan was submitted in FRCPP and has a status of "In Revision" or "Submitted". Mark NA if Schoolwide plan is in "Approved" status.	☐	☐	☑	☑ Documentation such as an email from FRCPP or a screenshot from the FRCPP dashboard where the plans status is "In Revision", or "Submitted".	**Monitor Comments** 3/27/2025 7:29:43 PM State Monitor Bruce Nicolls It is currently in approved status.
					FRCPPstatusasofMarch172025.pdf
B. Is your building operating a Title IA preschool program? If so, check "Met" and provide evidence in the plan. If your building does not operate a Title IA preschool program, check "N/A".	☐	☐	☑	☐ Evidence from Schoolwide plan to demonstrate building is operating Title IA preschool program.	**District Comments** 3/16/2025 9:36:33 PM Superintendent Dr. Aiko Malynda Maurer CPDLF does not operate a preschool program. **Monitor Comments** 3/27/2025 7:30:02 PM State Monitor Bruce Nicolls No PreK program at the LEA.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan. ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	☑	☐	☐	☐ **For newly identified Schoolwide schools - Agendas and sign-in sheets** demonstrating plan was developed in the year prior to initial implementation. OR ☑ **For existing Schoolwide schools - agendas and sign-in sheets** demonstrating plan was updated within a year of the monitoring visit.	**District Comments** 3/19/2025 7:56:40 PM Superintendent Dr. Aiko Malynda Maurer CPDLF Steering Team meeting was held April 30, 2024 via Zoom. Calendar invite with attendees and an attendance list with chats uploaded. **Monitor Comments** 3/28/2025 1:04:20 PM State Monitor Bruce Nicolls The school provided evidence of a planning meeting in April 2024.

CPDLFSteeringCommittee-4_30_24.pdf
SteeringTeamList.docx
SIPSteeringTeamAttendanceandChat043024.pdf
SIPSteeringTeammeetingcalendarinvite043024.pdf

3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plan's goals. ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.	☑	☐	☐	☑ **Agendas and sign-in sheets** of meetings AND **copies of data reports**.	**District Comments** 3/17/2025 11:47:31 AM Superintendent Dr. Aiko Malynda Maurer CPDLF is a cyber school in comprehensive school improvement. We meet monthly to review goals and make revisions as necessary. Action steps are monitored on a biweekly basis. Data reports are included as part of the meeting agenda and notes. **Monitor Comments** 3/28/2025 1:08:12 PM State Monitor Bruce Nicolls The school provided evidence of data review meetings.

24-25CPDLFRoutineRunningAgenda.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The Schoolwide Program/Plan has been made available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESEA Section1114(b)(4)	☑	☐	☐	☑ A link available on school website to the schoolwide plan, and, if applicable, evidence of how the SWP Plans are made available in alternate languages. ☐ Statement in handbook to say that Title IA schoolwide plan is in the office for review And, if applicable, evidence of how the SWP Plans are made available in alternate languages.	**District Comments** 3/17/2025 2:46:55 PM Superintendent Dr. Aiko Malynda Maurer Link to website posting https://www.cpdlf.org/apps/pages/policies-plans **Monitor Comments** 3/28/2025 1:12:16 PM State Monitor Bruce Nicolls The link to the plan on the school website was provided.

Component IV: Targeted Assistance Programs

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

Sec. 1113

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Note: If the school does not have an "Approved", "In Revision", or "Submitted" 2024-25 Schoolwide Plan, it must be monitored in the Targeted Assistance section.					
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	☐	☐	☐	☐ Selection criteria and student roster with test scores that includes rank order listing.	
2. If operating a Title IA preschool in a Targeted Assistance building (not from set aside funds), evidence of selection criteria is needed. Please mark N/A if this is not applicable.	☐	☐	☐	☐ Selection criteria and student roster that includes rank order listing.	
3. 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.	☐	☐	☐	☐ List of programs, activities, and academic courses provided to eligible children	
4. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may includeexpanded 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.).	☐	☐	☐	☐ List of instructional strategies including activities that strengthen the academic program provided to eligible children	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. The Title I school coordinates with and supports the regular education program. Please note: this may include services to assist preschool children in the transition from early childhood education programs such as Head Start or State-run preschool programs to elementary school programs.	☐	☐	☐	☐ Documentation of regular team meetings, **dated** agenda, corresponding sign-in sheets, and minutes	
6. 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.	☐	☐	☐	☐ List of professional development activities, **dated** agendas, and corresponding sign in sheets	

pennsylvania
DEPARTMENT OF EDUCATION

Monday, July 14, 2025

Malynda Maurer
CEO/Federal Program Coordinator
5580 Goods Lane, Suite 1132, Altoona, PA 16602

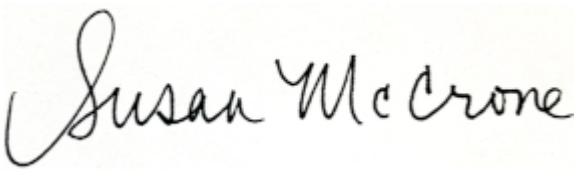
Dear Malynda Maurer,

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2024-25 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Central PA Digital Learning Foundation CS compliance. At this time, all documents uploaded to Fedmonitor have been reviewed and no further action is required. The 2024-25Federal Programs Consolidated Review is now closed.

You may print off a copy of your completed Monitoring Instrument at https://www.federalmonitor.com/pa. If you have any questions, please feel free to contact your regional coordinator.

Thank you for your cooperation.

Sincerely,



Susan McCrone
Chief
Division of Federal Programs

pennsylvania
DEPARTMENT OF EDUCATION

Thursday, April 10, 2025

Malynda Maurer
CEO/Federal Program Coordinator
5580 Goods Lane, Suite 1132, Altoona, PA 16602

Dear Malynda Maurer,

I sincerely appreciate you and your staff's participation in the Federal Programs Consolidated Review for the 2024-25 school year.

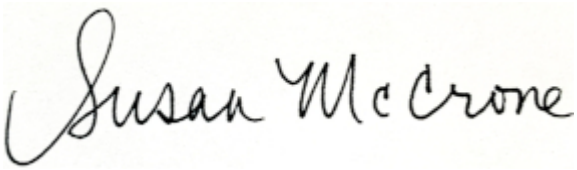
Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Central PA Digital Learning Foundation CS compliance.

At this time, all documents uploaded to FedMonitor have been reviewed and **no further action is required.** The 2024-25 Consolidated Monitoring is now closed.

You may print off a copy of your completed Monitoring Instrument in FedMonitor by selecting the "Locked" link next to your LEA's assessment. If you have any questions, please feel free to contact your regional coordinator or email ra-edessamonitoring@pa.gov.

Thank you for your continued commitment to federal programs and the students you serve.

Sincerely,



Susan McCrone
Chief
Division of Federal Programs

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.

FSA	In Compliance	Out of Compliance
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

IMPROVEMENT PLAN REQUIRED*	Yes	No
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:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
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
TOTALS	**913**	**13**	**934**

3. TEACHER AND PARENT INTERVIEWS

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

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

4. CLASSROOM OBSERVATIONS

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

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

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

PART II
CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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

Board of Trustees Policy – SP19
INDIVIDUALIZED EDUCATION PROGRAM POLICY (IEP)

The Board of Trustees of the Central Pennsylvania Digital Learning Foundation Charter School ("Charter School") recognizes and directs that in addition to the federal requirements incorporated by reference, the state regulations require that the IEP of each student with a disability must include when appropriate:

(1) A description of the type or types of support as defined in this paragraph that the student will receive, the determination of which may not be based on the categories of the child's disability alone. Students may receive more than one type of support as appropriate and as outlined in the IEP and in accordance with this chapter. Special education supports and services may be delivered in the regular classroom setting and other settings as determined by the IEP team. In determining the educational placement, the IEP team must first consider the regular classroom with the provision of supplementary aids and services before considering the provision of services in other settings.

(i) Autistic support. Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills or behaviors consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child's response to sensory experiences and changes in the environment, daily routine and schedules; and, the need for positive behavior supports or behavioral interventions.

(ii) Blind-visually impaired support. Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are blind or visually impaired, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after the evaluation of the child's reading and writing needs, and appropriate reading and writing media, the extent to which Braille will be taught and used for the student's learning materials.

Board of Trustees Policy – SP19
INDIVIDUALIZED EDUCATION PROGRAM POLICY (IEP)

(iii) Deaf and hard of hearing support. Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication, accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and assistive technology devices and services.

(iv) Emotional support. Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.

(v) Learning support. Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.

(vi) Life skills support. Services for students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(vii) Multiple disabilities support. Services for students with more than one disability the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(viii) Physical support. Services for students with a physical disability who require services primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.

(ix) Speech and language support. Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.

Board of Trustees Policy – SP19
INDIVIDUALIZED EDUCATION PROGRAM POLICY (IEP)

(2) Supplementary aids and services.

(3) A description of the type or types of personnel support.

(4) The location where the student attends school and whether this is the school the student would attend if the student did not have an IEP.

(5) For students who are 14 years of age or older, a transition plan that includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

(6) The IEP of each student shall be implemented as soon as possible, but no later than 10 school days after its completion.

(7) Every student receiving special education and related services provided for in an IEP shall receive the special education and related services under that IEP, subject to the terms, limitations and conditions set forth in law.

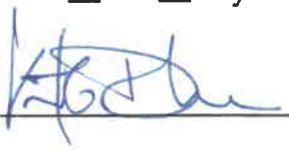
The Charter School ensures that IEP Team review the IEP periodically, but not less than annually, to determine whether the annual goals of the child are being achieved; and revise the IEP, as appropriate, to address any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate. In addition to the requirements incorporated by reference with regard to development, review, and revision of IEP, the Charter School shall designate persons responsible to coordinate transition activities.

The Chief Executive Officer or his/her designee is directed to implement all procedures in accordance with this policy.

Board of Trustees Policy – SP19
INDIVIDUALIZED EDUCATION PROGRAM POLICY (IEP)

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this __14th__ day of ___April___, 2016



President



Secretary

Distribution:

- Board Policy Binder
- Board Policy Shared Drive Folder
- Website

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

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

Charter School: **Central PA Digital Learning Foundation CS**

Chief Executive Officer: **Dr. Malynda Maurer**

Special Education Director/Coordinator: **Kimberly Salyards**

BSE Special Education Adviser: **Patti Haglund**

Date of Report: **July 19, 2021**

Date Final Report Sent to LEA: **March 22, 2021**

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

First Visit Date: **April 21, 2021**

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. **FSA-ASSISTIVE TECHNOLOGY AND SERVICES** **Standard:** The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. **FSA-HEARING AIDS** **Standard:** Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. **FSA-POSITIVE BEHAVIOR SUPPORT** **Standard:** LEA complies with the positive behavior support policy requirements.			
Y						3. **FSA-CHILD FIND** **Standard:** LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. **FSA-CONFIDENTIALITY** **Standard** The LEA is in compliance with confidentiality requirements.			
		X				5. **FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)** **Standard:** The LEA uses dispute resolution processes for program improvement.			
Y						8. **FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION** **Standard:** The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. **FSA-INDEPENDENT EDUCATIONAL EVALUATION** **Standard:** The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. **FSA-LEAST RESTRICTIVE ENVIRONMENT** **Standard:** The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. **FSA-EXTENDED SCHOOL YEAR SERVICES**			
Y						13. **FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING**			
Y						15. **FSA-PARENT TRAINING** **Standard:** Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3	Always			
					2	Sometimes			
					1	Rarely			
					1	Never			
					1	Don't Know			
					0	Does not Apply			
						P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.			
					1	Always			
					1	Sometimes			
					0	Rarely			
					2	Never			
					3	Don't Know			
					1	Does not Apply			
Y						18. **FSA-SURROGATE PARENTS (STUDENTS REQUIRING)** **Standard:** The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. **FSA-PERSONNEL TRAINING** **Standard:** In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
8	2	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	0	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
9	0	1				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
5	5	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. **FSA-INTENSIVE INTERAGENCY APPROACH** **Standard:** The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. **FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION** **Standard:** The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. **TRANSITION REQUIREMENTS** **Standard:** The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required. IEP teams shall reconvene and develop/revise documents as required. The LEA will conduct personnel training for special education teachers and related personnel regarding the transition process and subsequent IEP documentation which includes annual updates.	03/22/2022 Charter School Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
						Topical Area 2: Delivery of Service			
	N					17. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** The LEA's percentage of children with disabilities served in special education is comparable to state data.	The LEA will submit an Improvement Plan to address meeting the SPP target for Public School Enrollment. The LEA will submit the Improvement Plan to the BSE Adviser, no later than July 15, 2021.	03/22/2022 Charter School Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	07/15/2021

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

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2	Always			
					2	Sometimes			
					1	Rarely			
					1	Never			
					2	Don't Know			
					0	Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			
					4	Always			
					3	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
						P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.			
					3	Always			
					1	Sometimes			
					0	Rarely			
					2	Never			
					0	Don't Know			
					2	Does not Apply			
						P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.			
					4	Always			
					2	Sometimes			
					1	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
8	0	2				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student’s current IEP?			
9	1	0				GE 73. Are you and the special education personnel working collaboratively to implement this student’s program?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	1	0				GE 80. Is the student making progress within the general education curriculum?			
9	1	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	1				GE 80b. If yes, in what ways? Participates in live learning and one to one sessions for help, able to interact w/peers during live lessons. Interaction with other students, work independently & collaboratively. Excelling in curriculum, able to meet goal for peer interaction. Work own pace, currently excelling, reaches out for help when needed, different virtual learning options utilized. The material challenges student to do best work with individualized help. Understands and is interested in the subject matter when explained. Receives grade level skills and is succeeding in class. Experience how other learners think and respond. Feels part of school, works closely with teacher.			
0	0	9				GE 80c. If no, what does this student need that he/she is not receiving in your class? Needs to improve in specific area.			
9	1	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
8	1	1				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				GE 85b. If no, what training or support would assist you? No training needed.			
8	1	1				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
9	0	1				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	4				SE 95c. If yes, what reasons were discussed for recommending removal? For related services. For additional supports. Receive direct instruction. Based on needs. Needs more support in core subjects. Additional supports for core subjects and emotionally.			
0	0	4				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Discussion of IEP team and what would best meet needs. Team decision. Team decision. Achievement and team discussion determined that one-on-one time was warranted. Will work with support teacher for time needed to teach core subjects. Determined no change is currently needed.			
7	0	3				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
5	0	5				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
5	0	5				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
6	3	1				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	4	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. **FSA-EFFECTIVE USE OF DISPUTE RESOLUTION** **Standard:** The LEA uses dispute resolution processes for program improvement.			
Y						6. **FSA-GRADUATION RATES (SPP)** **Standard:** The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. **FSA-DROPOUT RATES (SPP)** **Standard:** The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. **FSA-SUSPENSION RATES** **Standard:** The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. **FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)** **Standard:** Students with disabilities are provided for in the least restrictive environment			
	N					16. **FSA-PARTICIPATION IN PSSA AND PASA (SPP)** **Standard:** The LEA's population of students who participate in state assessment is comparable with the state data.	The LEA will develop an Improvement Plan to address meeting the SPP target for participation rate in state assessments. The LEA will submit the Improvement Plan to the BSE Adviser no later than July 15, 2021.	03/22/2022 Charter School Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	07/15/2021
Y						16A. **FSA-LOCAL ASSESSMENT**			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PERMISSION TO EVALUATE (File Reviews)			
2	1	7			33%	FR 153. PTE-Consent Form is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
2	0	8				FR 154. Demographic data			
2	0	8				FR 155. Reason(s) for referral for evaluation			
2	0	8				FR 156. Proposed types of tests and assessments			
2	0	8				FR 157. Contact person's name and contact information			
1	1	8			50%	FR 158. Parent signature or documentation of reasonable efforts to obtain consent	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
1	1	8			50%	FR 159. Parent has selected a consent option	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
						PERMISSION TO REEVALUATE (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	2	7			67%	FR 194. PTRE-Consent Form is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
1	0	9				FR 195. Demographic data			
1	0	9				FR 196. Reason for reevaluation			
1	0	9				FR 197. Types of assessment tools, tests and procedures to be used			
1	0	9				FR 198. Contact person's name and contact information			
1	0	9				FR 199. Parent has selected a consent option			
1	0	9				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
3	0	7				FR 160. ER is present in the student file			
3	0	7				FR 161. Evaluation was completed within timelines			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
3	0	7				FR 163. Demographic data			
3	0	7				FR 164. Date report was provided to parent			
3	0	7				FR 165. Reason(s) for referral			
3	0	7				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
3	0	7				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
3	0	7				FR 168. Teacher observations and observations by related service providers, when appropriate			
3	0	7				FR 169. Recommendations by teachers			
3	0	7				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
3	0	7				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
1	0	9				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
3	0	7				FR 173. Lack of appropriate instruction in reading			
3	0	7				FR 174. Lack of appropriate instruction in math			
3	0	7				FR 175. Limited English proficiency			
3	0	7				FR 176. Present levels of academic achievement			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 177. Present levels of functional performance			
3	0	7				FR 178. Behavioral information			
3	0	7				FR 179. Conclusions			
3	0	7				FR 180. Disability Category			
3	0	7				FR 181. Recommendations for consideration by the IEP team			
3	0	7				FR 182. Evaluation Team Participants documented			
2	0	8				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
2	0	8				FR 184. Documentation that the student does not achieve adequately for age, etc.			
2	0	8				FR 185. Indication of process(es) used to determine eligibility			
2	0	8				FR 186. Instructional strategies used and student-centered data collected			
2	0	8				FR 187. Educationally relevant medical findings, if any			
2	0	8				FR 188. Effects of the student's environment, culture, or economic background			
2	0	8				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	8				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	8				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
2	0	8				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
7	0	3				FR 207. RR is present in the student file			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
7	0	3				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
7	0	3				FR 210. Demographic data			
7	0	3				FR 211. Date IEP team reviewed existing evaluation data			
7	0	3				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
7	0	3				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 214. Aptitude and achievement tests			
7	0	3				FR 215. Current classroom based assessments and local and/or state assessments			
7	0	3				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
7	0	3				FR 217. Teacher recommendations			
7	0	3				FR 218. Lack of appropriate instruction in reading			
7	0	3				FR 219. Lack of appropriate instruction in math			
7	0	3				FR 220. Limited English proficiency			
7	0	3				FR 221. Conclusion regarding need for additional data is indicated			
4	0	6				FR 222. Reasons additional data are not needed are included			
7	0	3				FR 223. Determination whether the child has a disability and requires special education			
7	0	3				FR 224. Disability category(ies)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 225. Summary of findings includes student's educational strengths and needs			
7	0	3				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
7	0	3				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
3	0	7				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
7	0	3				FR 239. Documentation of Evaluation Team Participants			
0	0	10				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
6	0	0	2			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	2	0			P 25.	Were you given the opportunity to provide this information in writing or in another way that worked for you?			
6	0	2	0			P 26.	Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
0	0	8	0			P 27.	If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	8	0	0			P 51.	Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	8	0			P 52.	If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	8	0			P 53.	Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119.	If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content				
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)				
9	1	0			10%	FR 241.	Invitation is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
9	0	1				FR 242.	Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
9	0	1				FR 243.	Demographic data			
9	0	1				FR 244.	Purpose(s) of the meeting			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
0	0	10				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
5	0	5				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
9	0	1				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 261. Anticipated duration of services and programs			
0	0	10				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
5	0	5				FR 264. Student			
9	1	0			10%	FR 265. General Education Teacher	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
1	0	9				FR 275. If the student is deaf or hard of hearing, a communication plan			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7			33%	FR 276. If the student has communication needs, needs must be addressed in the IEP	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
1	0	9				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
3	0	7				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
5	0	5				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
9	1	0			10%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
4	1	5			20%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
5	0	5				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
4	1	5			20%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
5	0	5				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
5	0	5				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	5				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	5				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
6	0	4				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
1	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
1	0	9				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 307.	Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308.	If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309.	If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310.	If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
5	1	4			17%	FR 311.	If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
6	0	4				FR 312.	If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 313.	If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
10	0	0				FR 314.	If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315.	Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316.	A conclusion regarding student eligibility for ESY			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance.	03/22/2022 CS Personnel IU Consultants PaTTAN Consultants PDE/BSE Adviser	
6	0	4				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
6	0	4				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
0	0	10				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	0	0			P 29. Did you participate in developing the current IEP for your child?			
7	0	1	0			P 30. Was the meeting held at a time and location that was convenient for you?			
2	1	5	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
7	0	1	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
3	3	0	2			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	5	0			P 32b. If no, what training or support would assist you? A reminder of when the IEP is, when scheduled. Don't know. Unsure			
5	0	3	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
6	1	0	1			P 35. Was the current IEP developed at the IEP meeting?			
5	0	2	1			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
7	0	1	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	8	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	8	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
9	0	1				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
4	2	4				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
4	0	6				GE 76. Were those recommendations considered by the IEP team?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
9	1	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
6	0	0	2			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
2	3	1	2			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
4	3	3				SE 104. If appropriate, are the student's annual goals based on functional performance?			
9	1	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
7	3	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Pretty close to grade level so benefits from being in the general education class to get that with peers and for exposure. Receiving same curriculum, same platform as peers, specials classes and socializing. Academic needs being met and good grades. Opportunity to interact with same aged peers, helps with social emotional goals. Self esteem, peer interaction and communication. Socialization, learning grade level skills. Socialization and modeling behavior. Socialization and modeling behavior. Behavior and academic skills modeled. Supports future job/education goals.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
7	0	1	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
8	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			
					6	Always			
					1	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			
					7	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					1	Does not Apply			
7	0	0	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
7	0	3				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
3	2	5				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
1	4	5				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal? Need for related services and support all completed virtually.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on student needs.			
4	1	5				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
4	0	6				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
6	0	4				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
7	0	3				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	4	0			P 42.	If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
5	0	2	1			P 43.	Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
5	1	2	0			P 44.	Did you receive an explanation of what would make your child eligible for ESY services?			
6	0	2	0			P 45.	Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	8	0			P 46.	If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
3	2	3	0			P 47.	If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
9	0	1				SE 121.	Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
5	0	5				SE 122.	If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a.	At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b.	Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c.	Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d.	Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e.	If yes, are needed supplementary aids and services being provided to this student?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
3	0	5	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
6	1	1	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
3	5	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	5	0			P 50c. If yes, what reasons were discussed for recommending removal? Amount of time. Severe anxiety. Falling behind.			
0	0	5	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Determined by teacher. Based on concerns. Not sure.			
4	1	3	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
7	0	1	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Very capable, struggles with communication and is socially aware, isolation would adversely affect, inclusion motivates growth and academics. Improvement with some studies. Socially & academically, learning to be more independent, communication. Learning is fun, cares about school, weekly check in and interaction. Exposed to general education curriculum. General education classroom participation. Learn what same aged peers are learning.			
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
						P 59. I am satisfied with the transition services developed for my child.			
					3	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					5	Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
					7	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					1	Does not Apply			
5	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
6	0	4				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
10	0	0				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
9	0	1				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	0	7	1			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					7	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 54. I am a partner with school personnel when we plan my child's education program.			
					8	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			
					1	a. modifications			
					2	b. progress reports			
					2	c. staff-aide ratios			
					2	d. staff's knowledge, training			
					1	e. instructional materials			
					4	g. staff open to suggestions, good communication			
					2	h. follow the IEP			
					3	i. support services			
					5	k. staff's understanding and attitude			
					2	l. more inclusion			
		6	0			P 67. Tell me anything you would like to change about the program.			
					1	d. staff's knowledge, training			
					1	g. staff open to suggestions, good communication			
					1	j. student ratios			
					1	m. services provided outside neighborhood school			
		1	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
					1	a. Very strongly agree			
					2	b. Strongly agree			
					3	c. Agree			
					1	d. Disagree			
						P 69. Additional comments about your child's program. The school is excellent. Very pleased with how approachable & collaboratative school has been. Progress is proof that it's working. Difficult, would like to meet teachers in person, like curriculum and how organized. Very pleased overall with opportunities to participate, meet with teachers 1-1.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			
						FSA 16 Participation in State and Local Assessments	Action Steps 1.)CPDLF will ensure that all students, in state assessed grades, will participate by providing informational training to parents and staff regarding benefits of assessments, allowable accommodations and goal setting for staff and students. 2.) A discussion group will be formed which will identify and review barriers affecting student participation and subsequent actions will be determined which would include accessibility to identified assessment locations including areas with public transportation. Evidence of Change: Meeting schedules training agendas, sign-in sheets, Summary of discussion group plan	07/15/2023 CPDLF Staff IU 08 Personnel PaTTAN Consultant PDE/BSE Adviser	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 17 Public School Enrollment	Action Steps: 1.) CPDLF will provide (or require, if contracted services) professional development activities to Speech Pathologist(s) regarding speech criteria, and the implementation of interventions within the regular education environment to maintain LRE. 2). CPDLF will provide professional development activities to regular and special education teachers regarding the MTSS Process. 3.) CPDLF will continue to implement and promote the multi-tiered system of support (MTSS) model currently in progress at CPDLF, so that learners are given the appropriate levels of support needed to be successful in their LRE. Evidence of change: Agendas, sign in sheets from professional development activities, summary of CPDLF MTSS meetings, data and resources.	07/15/2023 CPDLF Personnel IU 08 Personnel PaTTAN Consultant PDE/BSE Adviser	

1. Welcome and Course Information

Immersive Reader

Welcome to *Preparing for Cyclical Monitoring: A Focus on Secondary Transition*!

Purpose

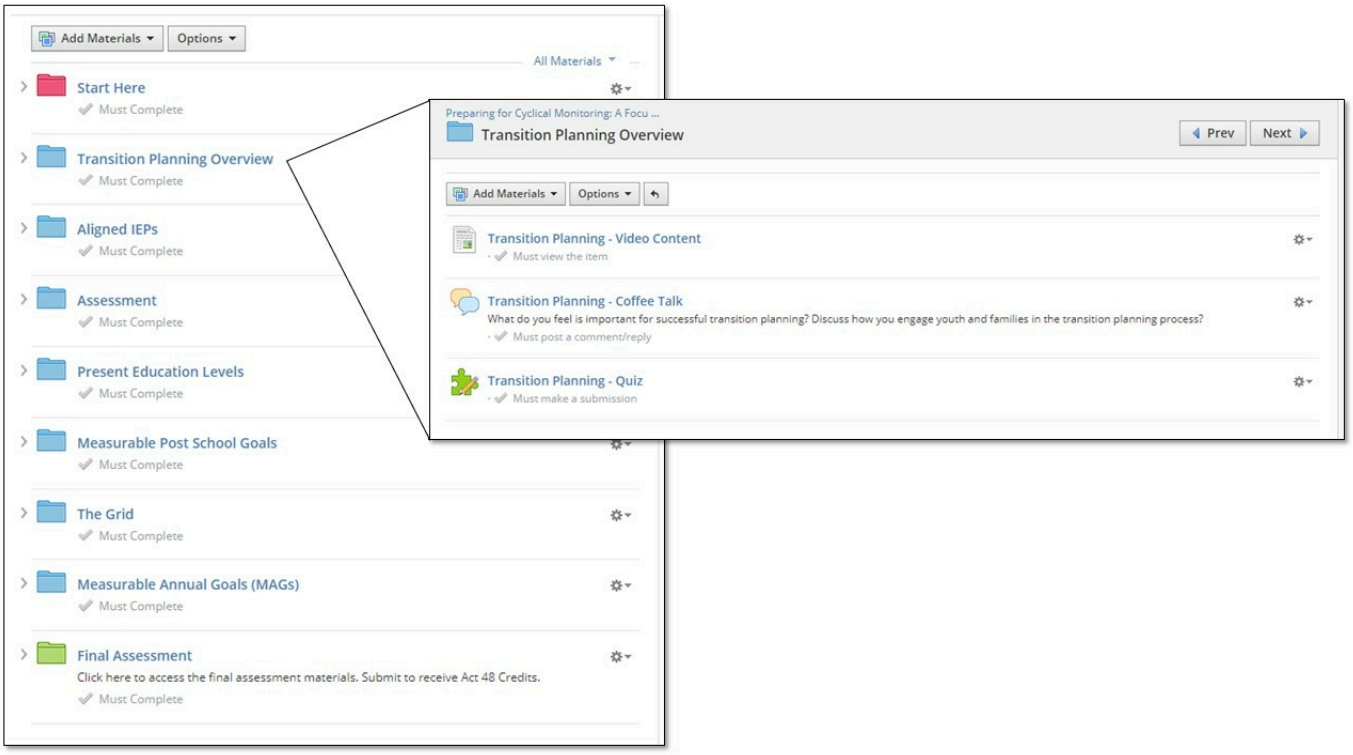
This course is part of your state-mandated cyclical monitoring preparation and has a focus solely on the components directly related to secondary transition planning and the 10 student files that are monitored under file review 21A. You are taking this course this year because your LEA will experience cyclical monitoring by the Bureau of Special Education next year.

This online course is only one component of your preparation for cyclical monitoring. Other components include:

- Random student IEPs to be reviewed by your local Intermediate Unit Transition TaC
- Coaching on the writing of IEPs in relation to secondary transition planning
- Post reviews of your student IEPs

Course Structure

Each module of this course contains video content, a discussion post (called "Coffee Talk"), and a quiz. You must earn a minimum score on the quiz and access all content in a module before you may move on to the next module.



Receiving Credit

After completing this online course you will receive 6 Act 48 hours providing you registered for this course in WisdomWhere (the PaTTAN website's training calendar). Once this course's period is over we will submit the names of all completers to the PA Department of Education to provide Act 48 hours. This may take up to two months in order to process. You will know that you've received the Act 48 hours when you recieve an email stating so.

Once you receive the email regarding your award of 6 Act 48 hours you may obtain a certificate of completion for this course if you would like. The steps to do so are as follows:

Click on the following link: https://www.solutionwhere.com/WWPaTTAN/PaTTAN/Default.aspx

- Click View Your Personal Calendar
- It will then take you to your login
- Enter your PaTTAN User Name and password
- You can then find your events by clicking on the menu under “My Events” and click on the icon under “Certificates”

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
K-12 PUBLIC CYBER CHARTER SCHOOL

Charter Annual 2024-2025

Special Education Personnel Development

Prep for Cyclical Monitoring: A Focus on Secondary Transition

Asynchronous Schoology course via PaTTAN

Participants:

Kim Salyards, Special Programs Director
Bonnie Waltz, Special Education Coordinator
Dina Morrissey, Special Ed Case Manager
Chall'ee Allen, Special Ed Case Manager
Tricia Noonan, Special Ed Case Manager
Laura Wilt, Special Ed Case Manager

PROCEDURAL SAFEGUARDS NOTICE

BUREAU OF SPECIAL EDUCATION'S CONSULTLINE, A PARENT HELPLINE
800-879-2301

ConsultLine personnel are available to parents and advocates of children with disabilities or child thought to be disabled to explain federal and state laws relating to special education; describe the options that are available to parents; inform the parents of procedural safeguards; identify other agencies and support services; and describe available remedies and how the parents can proceed.

Additional Resources appear at the end of this notice.

The Individuals with Disabilities Education Act (IDEA), the Federal law concerning the education of students with disabilities, requires the Local Education Agency (LEA) to provide parents of a child with a disability with this notice containing a full explanation of the procedural safeguards available under the IDEA and the U.S. Department of Education regulations. A copy of this notice must be given to parents only once a school year, or:
(1) upon initial referral or parent request for evaluation; (2) upon filing by parents of their first State complaint under 34 CFR §§300.151 through 300.153 and upon filing by parents of their first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request. [34 CFR §300.504(a)]

This procedural safeguards notice must include a full explanation of all of the procedural safeguards available under §300.148 (unilateral placement at private school at public expense), §§300.151 through 300.153 (State complaint procedures), §300.300 (consent), §§300.502 through 300.503, §§300.505 through 300.518, and §§300.530 through 300.536 (procedural safeguards in Subpart E of the Part B regulations), and §§300.610 through 300.625 (confidentiality of information provisions in Subpart F). This model form provides a format that LEAs may choose to use to provide information about procedural safeguards to parents.

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I. GENERAL INFORMATION

A. WHO IS A PARENT? (34 CFR §300.30)

THIS SECTION DESCRIBES WHO IS ABLE TO ACT AS A PARENT FOR PURPOSES OF SPECIAL EDUCATION DECISION MAKING.

A parent is a biological or adoptive parents of a child; a foster parent; a guardian generally authorized to act as the child's parent, or authorized to make educational decision for the child; an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or a surrogate parent.

A surrogate parent must be appointed when no parent can be identified; the public agency, after reasonable efforts, cannot locate a parents; the child is a ward of the State under the laws of Pennsylvania, or the child in an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434a(6). Public agencies must ensure that a person selected as a surrogate parent is not an employee of the SEA, the LEA or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. The public agency must make reasonable efforts to ensure the assignment of surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

B. WHAT IS PRIOR WRITTEN NOTICE? (34 CFR §300.503)

THIS SECTION EXPLAINS WHAT, HOW, AND WHEN AN LEA MUST TELL YOU ABOUT ACTIONS IT PROPOSES OR REFUSES TO TAKE.

1. **When Notice Is Required**
   Your local education agency (LEA) – the entity responsible for providing a free appropriate public education to your child – must notify you in writing whenever it:
   a. Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; **or**
   b. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to your child.
   c. Change of placement for disciplinary reasons.
   d. Due process hearing, or an expedited due process hearing, initiated by LEA.
   e. Refusal of LEA to agree to an independent educational evaluation (IEE) at public expense.
   f. Parents' revocation of consent for special education and related services.

   In Pennsylvania, prior written notice is provided by means of a LEA Prior Written Notice Form/Notice of Recommended Educational Placement. You should be given reasonable notice of this proposal or refusal so that if you do not agree with the LEA you may take appropriate action. Reasonable Notice means ten days.
2. **Content of notice**
   The prior written notice must:
   1. Describe the action that your LEA proposes or refuses to take;
   2. Describe the parents' action for the revocation of special education and related services;
   3. Explain why your LEA is proposing or refusing to take the action;
   4. Describe each evaluation procedure, assessment, record, or report your LEA used in deciding to propose or refuse the action;
   5. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
   6. Tell how you can obtain a description of the procedural safeguards if the action that your LEA is proposing or refusing is not an initial referral for evaluation;
   7. Include resources for you to contact for help in understanding Part B of the IDEA;

8. Describe any other choices that your child's IEP Team considered and the reasons why those choices were rejected; **and**
9. Provide a description of other reasons why your LEA proposed or refused the action.

3. Notice in understandable language

a. The notice must be:
   1) Written in language understandable to the general public; **and**
   2) Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.
   3) If your native language or other mode of communication is not a written language, your LEA must ensure that:
      a) The notice is translated for you orally or by other means in your native language or other mode of communication;
      b) You understand the content of the notice; **and**
      c) There is written evidence that 1 and 2 have been met.

C. WHAT IS NATIVE LANGUAGE? (34 CFR §300.29)

1. *Native language*, when used with an individual who has limited English proficiency, means the following:
   a. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
   b. In all direct contact with a child (including evaluation of a child), the language normally used by the child in the home or learning environment.
   For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

D. NOTICE BY ELECTRONIC MAIL (34 CFR §300.505)

If your LEA offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

1. Prior written notice;
2. Procedural safeguards notice; **and**
3. Notices related to a due process complaint.

E. WHAT IS PARENTAL CONSENT? (34 CFR §300.9)

THIS SECTION EXPLAINS WHAT INFORMED PARENTAL CONSENT IS AND WHEN YOU NEED TO PROVIDE IT, SO AN LEA MAY PROCEED AS PROPOSED IN THE NOTICE.

1. What is Parental Consent?

Consent means:

a. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which consent is sought;
b. You understand an agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
c. You understand that the consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

2. Can the Parent Revoke Consent?

a. Yes. You must submit written documentation to the LEA staff revoking consent for special education and related services;
b. When you revoke consent for special education and related services, the LEA must provide you with Prior Written Notice;
c. Special education and related services cannot cease until the LEA provides you with Prior Written Notice;
d. Prior notice is defined as ten calendar days;
e. LEA staff cannot use mediation or due process to override your revocation of consent;

f. The LEA will not be considered in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services;
g. The LEA is not required to amend the child's educational records to remove any references to the child's receipt of special education and related services because of the revocation of consent.
h. The LEA is not required to convene an IEP team meeting or develop and IEP for the child for further provision of special education and related services.

F. WHEN IS PARENTAL CONSENT NEEDED?

1. Initial Evaluations (34 CFR §300.300)

a. General Rule: Consent for initial evaluation
Your LEA cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading ***Parental Consent***.

Your LEA must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does not mean that you have also given your consent for the LEA to start providing special education and related services to your child. If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your LEA may, but is not required to, seek to conduct an initial evaluation of your child by utilizing the Act's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. Your LEA will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances.

b. Special rules for initial evaluation of wards of the State
Under Pennsylvania law, if a child is designated a ward of the state, the whereabouts of the parent are not known or the rights of the parent have been terminated in accordance with State law. Therefore, someone other than the parent has been designated to make educational decisions for the child. Consent for an initial evaluation should, therefore, be obtained from the individual so designated.

Ward of the State, as used in the IDEA, encompasses two other categories, so as to include a child who is:

1. A foster child who does not have a foster parent;
2. Considered a ward of the State under State law; **or**
3. In the custody of a public child welfare agency.

2. Consent for Initial Placement in Special Education (34 CFR §300.300)

Parental consent for services
Your LEA must obtain your informed consent before providing special education and related services to your child for the first time. The LEA must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, your LEA may not use the procedural safeguards (i.e. mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services as recommended by your child's IEP Team may be provided to your child without your consent.

If you refuse to give your consent for your child to start receiving special education and related services, or if you do not respond to a request to provide such consent and the LEA does not provide your child with the special education and related services for which it sought your consent, your LEA:

1. Is not in violation of the requirement to make FAPE available to your child for its failure to provide those services to your child; **and**

2. Is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was request.

3. **Consent for Reevaluations (34 CFR §300.300)**
   Your LEA must obtain your informed consent before it reevaluates your child, unless your LEA can demonstrate that:
   1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
   2. You did not respond.
4. **What is Documentation of Reasonable Efforts to Obtain Parental Consent? (34 CFR §300.300)**
   Your LEA must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the LEA's attempts in these areas, such as:
   1. Detailed records of telephone calls made or attempted and the results of those calls;
   2. Copies of correspondence sent to the parents and any responses received; **and**
   3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.
5. **When is Consent Not Required Related to Evaluation?**
   Your consent is not required before your LEA may:
   1. Review existing data as part of your child's evaluation or a reevaluation; **or**
   2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.
6. **What If I Refuse to Consent to a Reevaluation?**
   If you refuse to consent to your child's reevaluation, the LEA may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your LEA does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

   Your LEA may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

   If you have enrolled your child in a private school at your own expense or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the LEA may not use its consent override procedures (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) and is not required to consider your child as eligible to receive equitable services (services made available to parentally-placed private school children with disabilities).
7. **What If I Disagree With An Evaluation?**
   a. **Independent Educational Evaluations (34 CFR §300.502)**
      1) **General**
         As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by your LEA. If you request an IEE, the LEA must provide you with information about where you may obtain an IEE and about the LEA's criteria that apply to IEEs.
      2) **Definitions**
         a) *Independent educational evaluation* means an evaluation conducted by a qualified examiner who is not employed by the LEA responsible for the education of your child.
         b) *Public expense* means that the LEA either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.
      3) **Parent right to evaluation at public expense**
         You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by your LEA, subject to the following conditions:

a) If you request an IEE of your child at public expense, your LEA must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an IEE at public expense, unless the LEA demonstrates in a hearing that the evaluation of your child that you obtained did not meet the LEA's criteria.
b) If your LEA requests a hearing and the final decision is that your LEA's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
c) If you request an IEE of your child, the LEA may ask why you object to the evaluation of your child obtained by your LEA. However, your LEA may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend the LEA's evaluation of your child.
d) You are entitled to only one IEE of your child at public expense each time your LEA conducts an evaluation of your child with which you disagree.
e) LEA criteria
If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE).
Except for the criteria described above, a LEA may not impose conditions or timelines related to obtaining an IEE at public expense.

b. Parent-initiated evaluations
If you obtain an IEE of your child at public expense or you share with the LEA an evaluation of your child that you obtained at private expense:
1) Your LEA must consider the results of the evaluation of your child, if it meets the LEA's criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; **and**
2) You or your LEA may present the evaluation as evidence at a due process hearing regarding your child.

c. Requests for evaluations by hearing officers
If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

G. CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (34 CFR §300.622)

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same LEA you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the LEA where the private school is located and officials in the LEA where you reside.

II. CONFIDENTIALITY INFORMATION

A. WHO HAS ACCESS TO CONFIDENTIAL INFORMATION RELATED TO MY CHILD? (34 CFR §300.611)

1. Related to the confidentiality of information, the following definitions apply:

a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

b. *Education records* means the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

c. *Participating agency* means any LEA, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

d. ***Personally identifiable*** **(34 CFR §300.32)** means information that has:

1) Your child's name, your name as the parent, or the name of another family member;
2) Your child's address;
3) A personal identifier, such as your child's social security number or student number; **or**
4) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

2. Access Rights (34 CFR §300.613)

a. Parent Access

The LEA must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your LEA under Part B of the IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay or before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

1) Your right to inspect and review education records includes:
2) Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
3) Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
4) Your right to have your representative inspect and review the records.
    a) The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
    b) If any education **record includes information on more than one child**, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
    c) On request, each participating agency must provide you with a **list of the types and locations of education records** collected, maintained, or used by the agency.

b. Other Authorized Access (34 CFR §300.614)

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

3. Fees

Each participating agency may charge a fee or copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of the IDEA.

4. **Amendment of Records at Parent's Request (34 CFR §300.618)**
   If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

   The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

   If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.
5. **Opportunity for a Records Hearing (34 CFR §300.619)**
   The LEA must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.
   a. **Hearing Procedures (34 CFR §300.621)**
      A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g (FERPA):
      1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
      2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonable in advance of the hearing.
      3) The hearing may be conducted by any individual, including an official of the educational agency or institution who does not have a direct interest in the outcome of the hearing.
      4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
      5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
      6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.
   b. **Result of Hearing (34 CFR §300.620)**
      If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform you in writing. If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, you may place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

      Such an explanation placed in the records of your child must:
      1. Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**
      2. If the participating agency discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.
   c. **Safeguards (34 CFR §300.623)**
      Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of the IDEA and FERPA.

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

6. **Destruction of Information (34 CFR §300.624)**
   Your LEA must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child, and the information must be destroyed at your request.

   However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

III. STATE COMPLAINT PROCEDURES (34 CFR §§300.151-153)

A. DIFFERENCE BETWEEN DUE PROCESS HEARING COMPLAINT AND STATE COMPLAINT PROCEDURES

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process complaints and hearings. As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a LEA, the State Educational Agency, or any other public agency. Only you or a LEA may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child. While staff of the State Educational Agency generally must resolve a State complaint within a 60-calendar day timeline, unless the timeline is properly extended, an impartial due process hearing officer must hear a due process complaint (if not resoled through a resolution meeting or through mediation) and issue a written decision within 45-calendar days after the end of the resolution period, as described in this document under the heading Resolution Process, unless the hearing officer grants a specific extension of the timeline at your request or the LEA's request. The state complaint or due process complaint, resolution and hearing procedures are described more fully below.

B. HOW CAN I FILE A STATE COMPLAINT? (34 CFR §300.153)

An organization or individual may file a signed written State complaint.
The State complaint must include:

1. A statement that a LEA or other public agency has violated a requirement of Part B of the IDEA or its regulations;
2. The facts on which the statement is based;
3. The signature and contact information for the complainant; and
4. If alleging violations regarding a specific child, the name of the child and address of the residence of the child;
5. The name of the school the child is attending;
6. In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;
7. A description of the nature of the problem of the child, including facts relating to the problem; **and**
8. A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received as described under the heading ***Adoption of State Complaint Procedures***.

The party filing the State complaint must forward a copy of the complaint to the LEA or other public agency serving the child at the same time the party files the complaint with the State Educational Agency.

Complaints should be sent to:
Chief, Division of Compliance, Monitoring and Planning
Bureau of Special Education
Pennsylvania Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333

a. Procedures

1) Time limit of 60 calendar days after a complaint is filed to:

1. Carry out an independent on-site investigation, if the State Educational Agency determines that the investigation is necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Provide the LEA or other public agency with the opportunity to respond to the complaint, including, at a **minimum**: (a) at the option of the agency, a

proposal to resolve the complaint; and (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation

4. Review all relevant information and make an independent determination as to whether the LEA or other public agency is violating a requirement of Part B of the IDEA; and
5. Issue a written decision to the complainant that address each allegation in the complaint and contains: (a) findings of fact and conclusions; and (b) the reasons for the State Educational Agency's final decision.

2) Time extension; final decision; implementation

a) An extension of the 60 calendar day timeline may be granted only if: (a) exceptional circumstances exist with respect to a particular State complaint; or (b) the parent and the LEA or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
b) The State Educational Agency's final decision shall contain effective implementation procedures, if needed, including: (a) technical assistance activities; (b) negotiations; and (c) corrective actions to achieve compliance.

3) Remedies for denial of appropriate services

In resolving a State complaint in which the State Educational Agency has found a failure to provide appropriate services, the State Educational Agency must address:

a) The failure to provide appropriate services, including corrective action appropriate to address the needs of the child; and
b) Appropriate future provision of services for all children with disabilities.

4) State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described below under the hearing ***Filing a Due Process Complaint***, or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside the State complaint, or any part of the State complaint that is being address in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above. If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (you and the LEA), then the due process hearing decision is binding on that issue and the State Educational Agency must inform the complainant that the decision is binding.

A complaint alleging a LEA's or other public agency's failure to implement a due process hearing decision must be resolved by the State Educational Agency according to the above described procedures.

IV. DUE PROCESS COMPLAINT PROCEDURES

A. HOW CAN I REQUEST A DUE PROCESS HEARING?

1. Filing a Due Process Complaint (34 CFR §300.507)

General

You or the LEA may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision of FAPE to your child.

The due process complaint must allege a violation that occurred not more than two years before the date you or the LEA knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process complaint within the timeline because:

1. The LEA specifically misrepresented that it had resolved the issues identified in the complaint; or
2. The LEA withheld information from you that was required to be provided to you under Part B of the IDEA.

Information for parents

The LEA must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, **or** if you or the LEA file a due process complaint.

B. CONTENTS OF DUE PROCESS COMPLAINT (34 CFR §300.508)

1. General

In order to request a hearing, you or the LEA (or your attorney or the LEA's attorney) must submit a due process complaint to the other party. That complaint must contain all of the content listed below and must be kept confidential. At the same time you or the LEA – whichever filed the complaint – provides the due process complaint to the other party, a copy must be filed with the Office for Dispute Resolution (ODR).

2. Content of the complaint

The due process complaint must include:

a. The name of the child;
b. The address of the child's residence;
c. The name of the child's school;
d. If the child is a homeless child or youth, the child's contact information and the name of the child's school;
e. A description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; **and**
f. A proposed resolution of the problem to the extent known and available to you or the LEA at the time.

3. Notice required before a hearing on a due process complaint

You or the LEA may not have a due process hearing until you or the LEA (or your attorney or the LEA's attorney), files a due process complaint that includes the information listed above.

4. Sufficiency of complaint

In order to proceed to a due process hearing, the complaint must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the LEA) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above.

Within five calendar days of receiving the notification the receiving party (you or the LEA) considers a due process complaint insufficient, the hearing officer must decide if the due process complaint meets the requirements listed above, and notify you and the LEA in writing immediately.

5. **Complaint amendment**
   You or the LEA may make changes to the complaint only if:
   a. The other party approves of the changes in writing and is given the chance to resolve the due process complaint through a resolution meeting, described below; **or**
   b. At any time, but no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

   If the complaining party (you or the LEA) makes changes to the due process complaint, the timelines for the resolution meeting (within 15 calendar days of receiving the complaint) and the time period for resolution (within 30 calendar days of receiving the complaint) start again on the date the amended complaint is filed.
6. **LEA response to a due process complaint**
   If the LEA has not sent a prior written notice to you, as described under the heading ***Prior Written Notice***, regarding the subject matter contained in your due process complaint, the LEA must, within 10 calendar days of receiving the due process complaint, send to you a response that includes:
   a. An explanation of why the LEA proposed or refused to take the action raised in the due process complaint;
   b. A description of other options that your child's IEP Team considered and the reasons why those options were rejected;
   c. A description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or refused action; **and**
   d. A description of other factors that are relevant to the LEA's proposed or refused action.

   Providing the information in items 1-4 above does not prevent the LEA from asserting that your due process complaint was insufficient.
7. **Other party response to a due process complaint**
   Except as stated under the sub-heading immediately above, ***LEA response to a due process complaint***, the party receiving a due process complaint must, within 10 calendar days of receiving the complaint, send the other party a response that specifically addresses the issues in the complaint.

C. RESOLUTION PROCESS (34 CFR §300.510)

1. **Resolution meeting**
   Within 15 calendar days of receiving notice of your due process complaint, and before the due process hearing begins, the LEA must convene a meeting with you and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in your due process complaint. The meeting:
   a. Must include a representative of the LEA who has decision-making authority on behalf of the LEA; **and**
   b. May not include an attorney of the LEA unless you are accompanied by an attorney. You and the LEA determine the relevant members of the IEP Team to attend the meeting. The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the LEA has the opportunity to resolve the dispute.
   c. The resolution meeting is not necessary if:
      1) You and the LEA agree in writing to waive the meeting; **or**
      2) You and the LEA agree to use the mediation process, as described under the heading ***Mediation***.
2. **Resolution period**
   If the LEA has not resolved the due process complaint to your satisfaction within 30 calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur.

   The 45-calendar day timeline for issuing a final decision begins at the expiration of the 30-calendar day resolution period, with certain exceptions for adjustments made to the 30-calendar day resolution period, as described below.

   Except where you and the LEA have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until you agree to participate in a meeting. If after making reasonable

efforts and documenting such efforts, the LEA is not able to obtain your participation in the resolution meeting, the LEA may, at the end of the 30-calendar day resolution period, request that a hearing officer dismiss your due process complaint. Documentation of such efforts must include a record of the LEA's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the LEA fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process complaint **or** fails to participate in the resolution meeting, you may ask a hearing officer to order that the 45-calendar day due process hearing timeline begin.

3. **Adjustments to the 30-calendar day resolution period**

If you and the LEA agree in writing to waive the resolution meeting, then the 45-calendar day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar day resolution period, if you and the LEA agree in writing that no agreement is possible, then the 45-calendar day timeline for the due process hearing starts the next day.

If you and the LEA agree to use the mediation process, at the end of the 30-calendar day resolution period, both parties can agree in writing to continue the mediation until an agreement is reached. However, if either you or the LEA withdraws from the mediation process, then the 45-calendar day timeline for the due process hearing starts the next day.

4. **Written settlement agreement**

If a resolution to the dispute is reached at the resolution meeting, you and the LEA must enter into a legally binding agreement that is:

a. Signed by you and a representative of the LEA who has the authority to bind the LEA; and
b. Agreement review period – If you and the LEA enter into an agreement as a result of a resolution meeting, either party (you or the LEA) may void the agreement within 3 business days of the time that both you and the LEA signed the agreement.

V. HEARINGS ON DUE PROCESS COMPLAINTS

A. IMPARTIAL DUE PROCESS HEARING (34 CFR §300.511)

1. **General**
   Whenever a due process complaint is filed, you or the LEA involved in the dispute must have an opportunity for an impartial due process hearing, as described in the ***Due Process Complaint*** and ***Resolution Process*** sections. In Pennsylvania, the due process system is administered by the Office for Dispute Resolution (ODR). (listed under ***Resources***)
2. **Impartial hearing officer**
   At a minimum, a hearing officer:
   a. Must not be an employee of the State Educational Agency or the LEA that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he/she is paid by the agency to serve as a hearing officer;
   b. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
   c. Must be knowledgeable and understand the provisions of the IDEA, and Federal and State regulations pertaining to the IDEA, and legal interpretations of the IDEA by Federal and State courts; **and**
   d. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

   Each SEA must keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.
3. **Subject matter of due process hearing**
   The party (you or the LEA) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.
4. **Timeline for requesting a hearing**
   a. **Time Limitations**
   You or the LEA must request an impartial hearing on a due process complaint within two years of the date you or the LEA knew or should have known about the issue addressed in the complaint. The due process complaint must allege a violation that occurred not more than two years before the date you or the LEA knew and should have known about the alleged action that forms the basis of the due process complaint.

   Exceptions to the timeline
   The above timeline does not apply to you if you could not file a due process complaint because:
   1. The LEA specifically misrepresented that it had resolved the problem or issue that you are raising in your complaint; **or**
   2. The LEA withheld information from you that it was required to provide to you under Part B of the IDEA.

B. HEARING RIGHTS (34 CFR §300.512)

1. **General**
   Any party to a due process hearing (including a hearing relating to disciplinary procedures) or an appeal, as described under the sub-heading *Appeal of decisions; impartial review* **has the right to:**
   a. Be accompanied and advised by a lawyer and/or persons with special knowledge or training regarding the problems of children with disabilities;
   b. Present evidence and confront, cross-examine, and require the attendance of witnesses;
   c. Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five business days before the hearing;
   d. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
   e. Obtain written, or, at your option, electronic findings of fact and decisions.

2. **Additional disclosure of information**
   At least 5 business days prior to a due process hearing, you and the LEA must disclose to all other parties all evaluations completed by that date and recommendations based on those evaluations that you or the LEA intend to use at the hearing.

   A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.
3. **Parental rights at hearings**
   You must be given the right to:
   a. Have the child who is the subject of the hearing present;
   b. Open the hearing to the public; **and**
   c. Have the record of the hearing, the findings of fact and decisions provided to you at no cost.

C. HEARING DECISIONS (34 CFR §300.513)

1. ***Decision of hearing officer***
   a. A hearing officer's decision on whether your child received FAPE must be based on substantive grounds.
   b. In matters alleging a procedural violation, a hearing officer may find that your child did not receive FAPE only if the procedural inadequacies:
      1) Interfered with your child's right to FAPE;
      2) Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of FAPE to your child; **or**
      3) Caused a deprivation of an educational benefit.
   c. Construction clause
      None of the provisions described above can be interpreted to prevent a hearing officer from ordering a LEA to comply with the requirements in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536). None of the provisions under the headings: ***Filing a Due Process Complaint; Due Process Complaint; Model Forms; Resolution Process; Impartial Due Process Hearing; Hearing Rights; and Hearing Decisions*** (34 CFR §§300.507 through 300.513), can affect your right to file an appeal of the due process hearing decisions with a court of competent jurisdiction.
2. ***Separate request for a due process hearing***
   Nothing in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process complaint on an issue separate from a due process complaint already filed.
3. ***Findings and decision to advisory panel and general public***
   The SEA after deleting any personally identifiable information, must:
   a. Provide the findings and decisions in the due process hearing or appeal to the State Special Education Advisor Panel (SEAP); **and**
   b. Make those findings and decisions available to the public.

D. FINALITY OF DECISION; APPEAL; IMPARTIAL REVIEW (34 CFR §300.514)

Finality of hearing decision
A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the LEA) may appeal the decision to a court of competent jurisdiction.

E. TIMELINES AND CONVENIENCE OF HEARINGS (34 CFR §300.515)

1. **Timelines**
   The SEA must ensure that not later than 45 calendar days after the expiration of the 30-calendar day period for resolution meetings **or**, as described under the sub-heading ***Adjustments to the 30-calendar day resolution period***,
   a. A final decision is reached in the hearing; **and**
   b. A copy of the decision is mailed to you and the LEA.

2. *Extensions of Time*

A hearing or reviewing officer may grant specific extensions of time beyond the periods described above (45 calendar days for a hearing decision and 30 calendar days for a review decision) if you or the LEA make a request for a specific extension of the timeline. Each hearing involving oral arguments must be conducted at a time and place that is reasonably convenient to you or your child.

F. CIVIL ACTIONS, INCLUDING THE TIME PERIOD IN WHICH TO FILE THOSE ACTIONS (34 CFR §300.516)

1. General

Any party (you or the LEA) who does not agree with the findings and decision in the SEA's decision has the right to bring a civil action with respect to the matter that was the subject of the due process hearing (including a hearing relating to disciplinary procedures). The action may be brought in a district court of the United States without regard to the amount in dispute or in a State court of competent jurisdiction (a State court that has authority to hear this type of case). In Pennsylvania, the court of competent jurisdiction is the Commonwealth Court.

2. Time limitation

The party (you or the LEA) bringing the action in a district court of the United States shall have 90 calendar days from the date of the decision of the SEA to file a civil action. The party bringing the action in the Commonwealth Court shall have 30 calendar days from the date of the decision of the SEA to file a civil action.

3. Additional procedures

In any civil action, the court:

1. Receives the records of the administrative proceedings;
2. Hears additional evidence at your request or at the LEA's request; **and**
3. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

4. Rule of construction

Nothing in Part B of the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of the IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of the IDEA. This means that you may have remedies available under other laws that overlap with those available under the IDEA, but in general, to obtain relief under those other laws, you must first exhaust the available under the IDEA, but in general, to obtain relief under those other laws, you must first exhaust the available administrative remedies under the IDEA (i.e., the due process complaint, resolution meeting, and impartial due process hearing procedures) before going into court unless some specific judicial exception is available which renders exhaustion of administrative remedies futile.

G. ATTORNEY'S FEES (34 CFR §300.517)

1. General

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs:

a. To you if you are considered the prevailing part.
b. To a prevailing State Educational Agency or LEA, to be paid by your attorney, if the attorney: (a) filed a complaint or court case that the court finds is frivolous, unreasonable, or without foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**
c. To a prevailing State Educational Agency or LEA, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding.

2. Reasonable Fees

A court awards reasonable attorneys' fees consistent with the following:

a. Fees must be based on rates prevailing in the community in which the action or hearing arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.

b. Fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of the IDEA for services performed after a written offer of settlement to you if:

   1) The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing or State-level review, at any time more than 10 calendar days before the proceeding begins;
   2) The offer is not accepted within 10 calendar days; **and**
   3) The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.
   4) Notwithstanding these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.

c. Fees may NOT be awarded relating to any meeting of the IEP Team unless the meeting is held as a result of an administrative proceeding or court action. A resolution meeting, as described under the heading ***Resolution meeting***, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

d. Fees also may not be awarded for a mediation as described under the heading Mediation.

3. Reduction in Fees

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of the IDEA if the court finds that:

a. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;

b. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably similar skill, reputation, and experience;

c. The time spent and legal services furnished were excessive considered the nature of the action or proceeding; **or**

d. The attorney representing you did not provide to the LEA the appropriate information in the due process request notice as described under the heading ***Due Process Complaint***.

However, the court may not reduce fees if the court finds that the State or LEA unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of the IDEA.

H. MODEL FORMS (34 CFR §300.509)

While the State Educational Agency (SEA) has developed model forms to help you file a due process complaint and a State complaint. The SEA or the LEA may not require you to use these model forms. In fact, you can use this form or another appropriate model form, so long as it contains the required information for filing a due process complaint or a State complaint.

VI. MEDIATION (34 CFR §300.506)

A. GENERAL

The SEA must make mediation available to allow you and the LEA to resolve disagreements involving any matter under Part B of the IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of the IDEA, whether or not you or the LEA have filed a due process complaint to request a due process hearing as described under the heading ***Filing a Due Process Complaint***.

B. PROCEDURAL REQUIREMENTS

The procedures must ensure that the mediation process:

1. Is voluntary on your part and the LEA's part;
2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights you have under Part B of the IDEA; **and**
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.
4. The SEA must maintain a list of people you are qualified mediators and are knowledgeable in the laws and regulations relating to the provision of special education and related services. The SEA must select mediators on a random, rotational, or other impartial basis.
5. The State is responsible for the cost of the mediation process, including the costs of meetings.
6. Each session in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the LEA.
7. **If you and the LEA resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:**
    a. States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; **and**
    b. Is signed by both you and a representative of the LEA who has the authority to bind the LEA.
8. A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States.
9. Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State Court of a State receiving assistance under Part B of IDEA.

C. IMPARTIALITY OF MEDIATOR

The mediator:

1. May not be an employee of the SEA or the LEA that is involved in the education or care of your child; **and**
2. Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a LEA or SEA solely because he or she is paid by the agency to serve as a mediator.

VII. THE CHILD'S PLACEMENT PENDING MEDIATION AND DUE PROCESS (34 CFR §300.518)

A. GENERAL

THE CHILD'S PLACEMENT PENDING MEDIATION AND DUE PROCESS (34 CFR §300.518)
Except as provided below under the heading **PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES**, once a due process complaint is sent to the other party, during the resolution process time period, during mediation, and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the State or LEA agree otherwise, your child must remain in his or her current educational placement.

If the due process complaint involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process complaint involves an application for initial services under Part B of the IDEA for a child who is transitioning from being served under Part C of the IDEA to Part B of the IDEA and who is no longer eligible for Part C services because the child has turned three, the LEA may be required to provide the Part C services that the child has been receiving. Children are entitled to pendency – that is, the continuation of the services set forth in their IFSP – when a dispute arises when they are transitioning into the preschool Early Intervention program at age three (3) and the family requests a formal hearing to resolve the dispute. If the child is found eligible under Part B of the IDEA and you consent for the child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the LEA must provide those special education and related services that are not in dispute (those which you and the LEA both agree upon).

VIII. WHAT IF MY CHILD IS EXCLUDED FROM SCHOOL BECAUSE OF DISCIPLINE ISSUES?

THIS SECTION OUTLINES PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES.

There are special rules in Pennsylvania for excluding children with disabilities served by LEAs for disciplinary reasons. Unless indicated otherwise, children in charter schools follow the same procedures:

A. AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)

1. **Case-by-case determination**
   School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.
2. **General**
   To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 consecutive school days**, remove a child with a disability (other than a child with an intellectual disability) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 consecutive school days** in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see ***Change of Placement Because of Disciplinary Removals*** for the definition, below) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the LEA must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading ***Services***.
3. **Additional authority**
   If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see ***Manifestation determination***, below) and the disciplinary change of placement would exceed **10 consecutive school days**, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under ***Services***. The child's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations (22 Pa. Code Sec. 14.143), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). The LEA is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).
4. **Services**
   The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided to an interim alternative educational setting. A LEA is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their LEA.

   A child with a disability who is removed from the child's current placement for **more than 10 consecutive school days** must:
   a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
   b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** during one school year, or **if** current removal is for **10 consecutive school days** or less, **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

5. **Manifestation determination**
   Within 10 school days **of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for** 10 consecutive school days **or less and not a change of placement), the LEA, the parent, and relevant members of the IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:**
   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
   b. If the conduct in question was the direct result of the LEA's failure to implement the child's IEP.

   If the LEA, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

   If the LEA, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate action to remedy those deficiencies.
6. **Determination that behavior was a manifestation of the child's disability**
   If the LEA, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:
   a. Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
   b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

   Except as described below under the sub-heading **Special circumstances**, the LEA must return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.
7. **Special circumstances**
   Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:
   a. Carries a weapon (see the **Definitions** below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the LEA:
   b. Knowingly has or uses illegal drugs (see the **Definitions** below), or sells or solicits the sale of a controlled substance, (see the **Definitions** below), while at school, on school premises, or at a school function under the jurisdiction of the LEA; **or**
   c. Has inflicted serious bodily injury (see the **Definitions** below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a LEA.
8. **Definitions**
   a. *Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).
   b. *Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that

is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

c. *Serious bodily* injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

d. *Weapon* has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

B. CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS (34 CFR §300.536)

A removal of a child with a disability from the child's current educational placement is a **change of placement** requiring a NOREP/prior written notice if:

1. The removal is for more than 10 consecutive school days; **or**
2. The removal is for 15 cumulative school days total in any one school year;
3. The child has been subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than 10 school days in a school year;
   b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals;
   c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; **and**

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the LEA and, if challenged, is subject to review through due process and judicial proceedings.

C. DETERMINATION OF SETTING (34 CFR §300.531)

The IEP must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings ***Additional authority*** and ***Special circumstances***, above.

D. APPEAL (34 CFR §300.532)

1. General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

a. Any decision regarding placement made under these discipline provisions; **or**

b. The manifestation determination described above.

The LEA may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

2. Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading ***Impartial Hearing Officer*** must conduct the due process hearing and make a decision.

The hearing officer may:

a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or

b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a LEA files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings ***Due Process Complaint Procedures***, ***Hearings on Due Process Complaints***, except as follows:

1. The SEA must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is filed and must resulting a determination within **10** school days after the hearing.
2. Unless the parents and the LEA agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **7** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings (see ***Appeals***, above).

E. PLACEMENT DURING APPEALS (34 CFR §300.533)

When, as described above, the parent or LEA has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or LEA agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading ***Authority of School Personnel***, whichever occurs first.

Special Rules for Students with an Intellectual Disability

The disciplinary removal of a child with an intellectual disability attending either a LEA or a charter and cyber charter school for any amount of time is considered a change in placement under 22 Pa. Code Sec. 14.143 and requires NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with an intellectual disability when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, an LEA may suspend on a limited basis a student with an intellectual disability who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than an intellectual disability could be suspended.

F. PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES (34 CFR §300.534)

1. General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the LEA had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. Basis of knowledge for disciplinary matters

A LEA must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of appropriate educational agency, or a teacher of the child;
b. The parent request an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**

c. The child's teacher, or other LEA personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the LEA's director of special education or to other supervisory personnel of the LEA.

3. Exception

A LEA would not be deemed to have such knowledge if:

a. The child's parent has not allowed an evaluation of the child or refused special education services; **or**
b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, a LEA does not have knowledge that a child is a child with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters*** and ***Exception***, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the LEA, and information provided by the parents, the LEA must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

G. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34 CFR §300.535)

1. The state and federal regulations do not:

a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
b. 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.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

2. Transmittal of records

If a LEA reports a crime committed by a child with a disability, the LEA:

a. Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; **and**
b. May transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

IX. WHAT SPECIAL EDUCATION SERVICES ARE AVAILABLE FOR MY CHILD, IF PARENTALLY PLACED IN A PRIVATE SCHOOL?

THIS SECTION ADDRESSES THE SPECIAL EDUCATION SERVICES AVAILABLE TO CHILDREN PLACED BY THEIR PARENTS IN PRIVATE SCHOOL.

A. GENERAL RULE (34 CFR §300.148)

Part B of the IDEA does not require a LEA to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the LEA made FAPE available to your child and you choose to place the child in a private school or facility. However, the IU where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

B. EXCEPTIONS

1. **Reimbursement for private school placement**
   If your child previously received special education and related services under the authority of a LEA, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the LEA, a court or a hearing officer may require the agency to reimburse you for the cost of that enrollment if the court or hearing officer finds that the agency had not made FAPE available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. A hearing officer or court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the State Educational Agency and LEAs.
2. **Limitation on reimbursement**
   The cost of reimbursement described in the paragraph above may be reduced or denied:
   a. If: (a) At the most recent IEP meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP Team that you were rejecting the placement proposed by the LEA to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or (b) At least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the LEA of that information;
   b. If, prior to your removal of your child from the public school, the LEA provided prior written notice to you, of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; **or**
   c. Upon a court's finding that your actions were unreasonable.
3. **Exceptions to Limitation on Reimbursement**
   The cost of reimbursement:
   a. Must not be reduced or denied for failure to provide the notice if: (a) The school prevented you from providing the notice; (b) You had not received notice of your responsibility to provide the notice described above; or (c) Compliance with the requirements above would likely result in physical harm to your child; **and**
   b. May, in the discretion of the court or a hearing officer, not be reduced or denied for the parents' failure to provide the required notice if: (a) The parent is not literate or cannot write in English; or (b) Compliance with the above requirement would likely result in serious emotional harm to the child.

C. EQUITABLE PARTICIPATION (34 CFR §300.138)

It is Pennsylvania Department of Education policy that the Intermediate Unit (IU) must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located within IU service area.

In circumstances when parents place their children in private schools, when FAPE is not an issue, the IUs must make provision, to the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private schools, located in IU service area, for the participation of those children in the program assisted or carried out under the IU plan, by providing them with special education and related services, including direct services determined in accordance with regard to equitable participation (EP) agreement between private schools and IUs. A service plan must be developed and implemented for each private school child with a disability who has been designated by the IU in which the private school is located to receive special education and related services as determined by EP agreement.

No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school. Due Process and State Complaints are not applicable, except for a suspected failure by the IU to meet child find requirements.

RESOURCES

THE ARC OF PENNSYLVANIA
301 Chestnut Street, Suite 403
Harrisburg, PA 17101
800-692-7258
www.thearcpa.org

BUREAU OF SPECIAL EDUCATION'S CONSULTLINE, A PARENT HELPLINE
800-879-2301
ConsultLine personnel are available to parents and advocates of children with disabilities or children thought to be disabled to explain federal and state laws relating to special education; describe the options that are available to parents; inform the parents of procedural safeguards; identify other agencies and support services; and describe available remedies and how the parents can proceed.

DISABILITY RIGHTS PENNSYLVANIA
1414 North Cameron Street
Suite C
Harrisburg, PA 17103
800-692-7443 (Toll-Free Voice)
877-375-7139 (TDD)
717-236-8110 (Voice)
717-346-0293 (TDD)
717-236-0192 (Fax)
www.disabilityrightspa.org

HISPANOS UNIDOS PARA NIÑOS EXCEPCIONALES (PHILADELPHIA HUNE, INC.)
2215 North American Street
Philadelphia, PA 19133
215-425-6203
215-425-6204 (Fax)
huneinc@aol.com
www.huneinc.org

MISSION EMPOWER
1611 Peach Street, Suite 120
Erie, PA 16501
814-825-0788
advocate@missionempower.org
www.missionempower.org

OFFICE FOR DISPUTE RESOLUTION
6340 Flank Drive
Harrisburg, PA 17112-2764
717-901-2145 (Phone)
800-222-3353 (Toll free in PA only)
TTY Users: PA Relay 711
717-657-5983 (Fax)
www.odr-pa.org
The Office for Dispute Resolution administers the mediation and due process systems statewide, and provides training and services regarding alternative dispute resolution methods.

PARENT EDUCATION AND ADVOCACY LEADERSHIP CENTER (PEAL)
1119 Penn Avenue, Suite 400
Pittsburgh, PA 15222
412-281-4404
866-950-1040 (Toll Free)
412-281-4409 (TTY)
412-281-4408 (Fax)
www.pealcenter.org

PUBLIC INTEREST LAW CENTER OF PHILADELPHIA
United Way Building
1709 Benjamin Franklin Parkway, Second Floor
Philadelphia, PA 19103
215-627-7100
215-627-3183 (Fax)
www.pilcop.org

PENNSYLVANIA BAR ASSOCIATION
100 South Street
Harrisburg, PA 17101
800-932-0311
www.pabar.org

THE PENNSYLVANIA TRAINING AND TECHNICAL ASSISTANCE NETWORK (PaTTAN)
Harrisburg 800-360-7282
King of Prussia 800-441-3215
Pittsburgh 800-446-5607
www.pattan.net

STATE TASK FORCE ON THE RIGHT TO EDUCATION
3190 William Pitt Way
Pittsburgh, PA 15238
1-800-446-5607 ext. 6828

OFFICE FOR DISPUTE
RESOLUTION

Request Form for
IEP/IFSP Facilitation
Mediation
Evaluative Conciliation Conference (ECC)

.

Today's Date:	Requested by: ☐Parent /Guardian ☐LEA (school district; charter; or IU)	
Name / Email of Person Completing this Form:	Relationship to Student:	Phone:
Please check the type of service requested: ☐IEP Facilitation ☐Mediation ☐ECC		
☐ For Parents, check here if you would like to discuss your concerns or questions about any of these services with a ConsultLine Specialist.		

STUDENT INFORMATION	
Last Name:	First Name:
Date of Birth:	Exceptionality:

PARENT/GUARDIAN INFORMATION	
Parent/Guardian Name(s): _____	Second Parent or Parent not residing with the Student: _____
Address:	Address:
Home Phone:	Home Phone:
Work Phone:	Work Phone:
Cell Phone:	Cell Phone:
Email:	Email:

LEA INFORMATION	
LEA Name:	
Address:	
Contact Name:	Position Title:
Phone:	
Fax:	
Email:	

Please provide a brief description of the issue(s) in dispute, and any proposed solutions to the problem.

Please complete this section if you are requesting IEP Facilitation.

An IEP meeting is currently scheduled for_____(date, time and location).

Please complete this section if you are requesting ECC.

Are you represented by counsel at this time? ☐Yes ☐No	
If you are not currently represented by counsel, would you like ODR to contact the other party to request their participation in ECC? ☐Yes ☐No	
Please identify the designated contact person for all ECC communication:	
Parent Attorney Information:	LEA Attorney Information:
Name:	Name:
Email:	Email:
Phone:	Phone:
Has a due process hearing already been requested? ☐ Yes ☐No	

For all requests, if there is additional information you would like to provide, please enter it here.

- Parents with questions about these services or other dispute resolution options may contact the Special Education ConsultLine at 800-879-2301.
- Any birth-3 questions should be referred to OCDEL at 717-346-9320.
- On occasion, an ODR staff person may ask to attend any of these meetings for purposes of evaluating the service. Parties will be notified ahead of time, and any questions will be addressed at that time.
- Please save a copy of this form and MAIL, FAX or EMAIL a completed form to the Office for Dispute Resolution at:

6340 Flank Drive, Harrisburg, PA 17112-2764
717-901-2145 • Toll Free 800-222-3353 (PA only)
Fax 717-657-5983 • TTY Users: PA Relay 711
odr@odr-pa.org

Part B

OFFICE FOR DISPUTE RESOLUTION

Due Process Complaint

☐ IDEA ☐ IDEA & Gifted Education ☐ Gifted Education ☐ Section 504

Today's Date:	**Requested by:** ☐ Parent ☐ LEA	
Name / Email of Person Completing this Request:	**Relationship to Student:** _____	**Phone:**

Please send a copy of the completed Due Process Complaint to the opposing party at the same time it is filed with the Office for Dispute Resolution.

If you require special accommodations to participate in the due process hearing, you must notify the LEA.

Student Information

Last Name: _____	**First Name:** _____	**Date of Birth:** _____	**Gender:** ☐ M ☐ F
Exceptionality(ies):		**Exceptionality(ies):** _____	
LEA (Local Education Agency):		**School Building Student Attends:**	

Parent(s) Residing with Student

Last Name:		**First Name:**	**Relationship:** ☐ Mother ☐ Father ☐ Guardian
Home Phone:	**Cell Phone:**	**Work Phone:**	**Email:**
Preferred method of written correspondence: ☐ Email ☐ U.S. Mail			
Last Name:		**First Name:**	**Relationship:** ☐ Mother ☐ Father ☐ Guardian
Home Phone:	**Cell Phone:**	**Work Phone:**	**Email:**
Preferred method of written correspondence: ☐ Email ☐ U.S. Mail			
Parent(s)/Student Address:			
Parent Attorney (if represented):		**Attorney Phone:**	
Attorney Address:		**Attorney Email:**	

Parent(s) Not Residing with Student

Last Name:		**First Name:**	**Relationship:** ☐ Mother ☐ Father
Home Phone:	**Cell Phone:**	**Work Phone:**	**Email:**

Preferred method of written correspondence: ☐ **Email** ☐ **U.S. Mail**	
Parent Address:	
Parent Attorney (if represented):	**Attorney Phone:**
Attorney Address:	**Attorney Email:**
City / State / ZIP	

Local Education Agency (LEA) Information

I. LEA Contact Person Information

Last Name:	**First Name:**	**Position Title:**
Cell Phone:	**Work Phone:**	**Email:**
Address:		

II. Superintendent/CEO:

Last Name:	**First Name:**	**Position Title:**
Address:		**Phone:**

III. LEA Attorney:	**Attorney Phone:**
	Attorney Email:
Attorney Address:	

IV. The due process hearing will be held at the following address:
(Building Name, Address and Room Number/Name – to be completed by the LEA)

Note: The hearing will be held at a time and place reasonably convenient to parents and child involved. For gifted education cases, the hearing will be held in the school district at a place reasonably convenient to the parents, and, at the request of parents, may be held in the evening.

Information About the Due Process Complaint (IDEA Cases only)

A. Does your issue pertain to a hearing officer decision which has not been implemented? ☐ Yes ☐ No

(If yes, the Bureau of Special Education will be notified, and will investigate the matter. Due process is not available when the issue pertains to non-implementation of a hearing officer decision.)

B. Is this a request for a hearing based on a disagreement about:

☐ Discipline ☐ ESY (Extended School Year)

Check here if student is in the ESY target group. ☐

Information About the Due Process Complaint (All Cases)

You may use this form to explain the nature of your dispute, or you may attach a separate piece of paper containing this information.

What is the dispute about? Please include facts in your description.

How would you like to see this resolved? What are you seeking?

If you know the other side's position about this problem, please describe it here.

RESOLUTION MEETING (IDEA Cases only)

Prior to a due process hearing taking place, if the parent filed the due process complaint, the law requires the parties to participate in a resolution meeting, unless both sides agree in writing to waive this requirement. Please complete the following information:

1. A resolution meeting to discuss these issues is scheduled for: (Date)
2. A resolution meeting was held on: (Date)
3. Participation in the resolution meeting was waived by both parents and the LEA in writing on: (Date)
4. In lieu of a resolution meeting, I am requesting mediation*. ☐

*** If #4 is checked, an ODR mediation case manager will be in contact with the parties.**

An ODR staff member will confirm receipt of complaint and provide case manager and hearing officer information.

Additional information about due process is available on the ODR website, www.odr-pa.org, or by calling the Special Education ConsultLine, 800-879-2301.

Rev. 4/15



Parents' Rights:

Understanding the Procedural Safeguards Notice

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Local educational agencies (LEAs), which include school districts, charter schools, early intervention agencies, and intermediate units (IUs), must give parents a copy of the *Procedural Safeguards Notice* at least once each school year. Parents can also obtain a copy from their school at any time. The *Procedural Safeguards Notice* is available from the Pennsylvania Department of Education, Bureau of Special Education.

There are several organizations that can help parents understand their rights and how to navigate the special education system. For assistance, parents are encouraged to call any of the organizations listed on the back of this brochure.

Parents Have Rights

Some basic rights you have as a parent are:

- To have your child receive a free, appropriate public education (FAPE)
- To be a member of the team that develops your child's education program and to attend meetings about that program
- To understand every document you sign
- To know and understand your rights in the language you understand best
- To pursue other options if you disagree with your LEA

PaTTAN
Pennsylvania Training and Technical Assistance Network

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You have a right to receive written notice called the *Notice of Recommended Educational Placement (NOREP)/Prior Written Notice* in the language you understand best before the LEA changes (or refuses to change) its decision about:

- Your child's eligibility for special education services
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To a Fair and Accurate Evaluation of Your Child

You have the right to ask your school to evaluate your child to see if your child has a disability and needs special education services in school. Your child must be assessed using tests and procedures that do not reach wrong conclusions because of your child's disability or ethnic background. For example, a test written in English should not be given to a child whose primary language is Spanish.

To Refuse to Consent

Your written permission is required for the LEA to evaluate your child for the first time, unless a special education hearing officer has ordered an evaluation. Even if the evaluation team decides that your child is eligible for special education services, you do not have to accept those services for your child.

To Receive an Independent Educational Evaluation (IEE)

If you think the school's evaluation was not done properly, you may want your own, independent, educational evaluation. You can ask the school to pay for an educational evaluation of your child by an approved evaluator who does not work for the LEA. However, if the district believes that an independent evaluation is unnecessary and a hearing officer decides that the school's evaluation is appropriate, you will pay for your own evaluation.

To Participate

You have the right to participate in developing an education plan for your child (called an Individualized Education Program or IEP). **You are an important part of the team that makes decisions about your child's education**. You have the right to share information and express your opinion at any team meeting or anytime you feel it will help your child's education. The team decides the kind and amount of services your child needs and where they will be provided. The team should include your child's teachers and school administrators. If you have concerns or ideas about your child's program, you should first talk to your child's teachers or other people who work with your child. Talking with the members of the team early on can often prevent problems later. Open, mutual communication between you and members of your child's team is encouraged in order to provide an appropriate program for your child.

To Mediate a Dispute

You can also ask for "mediation" to settle a disagreement with the school about your child's special education program. Mediation:

- Is overseen by a neutral party (the mediator)
- Is free
- Is voluntary on the part of the parents and the school
- Can be used without requesting a hearing or can be tried after a hearing is requested
- Can help you and school staff come to agreement

To Keep Your Child in the Same Program While You Are Waiting for Mediation or a Hearing to be Completed

If you or your school have requested mediation or a hearing, your child must "stay put" in his or her current program until the disagreement is resolved. That means that the school can't change the program until the mediation, hearing, and any court actions have ended.

To make sure your child "stays put," you **must:**

- Check the box on the *Notice of Recommended Educational Placement (NOREP)/Prior Written Notice* form that indicates that you request either mediation or a hearing; **and**
- Complete a *Due Process Complaint Notice* form. You can request this form from ODR or from your school. Send the form to the Office for Dispute Resolution in Harrisburg, and send a copy to your LEA. **Your child does not have**

"stay put" protection until you have filled out and "filed" your hearing request.

To Be Given a Hearing if You Disagree with the IEP the LEA has Offered for Your Child

You can ask for a hearing if:

- You believe that the IEP the LEA has offered your child does not meet his or her needs
- You believe that your child should be educated in a different place
- There is any other important point on which you and your LEA disagree (related to evaluation, identification, FAPE, or educational placement)

This hearing is called a due process hearing. You have the right to:

- Bring an attorney to the hearing (Pennsylvania state law does not permit nonattorney representation at a due process hearing)
- Communicate your opinion and have experts give their opinions
- Provide the hearing officer with important records
- Ask questions of the school's witnesses

A "hearing officer," provided at public expense, decides the case. If you disagree with the decision, you can ask a court to reverse it.

For more information about mediation, or to file a request for a due process hearing, call the Office for Dispute Resolution at 800-222-3353 or go to http://odr-pa.org.

To See and Keep Private Your Child's Education Records

You have a right to see all of your child's education records. You also have the right to prevent the LEA from sending the records to someone else without your written permission (with some exceptions). The school must give you a free copy of your child's IEP.

To File a Complaint Against Your LEA

If you believe your child's school has violated the law, you can file a written request (called a "complaint") for the Pennsylvania Department of Education to investigate. For example, you can file a complaint if your school fails to provide a service included in your child's IEP. Within 60 days of receiving the complaint, the Department must investigate and give you a written report with the results of its investigation and how it will address any problems it has found.

To Special Protections in School Discipline

Your child is expected to follow his or her school's code of conduct. However, children receiving special education services have certain rights when it comes to school discipline. Some rules a school must follow are:

- The IEP team must decide if the child's disability caused the misbehavior for which the school wants to discipline the child. This is called a **manifestation determination**. This decision must be made before the school can:
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- If the offense involved drugs, weapons, or serious injury to self or others, the school can move the child to a different school for nomore than 45 school days without parent permission, even if the behavior was caused by the student's disability. The district must provide an appropriate special education program for your child, although not necessarily in the same school setting.

Rules about the discipline of students with disabilities are complicated. You should talk to your school if you have questions about the process. You can also call one of the organizations listed at the end of this brochure if you would like more information about your rights.

To Remove Your Child from Special Education Programs

You can decide to withdraw your child with a disability from special education programs and related services at any time.

- You must request this **in writing** to your school
- The request includes every aspect of special education and related services from which you are withdrawing your child. It is "all or nothing."

In turn, the public agency (LEA/school):

- May not challenge your decision by taking you to due process
- May not continue to provide special education and related services to your child
- Must provide a *NOREP/Prior Written Notice* within 10 calendar days after receiving your written request before stopping the provision of special education and related services
- Is not required by federal or state regulation to amend your child's education records or to remove any references to receipt of special education and related services

To Know Your Rights if Your Child Attends a Private School

You can choose to educate your child at a private school. However, the school district is not required to pay private school tuition for your child with a disability if it is your choice to place your child in the private school.

Some exceptions to this rule are:

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Additional Information

The Bureau of Special Education also publishes the ***Pennsylvania Parent Guide to Special Education for School Age Children***, which provides an overview of the special education process. Visit **www.pattan.net** for the Guide, special education forms, and other useful information.

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Education ABCs

AAC	Augmentative/Alternative Communication
ABA	Applied Behavior Analysis
ADA	Americans With Disabilities Act
ADHD	Attention Deficit Hyperactivity Disorder
AEM	Accessible Educational Materials
ALD	Assistive Listening Device
APS	Approved Private School
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AT	Assistive Technology
AYP	Adequate Yearly Progress
BEC	Basic Education Circular
BSE	Bureau of Special Education
CAO	Chief Administrative Officer
CART	Computer Aided Realtime Translation
CASSP	Child & Adolescent Service System Program
CAVP	Corrective Action Verification Plan
CBA	Curriculum-Based Assessment
CDT	Classroom Diagnostic Tools
CFR	Code of Federal Regulations
COP	Communities of Practice
CTC	Career and Technical Education Center
CTE	Career and Technical Education
DHS	Department of Human Services
DIBELS	Dynamic Indicators of Basic Early Literacy Skills

DSM-V	Diagnostic and Statistical Manual of Mental Disorders
EBR	Educational Benefit Review
ED	Emotional Disturbance
EI	Early Intervention
EIPA	Educational Interpreter Performance Assessment
EITA	Early Intervention Technical Assistance
ELL	English Language Learners
ER	Evaluation Report
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
ESY	Extended School Year
EWS	Early Warning System
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
ICC	Interagency Coordinating Council
ID	Intellectual Disability
IDEA	Individuals With Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
IU	Intermediate Unit
LEA	Local Educational Agency
LICC	Local Interagency Coordinating Council
LRE	Least Restrictive Environment
LTCC	Local Transition Coordinating Council
LTF	Local Task Force

MA	Medical Assistance
MOU	Memorandum of Understanding
MTSS	Multi-tiered Systems of Support
NCSC	National Center and State Collaborative
NOREP	Notice of Recommended Educational Placement
O & M	Orientation and Mobility
OCDEL	Office of Child Development and Early Learning
OCR	Office for Civil Rights
ODHH	Office for the Deaf and Hard of Hearing
ODR	Office for Dispute Resolution
OHI	Other Health Impairment
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OT	Occupational Therapy
OVR	Office of Vocational Rehabilitation
Pa POS	Pennsylvania Post-School Outcome Survey
PASA	Pennsylvania Alternate System of Assessment
PaTTAN	Pennsylvania Training and Technical Assistance Network
PBIS	Positive Behavior Interventions and Supports
PBSP	Positive Behavior Support Plan
PDE	Pennsylvania Department of Education
PIMS	Pennsylvania Information Management System
Pre-ETS	Pre-Employment Transition Services
PSN	Procedural Safeguards Notice
PSSA	Pennsylvania System of School Assessment
PT	Physical Therapy

PWN	Prior Written Notice
PVAAS	Pennsylvania Value Added Assessment System
RENEW	Rehabilitation for Empowerment, Natural Supports, Education and Work
RR	Reevaluation Report
RtII	Response to Instruction and Intervention
SAS	Standards Aligned System
SaS	Supplementary Aids and Services
SBBH	School Based Behavioral Health
SDI	Specially Designed Instruction
SEA	State Educational Agency
SEAP	Special Education Advisory Panel
SICC	State Interagency Coordinating Council
SLD	Specific Learning Disability
SLP	Speech/Language Pathologist
SSIP	Statewide Systemic Improvement Plan
STF	State Task Force
STL	Short-Term Loan
TBI	Traumatic Brain Injury
TSS	Therapeutic Staff Support
TVI	Teacher of Visually Impaired
UDL	Universal Design for Learning
VI	Visual Impairment
WIOA	Workforce Innovation and Opportunity Act

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PaTTAN
Pennsylvania Training and Technical Assistance Network

Pennsylvania

Parent Guide to Special Education

for School-Age Children



INTRODUCTION

Parents are very important participants in the special education process.

Parents know their child better than anyone else and have valuable information to contribute about the kinds of programs and services that are needed for their child's success in school. To ensure the rights of children with a disability, additional laws have been enacted. In this guide we use the terms "rules" and "regulations." This booklet has been written to explain these rules so parents will feel comfortable and can better participate in the educational decision-making process for their child. The chapters that follow address questions that parents may have about special education, relating to their child who is thought to have, or may have, a disability.

Chapter One focuses on how a child's need for special education is determined. In this chapter, the evaluation and decision-making processes are discussed, as well as the members of the team who conduct the tests and make the decisions regarding a child's eligibility for special education programs and services.

Chapter Two explains how a special education program (that is, an Individualized Education Program) is developed and the kinds of information it must include. This chapter describes how appropriate services are determined, as well as the notice that a school district must give to parents summarizing a child's special education program. Planning for the transition from school to adult living is also discussed.

Chapter Three deals with the responsibilities that a school district has to a child who is eligible for special education services and the child's parents. The school district has specific responsibilities related to confidentiality of educational records, quality of materials and classrooms, and discipline procedures.

Chapter Four outlines the options parents have if they disagree with school personnel about their child's education program. These actions include team meetings with school officials, mediation, resolution sessions, special education hearings, and seeking assistance from the Pennsylvania Department of Education.

The Appendix provides a list of resources where parents can obtain help or have their questions answered.

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CHAPTER 1

Does My Child Need Special Education?

Determining Eligibility

As a parent, you are uniquely qualified to know your child's learning strengths and weaknesses. If it is determined that your child is eligible for special education services, school professionals will utilize your knowledge in designing a special education program for your child's benefit. Your child may be eligible for special education if your child:

1) Has an intellectual disability, emotional disturbance, an orthopedic impairment, a hearing impairment, deafness, a speech or language impairment, a visual impairment (including blindness), autism, traumatic brain injury, other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities **and**
2) Needs special education, as determined by an evaluation team.

Your child must meet both qualifications in order to be eligible for special education. In Pennsylvania, all children eligible for special education have the right to a free, appropriate, public education (FAPE).

NOTE: Children with disabilities who are not eligible for special education may qualify for accommodations in the general classroom under Section 504 of the Rehabilitation Act of 1973. Chapter 15 regulations apply for these students. Chapter 14 regulations apply to those students who qualify for special education services by meeting the two-part criteria listed above.



Signs of Physical, Sensory, Intellectual, or Emotional Disability

Some indications that your child may have a disability that meets the first part of the two-part criteria are:

- Consistent problems in getting along with others
- Difficulty communicating
- Lack of interest or ability in age-appropriate activities
- Resistance to change
- Difficulty seeing or hearing that interferes with the ability to communicate
- Health problems that affect educational performance, including attention problems
- Difficulty performing tasks that require reading, writing, or mathematics
- Chronic behavior or social problems that affect your child's ability to learn

Your child may need specially-designed instruction to make progress in school. This need for special education is the second part of the two-part criteria to be eligible for special education services.

Screening

Your child's school has a screening process in place that identifies students who **may** need special education. This process may or may not lead to an initial evaluation for special education and should include:

- A review of the student's records, including attendance and report cards
- A review of the student's vision and hearing
- Assessments at reasonable intervals to determine a student's performance based on grade-appropriate standards in core academic subjects
- A systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty

You may request an initial evaluation at any time, without going through these screening activities.

The Evaluation Process

The evaluation team gathers the information that will be used to determine if your child needs special education and, if so, the types of programs and services needed. Your child may be evaluated by a school psychologist. Other evaluations may include tests by a hearing specialist for a child with a hearing problem, or an evaluation from a doctor for a child with

a health concern. The evaluation must also include input from a certified professional if certain services, called "related services," may be needed. An example is speech therapy (for speech and language) or occupational therapy (for fine motor and other skills).

A child may be referred for the first (or initial) evaluation in different ways:

- **You may ask your school to evaluate your child for special education at any time**. This can be done by sending a letter to the principal of your child's school or by asking a school professional employee. It is recommended that you keep a record of your written or verbal request. A *Permission to Evaluate–Evaluation Request* form should be sent to you within 10 calendar days after the receipt of your request.

OR

- **The school may contact you to request permission to have your child evaluated.** You must consent in writing to your child's evaluation. School officials cannot proceed without your written permission. If permission is not received and the school continues to find that an evaluation is necessary, they may ask for a due process hearing to get approval from an impartial hearing officer to evaluate your child. More information about due process hearings is found in Chapter 4 of this guide.

To give permission for the evaluation process to begin, you must sign the *Permission to Evaluate-Consent* form given to you by your local educational agency (LEA). The entire evaluation process must be completed within 60 calendar days (not including summer vacation) from the date your permission is received by the LEA. If your child is eligible for special education, the ER and a summary must be given to you at least 10 school days before a meeting is held to discuss your child's *Individualized Education Program* (IEP). A parent may not feel the 10 days are necessary and must put in writing to the school that the meeting may be held sooner than 10 days. Either way, you will be invited to the meeting.

The types of tests used in the evaluation process depend upon the educational needs of your child. In most cases, your child may be given several tests to help find strengths and needs. Someone other than your child's general classroom teacher may also observe your child in class. Part of the evaluation includes gathering input from parents about their child. **Information that you share about your child is very important and must also be included in the evaluation.**

What the Evaluation Will Tell You

The evaluation will include information about your child's skills, strengths, and needs. All evaluations and

reevaluations (which are evaluations done at 2- or 3-year intervals after the initial evaluation) must include a review of the testing and assessments that were conducted, information from the parents, classroom observations, and the observations of teachers and related service personnel.

The evaluation or reevaluation must also tell you what additions or changes are needed to help your child meet the goals in your child's educational program described in your child's *Individualized Education Program* (IEP), and to take part in and progress in the general curriculum (the skills and knowledge taught in a specific LEA).

An evaluation team reviews all materials and writes a report called an *Evaluation Report* (ER) that states if your child has a disability and if your child needs special education. It makes recommendations about the types of services your child needs. The ER may state that your child is not eligible and does not need special education services. You will receive a copy of the ER and a written notice stating that you have the right to disagree and may request an independent educational evaluation (IEE) or request a due process hearing. A copy of the ER and a summary of the findings must be given to you.

If your child is being evaluated for a specific learning disability, parents (as members of the evaluation group) will be given an opportunity to agree or disagree with the results of the ER. Next to your name, you will indicate whether or not you agree with the report. If you do not agree, you may give the team your opinion in writing, on the parts of the report where you disagree. This is sometimes called a "dissenting opinion," which will become part of the final ER. A copy of the final ER must be given to the parents.

Independent Educational Evaluations (IEE)

You may also get evaluation reports from professionals outside the school system and send them to your child's school. Examples of these professionals may include a psychologist or therapist. The LEA can provide you with information about where an independent evaluation can be obtained. The results of these outside evaluations will be considered in determining if your child has a disability and needs special education. If you wish for the LEA to pay for an outside or independent educational evaluation, you first must disagree with the evaluation conducted by the LEA. The LEA then must initiate a special education due process hearing to show that its evaluation is appropriate.

Allowing for Differences in English Language Skills and Ethnic Background

Evaluations and reevaluations must take into account the child's English language skills and ethnic background so that the testing and evaluation will be fair for children of different races and cultures. Tests must be given in the language or form that is most likely to give accurate information, unless it is clearly not feasible to do so. Evaluations must also take into account the child's disability to be sure the results are reliable. For example, a child with a severe visual impairment should not be given a written test with small print.

The Reevaluation Process

A reevaluation is conducted at least every three years. If, however, your child has been diagnosed with an intellectual disability, a reevaluation is required every two years. A reevaluation is done to determine whether your child still has a disability and needs to continue receiving special education. When additional information is needed to complete a reevaluation, the school must receive your permission to perform the additional evaluation using the *Permission to Reevaluate-Consent* form.

If the LEA has made what it believes are "reasonable attempts" to receive your permission, but failed to get a response, it may proceed with the reevaluation. Each LEA decides what "reasonable attempts" are. Such attempts may consist of:

- Telephone calls,
- Registered letters with return receipts required,
- Visits to the home or parents' place of business.

Also, if the school determines that no additional data is needed, they will notify you of this determination.

You may agree in writing to your LEA's recommendation that the three-year reevaluation is not necessary. If the LEA proposes to not conduct the reevaluation, they will issue you an *Agreement to Waive Reevaluation* form. This is not an option if your child has an intellectual disability.

CHAPTER 2

How Is My Child's Special Education Program Determined?

Special Education

Under Pennsylvania and federal law, a child with a disability has a right to special education and related services that are provided:

- Under public supervision and direction.
- Without charge (at public expense) to preschool (ages 3-5), elementary, or secondary school students.
- In the Least Restrictive Environment (LRE). This means that children with disabilities are educated to the maximum extent appropriate with children who do not have disabilities, in the general education class.
- In conformity with an *Individualized Education Program* (IEP). This means that students with disabilities who need special education must receive a free appropriate public education (FAPE).

FAPE includes other (related) services that help your child get to school and benefit from the special education program. These may include:

- Special transportation,
- Speech, physical, or occupational therapy,
- Psychological counseling,
- Other services which help or support your child as your child grows and learns.

Your Child's Individualized Education Program (IEP)

The IEP team (which includes your child's teachers, administrators, related service providers, and **you**) writes the IEP. This program will be developed at an IEP meeting and will include a description of all the programs and services necessary to help your child make progress in school. The IEP team uses information that is contained in the Evaluation Report (ER), or reevaluations, to write the IEP.

As a parent, you are an IEP team member. It is important that you attend IEP team meetings. IEP meetings will be scheduled to fit your schedule and school officials' schedules. You will get a written notice of when,

where, and why the meeting will be held and a list of the other people who are invited to attend the meeting. The IEP meeting is to be scheduled at a time and place that is good for you and your LEA. If the date or time is not convenient, you may ask for a change. You may also participate by telephone or other electronic means if it is impossible for you to attend the meeting in person.

Required members of each IEP team are:

- The child's parent(s) or legal guardian
- At least one of your child's general education teachers (if your child attends, or might attend, general education classes)
- At least one special education teacher
- A representative of the LEA who:
  - Is qualified to provide or supervise special education programs
  - Knows about the general education curriculum
  - Knows about the availability of the resources the LEA can offer
- Someone who can explain the evaluation results, who may already be a member of the team
- Other people who know your child well or who have worked with your child (You may invite an advocate to advise you, or anyone else who will be able to add information about your child's educational experience. This may be a professional advocate, a family member, a close family friend, a previous teacher, etc.).
- Your child at age 14, when planning will be done for life after graduation, or any time before age 14 when you want your child to be part of the team, and it is appropriate.
- A representative from a career and technical school if a career/technical program is being considered for your child.

A team member may fill more than one of the above roles. In most cases, there will be at least four people at the IEP meeting: you, the LEA representative, a special education teacher, and a general education teacher (if your child will participate at all in general education). The general education teacher may not attend all meetings or stay for the entire meeting time, but must be a team member. Mandated members of the IEP team may be excused from the meeting if you and the LEA agree in writing. If a member is excused and his/her subject area or speciality is being discussed, he/she must provide written input before the meeting.

If you choose not to attend the IEP meeting, it may be held without you.

IEP Timelines

The IEP must be completed within 30 calendar days after the evaluation team issues its Evaluation Report. The IEP must be put into action as soon as possible, but no later than 10 school days after the IEP is approved.

Your child's program is reviewed every year at an IEP meeting, or more often if requested by you or any other IEP team member. Whenever there are concerns about or changes to the IEP, a meeting may be requested by you or any other member of the IEP team. You and the LEA may agree not to have an IEP meeting to make changes to an IEP. Instead, you and the LEA may develop a written document to modify the current IEP. If changes are made without a meeting, you must be provided with a copy of the revised IEP.

IEP Contents

The IEP team will review all the evaluation material and will determine how your child is currently performing in school. The IEP team will write measurable, annual goals that are designed to meet the needs of your child.

The IEP team will determine:

- The types of special education supports and services to be provided to your child that will be used to meet the individual needs of your child.
- Where, what kind, how much, and how often special education and related services will be provided. For example, the IEP may specify, "individual speech therapy, 30-minute periods, three times per week, in the speech room." Special transportation, which is different from the mode of transportation utilized by other children in the neighborhood, also falls under this category. For example, the IEP may specify, "a bus that will lift a wheelchair from the curb, taking Jimmy from his home to school with a ride no longer than 30 minutes."
- The date services and programs will begin and how long they will last.
- The tests or other methods of evaluation that will be used to measure whether your child is meeting the annual goals and how and when this progress will be reported to you. Progress on meeting annual goals must be reported periodically, at least as often as in general education.
- The amount of time your child will spend inside the general classroom and how much, if any, your child will not participate in the general class or in the general education curriculum.
- The accommodations and modifications and supplementary aids and services in the general education setting, if any, needed for your child to succeed in a general education class. This could include, for example, giving your child untimed tests or having someone help your child take class notes.

- The accommodations needed, if any, for your child to participate in statewide or districtwide tests. If your child is not able to participate, even with accommodations, another assessment will be done that will show your child's skills. Participation in this alternate assessment will be documented in the IEP.
- Supports that school personnel may need to implement the IEP, such as resource materials, training, or equipment.

In developing the IEP, the team must consider:

- The parents' concerns and input
- Whether a child exhibits behavior that interferes with the child's learning or the learning of others, and therefore needs a behavior management plan or supports
- The needs of children with limited English language skills
- The use of Braille for children with visual problems
- The communication needs of students, including students who are deaf or hard of hearing
- Whether the child needs assistive technology devices or services to communicate or participate in the activities at school

When a child requires additional time beyond the school year to benefit from the special education program described in the IEP, extended school year (ESY) services may be necessary. In some cases, for example, interruptions in the school schedule, such as summer break, will result in children with disabilities losing many of their basic skills and taking a long time to get those skills back once school begins again. ESY services are to be provided during breaks in the educational schedule to prevent this loss as part of a free appropriate public education. At each IEP meeting, the team will determine if the child is eligible for ESY. If found eligible, a description of ESY services will be included in the IEP.

Secondary Transition Planning

As your child gets older, the IEP team will design a program to help your child prepare for life when your child completes high school. This is called secondary transition planning because planning is done through the IEP to facilitate the transition from school to college (or postsecondary education), work, living independently, or other activities in which the young adult may be involved. Your child will learn the skills needed in the future while your child is still in school.

Planning for the transition from school to adult living must begin when your child turns 14, or sooner if the IEP team thinks early planning would be appropriate. The IEP team (including your child, when your child turns 14) must discuss your child's post-school plans and goals. These plans must include the kind of education or training your child will

receive, the kind of job your child might have, where your child will live, and how your child will spend time in the community. Community agencies, like the Office for Vocational Rehabilitation, are often involved in this planning to give your child the most opportunities to be successful after high school.

Educational Setting

The law requires that children with disabilities be placed in educational settings that will give them as many opportunities as appropriate to be with students who are not disabled. This is called placing the student in the Least Restrictive Environment (LRE).

The special education program will be developed completely before the IEP team decides where the child's program will be provided. The IEP team will consider supports and services to determine how the program can be delivered in the LRE. By law, the first place the IEP team must consider is the general classroom in the neighborhood school your child would attend if your child did not have a disability (or where his or her siblings would attend).

The Appropriate Services

The services chosen for your child will depend upon the amount and type of special instruction or support your child needs. A special education teacher may be able to give instruction in the general classroom. An example of this is "co-teaching," where a general and a special education teacher team teach in the same class.

For some children, placement outside of a general education class for some of the day is necessary. Students who receive most of their instruction in basic academic subjects outside of a general education setting will still have opportunities to participate in other activities in school with general education students. These opportunities might include participation in subjects such as art or music, belonging to a general homeroom, socializing in the lunchroom, and attending assemblies and other enrichment programs with their nondisabled peers.

Each IEP must include a description of the types of support the child needs. Your child may receive more than one type of support, and the type should not be based on the child's disability alone.

- Learning support – for children whose greatest need of support is in the areas of reading, writing, math, or speaking or listening related to academics.
- Emotional support – for children whose greatest need is for social, emotional, and behavioral help.

- Life skills support – for children whose greatest need is to learn academic, functional, or vocational skills that will enable them to live and work independently.
- Blind and visually impaired support – for children who require services related to visual impairment or blindness. The IEP for these students must address the extent to which Braille will be taught and used.
- Deaf and hard of hearing support – for children who require services related to deafness or hearing impairment. The IEP for these students must include a communication plan to address language and communication needs.
- Speech and language support – for children who have speech and language impairments and require services to develop communication skills.
- Physical support – for children who have a physical disability and require services in functional motor skill development.
- Autistic support – for children who require services in the areas of communication, social skills, or behavior.
- Multiple disabilities support – for children with more than one disability, the combination of which results in severe impairment, and who require services in academic, functional, or vocational skills.

The law requires that students receiving special education be placed in classes with students of the same age range. At the elementary level (grades K–6), a class cannot have children who vary in age by more than three years. At the secondary level (grades 7–12), an age range of no more than four years is allowed. An exception can be made by the IEP team for an individual child, based on the child's needs. It must be justified in the IEP.

Notice of Recommended Educational Placement/Prior Written Notice

Once you have developed the IEP with the IEP team, you will receive a *Notice of Recommended Educational Placement* (NOREP)/*Prior Written Notice* (PWN). The NOREP/PWN summarizes the school's recommendations, including the educational programs and services recommended for your child. You must indicate your approval of the IEP and educational placement in writing for your child's initial special education placement before the school may implement the IEP. There is no requirement for this notice after each subsequent IEP meeting, therefore, services will continue without your signature on the NOREP/PWN for subsequent IEPs.

CHAPTER 3

What Are the School's Responsibilities to My Child and Me?

Basic Rights for Parents

Whether you are the parent of a child with a disablity, or the parent of a child thought to have a disability, you have a right to be notified of the safeguards that serve to protect the rights of your child. This is referred to as procedural safeguards. The school must provide parents with a copy of the *Procedural Safeguards Notice* at least once each school year.

In addition, the law requires parents to be informed and issued a *Procedural Safeguards Notice*:

- At the time of an initial referral or parent request for an evaluation.
- When the school proposes to change the identification, evaluation, educational placement, or the provision of a free appropriate public education.
- When the school refuses your request to change the identification, evaluation, educational placement, or the provision of a free, appropriate, public education (FAPE).
- Which includes the procedures to maintain the privacy of your child's education records. Your child's record will be seen only by those who need to work with your child. Your LEA must show you its policy about student records and confidentiality, if requested. Detailed information on confidentiality will be described in the notice given to you on those instances listed above.

Your Child's School Records

All parents are guaranteed the right to see their child's educational records within 45 calendar days after asking for them, before any meeting regarding an IEP, or before a due process hearing. You may be charged a fee for the copying of these records. Parents are also guaranteed the right to ask for and receive an explanation of any information in the records.

The law guarantees that your child's school records be kept confidential. Only people with an educational interest in your child should see them.

Someone has an educational interest in your child if that person teaches your child or otherwise is responsible for some aspect of your child's education. Under the Family Educational Rights and Privacy Act (FERPA), records cannot be given to anyone outside the school system without your permission unless there is a legal reason for doing so. If you believe that information in your child's education records is misleading or inaccurate, your district must have a procedure for you to follow to address this issue.

Materials, Classrooms, and School Buildings

Equipment and materials may be different for children with disabilities because of their individual needs, but they should be of the same quality as the equipment and materials that are purchased for students in general education classes. Each special education class must be as close as appropriate to usual school activities, and located where noise will not interfere with instruction. Special education classes should be located only in a space that is designed for purposes of instruction, be readily accessible, and allow at least 28 square feet per student.

High School Graduation

All students receiving special education services in Pennsylvania are guaranteed the right to an opportunity to earn a high school diploma. A high school diploma will be awarded to a student who successfully completes the same courses and earns the same credits as a general education student, or who completes the special education program developed by the IEP team.

LEAs will permit students with disabilities to participate in graduation ceremonies with their graduating class, even though they may not be awarded a diploma because they will continue to receive educational services. A student who reaches the age of twenty-one (21) years during the school term and who has not graduated from high school may continue to attend the public schools in his/her district, free of charge, until the end of the school term. For instance, at age 18, your child may be a part of graduation ceremonies with his/her classmates, but still go to school until he/she is 21.

You will receive written notice (NOREP/PWN) from your child's school of the termination of special education services when school officials believe your child's IEP has been completed and your child is eligible for graduation, or nearing the end of the school year in which your child reaches the age of 21. If you disagree with the notice, you may request an informal meeting with school officials, mediation, or a special education due process hearing.

In addition, you will be provided with your child's *Summary of Academic Achievement and Functional Performance* (SAAFP). The SAAFP is a document that is provided to students and their parents at the conclusion of students' high school education. The SAAFP is intended to be a student-centered document that summarizes individual abilities, skills, needs, and limitations. Its purpose is to provide recommendations to students that will support their successful transition to adult living, learning, and working. It is designed to be a useful and relevant document to assist students in the transition from high school to higher education, training, employment, and independent living. The SAAFP may include input from various people, including the student, the parents, the special education teacher, the general education teacher, the career/technical education teacher, the transition coordinator, the school psychologist, related service personnel (such as the speech-language teacher and the occupational therapist), and agency representatives (such as the Office of Vocational Rehabilitation). A thoughtfully-completed SAAFP can provide a "bridge" that addresses the next steps necessary to complete the transition process that began in the years prior to exiting high school. It provides students and families with a clear idea of what they need to continue to do to work toward the goals students set for themselves.

Discipline for the Student Receiving Special Education Services

Behavior problems sometimes are the result of a child's disability. When behavior caused by the disability results in the violation of school rules, school officials must use appropriate discipline.

When the IEP team determines that a student's behavior is likely to disrupt learning, it must be addressed in the IEP. Programs to manage or change behavior must be designed using positive approaches to help children correct or manage their behavior. Positive approaches include recognizing and rewarding appropriate behaviors and teaching new skills so that they will replace those behaviors that are inappropriate. These approaches do not include punishing, embarrassing, or isolating your child.

Discipline must not include use of restraints, except in an emergency situation where there is a danger that the child will be harmed or will harm someone else. If restraints are used in those situations, the school must schedule an IEP team meeting within 10 school days of the incident to review the current IEP to make sure it is appropriate and is still effective. Mechanical restraints may be used only when specified by an IEP and as suggested by a qualified medical professional to control involuntary movement or lack of muscular control.

None of the following methods of punishment may be used with children:

- Corporal punishment (that is, bodily punishment)
- Punishment for behavior that is caused by the student's disability
- Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit
- Noxious (that is, harmful) substances
- Withholding of basic rights, such as withholding meals, water, or fresh air
- Treatment of a demeaning nature (for example, making a student feel less important than other students)
- Electric shock
- Prone restraints (that is, the student being held face down on the floor)
- Suspension or removals from school for disciplinary reasons that form a pattern. (The following section provides additional information with regard to those removals.)

Disciplinary Exclusion

There are special regulations in Pennsylvania for excluding children receiving special education services for disciplinary reasons. Before a student is excluded from school for more than 10 school days in a row or 15 total school days in any one school year for disciplinary reasons, the IEP team must meet. *A Notice of Recommended Educational Placement* (NOREP)/*Prior Written Notice* form must be given to you and signed, because keeping a child out of school under these circumstances is considered a change in his/her educational placement. The exclusion of a child with an intellectual disability for **any** amount of time is considered a change in placement and requires all of the steps mentioned above. When a student is removed from school for more than 10 days in a year, but less than 15, these removals may be a change in placement and, if so, require prior notice to the parents for approval. This determination is done on a case-by-case basis. Factors such as the length of time of each removal, the total amount of time the child is removed, and how close the removals are to one another are used to determine if the series of removals is a change in placement. If you do not agree with the change in placement on the NOREP, your child remains in the existing placement until due process is complete (see page 21). School officials may seek a court order to exclude your child from school to override your disapproval.

If no behavioral plan is included in the IEP, a functional behavioral assessment (FBA) must be completed and a behavioral plan developed. An FBA reviews the child's

behavior where the problems are occurring and helps to determine what is happening to trigger and reinforce the inappropriate behaviors. The IEP team then outlines steps to take to reduce problem behaviors and replace them with appropriate ones. If a plan already exists, it must be reviewed and, if necessary, changed.

In addition, a review must be conducted by the IEP team to decide if your child's behavior was caused by, or is a manifestation of, your child's disability. This review is called a *Manifestation Determination*. The team must decide if the conduct in question was caused by, or had a direct relationship to, your child's disability; or if the conduct in question was the direct result of failure to implement your child's IEP. A child with a disability cannot be disciplined for behaviors that are related to, or are manifestations of, the child's disability.

In school situations where your child was involved in possession of a weapon, possession or use of illegal drugs, the sale of a controlled substance, or serious bodily injury, the Individuals with Disabilities Education Act (IDEA 2004) allows school officials to change your child's placement for no more than 45 school days, without your permission. In the new 45-day education placement (called an interim alternative educational setting), your child must be able to receive the services in the IEP and continue to demonstrate progress in the general curriculum. The new placement must also offer services to manage your child's behavior.

Due Process to Challenge Disciplinary Exclusion

If the IEP team decides that your child's behavior was **not** related to your child's disability, your child's placement may be changed for disciplinary reasons. You have the right to ask for a due process hearing to challenge this decision (see Chapter 4). During the hearing and any appeals, your child stays in the disciplinary placement until the hearing officer decides on the appeal. If the incident involved drugs, weapons, serious bodily injury, or behavior that is a danger to your child or to others, your child stays in the disciplinary placement for up to 45 school days or to the end of due process, whichever occurs first.

School officials may ask for an expedited hearing if they believe that the child is a danger to self or others in the original placement. In such case, the hearing officer must issue a decision within 30 school days.

Anytime a child is given a disciplinary removal that is a change in placement, or anytime a placement is changed for possession of weapons or drugs or serious bodily injury, school officials must still provide a free

appropriate public education (FAPE). The child's IEP team determines the services the child needs to participate in the general education curriculum and to make progress toward meeting the goals in the IEP.

The law contains certain protections for children not yet identified as "eligible for special education services" who face disciplinary procedures. If school officials had knowledge that a child has a disability, the child is entitled to the protections given to children already identified as having a disability and needing special education services. The school may have had requests from the parents for an evaluation or written expressions of concern to supervisory or administrative personnel, or teachers or other school personnel may have expressed concerns about the child's pattern of behavior or performance to the special education director or other supervisory personnel.



CHAPTER 4

What if I Disagree With School Officials About My Child's Education Program or Think My Child's Rights Are Being Denied?

The Rights of Parents

If you do not believe your child's special education program is helping your child succeed in school, you should first talk to your child's teacher. If you wish to visit your child's classroom to observe your child's program, you must follow the school's visitation policy. You can check with your school's administration office to learn more about the visitation policy. You can also request an IEP meeting to discuss changing your child's program if you think a change is necessary. The IEP team may then decide that a reevaluation is needed to gather more information about your child. Anytime school officials suggest a reevaluation of your child or your child's program, you will be invited to participate in the reevaluation process. You may request an IEP team meeting, a mediation session, or a due process hearing in order to resolve differences that you may have with school officials regarding your child's education.

If you are placing your child in a private school and are asking the school district to pay tuition for this private school because you believe your child is not receiving a free appropriate public education, you must give advance notice to school officials. This notice can be given at the IEP meeting or in writing 10 business days before you remove your child from public school. If you do not give this notice, the reimbursement to you may be reduced or denied. If the LEA gave notice of their intent to evaluate your child for special education prior to your removal of your child, reimbursement may be reduced or denied if you did not make your child available for the evaluation. Reimbursement may be reduced or denied for the private placement if a court thinks your actions have been unreasonable.

An exception to the reduction or denial of reimbursement will be made if:

- you are unable to read or write in English,
- physical or serious emotional harm to the child may result if the parent adhered to the prior notice requirements,

- the school prevented the parent from providing the notice to the school, or
- the school failed to give the parent notice of these rights and procedures.

Removing Your Child From Special Education

A parent has the right to withdraw a student with a disability from special education programs and related services. A parent must do this in writing. The LEA must issue a *Notice of Recommended Educational Placement* (NOREP)/*Prior Written Notice* to parents prior to the termination of special education and related services. All special education programs and services will cease on the eleventh day from the receipt of the parents' revocation letter. An LEA may not continue to provide special education and related services or use due process to challenge a parental decision to withdraw a student from special education programs. When a child is withdrawn from special education, the LEA is not required to remove references to special education services from the child's records.

Special Education ConsultLine

The Bureau of Special Education has established ConsultLine, a toll-free information line for your questions and concerns: 1-800-879-2301. ConsultLine is designed to assist parents and advocates of children with disabilities or children thought to have a disability. If you have questions concerning your child's special education program or the laws relating to the provision of services in your child's IEP, the special education consultants at ConsultLine may be able to assist you. You may leave a message, and a consultant will return your call within a reasonable number of business days.

Mediation

Even when parents and school officials try their best to develop and carry out an appropriate program for a child, disagreements can occur. Mediation is a free, voluntary, confidential procedure designed to help parents and school officials resolve the dispute. It is an alternative to a due process hearing. However, both you and the school must be willing to participate in a mediation session in order for it to occur. Mediation may take place at any time during or before the due process cycle. However, mediation cannot be a required process and may not serve to delay or deny a parent the right to a due process hearing.

If you and school officials agree to try mediation, the Office for Dispute Resolution will arrange for a neutral, specially-trained mediator to hold a mediation session. During mediation, the mediator will meet

with both sides to hear both points of view regarding the disagreement. The mediator may meet with both sides together and separately, to better understand each position. Neither school officials nor parents may include a lawyer at a mediation session.

The mediator will not make a decision on the disagreement. Rather, the mediator will help both parties to reach an agreement. The agreement will be put into writing and, if appropriate, it will be incorporated into the student's IEP. The mediation agreement is a legally binding document and is enforceable in a court.

You may discuss mediation with your school administrator or you may call the Office for Dispute Resolution at 1-800-222-3353. Both the *Procedural Safeguards Notice* and the Office for Dispute Resolution website (odr-pa.org) contain a form for this purpose.

The Special Education Hearing

You may request a special education due process hearing anytime you have concerns about your child's program, placement or evaluation, or the provision of a free appropriate public education. When requesting a due process hearing, you or your lawyer must make a written request to school officials and the Office for Dispute Resolution (ODR). This request must include the following information:

- The name and address of the child and the name of the school the child attends.
- A description of the problem.
- A proposed solution to the problem.

The commonwealth has developed a form for school districts to provide to parents for this purpose. This form is called a *Due Process Complaint Notice*. It is available through your school district's administrative office, the Office for Dispute Resolution website (odr-pa.org), and your *Procedural Safeguards Notice*.

Within 15 days of receiving notice of your complaint and before a hearing is held, the LEA must hold a resolution session for you and school officials to provide an opportunity to resolve your complaint, unless both you and the school agree in writing to waive (that is, not insist on) this meeting or agree to use mediation.

If your complaint has not been resolved to your satisfaction within 30 days of the school's receipt of the *Due Process Complaint Notice*, a hearing may occur before an impartial hearing officer. The hearing officer cannot work for the LEA. You may be represented by a lawyer or you may represent yourself. You may also be accompanied and advised by any individuals whom you

believe would be knowledgeable or helpful to you during the hearing. This may include the child's family member, friend, service provider, former educators, advocate, or anyone close to your child.

Each side may have witnesses and may ask questions of the other side's witnesses. Prior to the hearing date, you may ask the hearing officer to subpoena anyone from the LEA whom you believe has information important to your case. Witnesses testify under oath.

Both sides may give the hearing officer written material to consider. A list of material to be used at a hearing must be given to each side at least five business days before the hearing. Any information given to the hearing officer to consider must also be given to the LEA.

The hearing must be held at a reasonably convenient time and place for you. The hearing will be closed to the public unless you ask the hearing officer to open the hearing to the public. A transcript of what was said during the hearing will be made available upon your request.

The hearing officer will listen to both sides and then make a written decision. The decision will be mailed to you and to school officials within 45 calendar days after the receipt of your request for the hearing, unless an extension has been granted by the hearing officer.

Except in limited circumstances (see page 16 "Due Process to Challenge Disciplinary Exclusion"), when a parent requests a due process hearing, the child must remain in the child's current educational placement unless the parent and LEA agree otherwise. This is called the "stay put" rule or "pendency." If the parent's request is made at a time when there is a dispute pertaining to initial admission to public schools, the child must be placed in the public school, with the parent's consent, until due process is complete.

If you prevail in a due process hearing, it can be decided by the courts that your attorney's fees will be paid by the LEA. Parents may be ordered to pay the LEA's costs if the hearing officer decides the parent filed a complaint to harass, cause unnecessary delay, or needlessly increase costs to the LEA.

The Court Process

If you disagree with the decision of the hearing officer, you may file an appeal in court. You must file your case in commonwealth or federal court within 90 calendar days after the hearing officer's decision.

CONCLUSION

When a child has unique needs that require special education as a result of a disability, those needs are to be determined and a program to meet those needs must be designed and carried out. However, the procedures and processes involved in designing this special program and carrying it out are complicated and may seem burdensome.

Everyone involved must remain focused on meeting each child's individual needs. When parents and school officials successfully keep this objective in mind, the likelihood of providing quality educational programming dramatically increases.



Resources

The Arc of Pennsylvania
800-692-7258 www.thearcpa.org

Bureau of Special Education ConsultLine
800-879-2301

Disability Rights Network of PA (DRN)
800-692-7443 www.drnpa.org

Education Law Center
215-238-6970 www.elc-pa.org

Hispanics United for Exceptional Children (HUNE, Inc.)
(Philadelphia, Pennsylvania)
215-425-6203 www.huneinc.org

Mission Empower
855-222-3353 www.missionempower.org

Office for Dispute Resolution
800-825-0788 http://odr-pa.org

Office of Vocational Rehabilitation
800-442-6351 www.tinyurl.com/pa-ovr

Parent Education and Advocacy Leadership (PEAL) Center
412-281-4404 www.pealcenter.org
866-950-1040

Parent to Parent of Pennsylvania
888-727-2706 www.parenttoparent.org

Pennsylvania State Task Force on the Right to Education
(Each intermediate unit has a local task force.)
800-360-7282, option 5 www.pattan.net
717-541-4960, option 5 →About →Partners

Pennsylvania Training and Technical Assistance Network (PaTTAN)
800-441-3215 (East) www.pattan.net
800-360-7282 (Harrisburg)
800-446-5607 (Pittsburgh)

Public Interest Law Center of Philadelphia (PILCOP)
215-627-7100 www.pilcop.org

Glossary of Special Education Terms

Assistive Technology (AT) Device: A piece of equipment or product that is used to increase, maintain, or improve the way a child with a disability interacts and communicates with the world around them. This does not include a medical device that is surgically implanted or the replacement of such a device.

Assistive Technology (AT) Services: Services to help a child with a disability use an assistive technology device. These services include evaluating the needs of the child; providing the device; and then training the child, the child's family, and the professionals who work with that child in the use of the device.

Chapter 14: The state law pertaining to the delivery of special education services and programs. It is called "regulations" or is sometimes called "rules."

Child With a Disability: A child evaluated as having an intellectual disability, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, emotional disturbance, an orthopedic impairment, Autism Spectrum Disorder, traumatic brain injury, other health impairments, a specific learning disability, deaf-blindness, or multiple disabilities, and who, as a result of the disability, needs special education and related services.

Due Process: The procedures that parents can use to disagree with the decisions of LEA officials concerning special education. The parent is informed of this right by written notice, which describes the options of a preliminary resolution session, a formal hearing, and appeals.

Evaluation: The process used to determine if a child has a disability and if special education is needed. The evaluation looks at how the child learns, the kinds of instruction that would be successful, and the kinds of instruction that have been tried and have not resulted in success.

Evaluation Report (ER): The report that is compiled and written by the evaluation team (which includes parents) following an evaluation. It describes all of the information gathered from the team members, including the results of assessment. From the report, the evaluation team determines the student's eligibility and need for special education programs.

Evaluation Team: A team of educators, other professional individuals, and the child's parents that reviews all formal testing of a child and all other evaluation material. The evaluation team must issue a written report stating if the child is a child with a disability who needs special education and making suggestions about the programs and services needed.

Free Appropriate Public Education (FAPE): A program of education and related services for a child with a disability that is designed to meet the child's special education needs. Appropriate services are those that allow the child to make meaningful progress in the educational setting. FAPE is provided without charge to parents.

Individualized Education Program (IEP): The plan written by the IEP team (including parents) that specifically describes the programs and services necessary for a free appropriate public education for the child with a disability.

Individuals With Disabilities Education Act (IDEA 2004): The federal law that governs the provision of special education services and the rights of parents of a child with a disability.

Least Restrictive Environment (LRE): Students eligible for special education will be educated to the maximum extent appropriate with students who are not disabled.

Notice of Recommended Educational Placement (NOREP)/Prior Written Notice (PWN): The notice given to parents that summarizes the recommendations of the school for the child's educational program, as well as other actions.

Parent: A birth parent, adoptive parent, surrogate parent, or foster parent who has been assigned educational decision-making rights. The term may also apply to an individual acting in the place of a birth or adoptive parent (including grandparent or other relative) with whom the child lives and who has educational decision-making rights, or an individual who is legally responsible for the child.

Related Services: Services necessary to provide specially-designed instruction to ensure the child benefits from the special education programs. Examples are special transportation, counseling, school health services, and physical therapy.

Secondary Transition Services: Specific planning in school that helps to prepare students with disabilities to participate more effectively in higher education or job training, community participation, independent living, continuing and adult education, and employment when they leave school.

Special Education: An educational program individually designed to meet the unique education needs for a child with a disability. A special education professional is directly involved as either a consultant or a provider of services.

Specially-Designed Instruction: Adapting the content, methods, or delivery of the instruction as is appropriate based on the unique needs of the child with a disability.

Supplementary Aids and Services (SaS): Aids, services, and other supports provided in general education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Notes

Commonwealth of Pennsylvania

Tom Wolf, Governor

PaTTAN

Pennsylvania Training and Technical Assistance Network

revised 7/19

Special Education Resources for Families

Do you have questions about . . .

- The special education process or your rights?
- Your child's Evaluation Report (ER), Individualized Education Plan (IEP), or other documents?
- Working with your child's school or IEP team?
- Ways that youth with disabilities can participate in their own educational and transition planning?

. . . If so, these free resource organizations can help with answers! These organizations can also assist families whose primary language is not English.

Special Education CONSULTLINE

Special Education Consultline • www.odr-pa.org/parents/consultline • 800-879-2301

ConsultLine is an information help line for parents and advocates of children with disabilities who have questions or concerns about the education of a school-aged child. ConsultLine specialists answer questions and provide information about special education, gifted education, and Section 504 plans.

PEAL CENTER

PEAL Center • www.pealcenter.org • 866-950-1040

Parent Education & Advocacy Leadership (PEAL) Center provides individual assistance by phone, email or in-person; as well as resources, training, and leadership development for families of children and youth with disabilities. PEAL assists families to:

- Understand the special education process and their rights
- Participate meaningfully as IEP team members
- Learn ways to advocate for inclusion in schools and communities

HUNE • www.huneinc.org • 215-425-6203

HUNE assists families of school-aged children with disabilities, and youth with disabilities in obtaining an appropriate public education and achieving their life-long goals. Services are provided in-person, by phone, or email. HUNE provides:

- Individual and/or personalized assistance, and resources
- Special education trainings, parent support groups, and more

mission empower
Educational Advocacy for the Inclusion of Youth

Mission Empower • www.missionempower.org • 814-825-0788 • 844-370-1529

Mission Empower in Erie County provides targeted, individualized educational support for the special education process, in-person and webinar trainings, parent leadership and mentoring. The Youth ENVISION Program helps youth with disabilities to understand their rights and responsibilities as they journey through high school to graduation.

PaTTAN
Pennsylvania Training and Technical Assistance Network

Recursos de Educación Especial para Familias

¿Tiene preguntas sobre . . .

- el proceso de educación especial o sus derechos?
- el Reporte de Evaluación y el PEI?
- cómo trabajar con la escuela de su hijo y el equipo del PEI?
- maneras en las que los jóvenes con impedimentos pueden participar en su propia planificación educativa y de transición?

. . . Si es así, ¡estas organizaciones tienen recursos gratuitos que pueden ayudar con las respuestas! Estas organizaciones pueden ayudar a las familias cuyo idioma principal no es el inglés.

Special Education CONSULTLINE

Special Education Consultline • www.odr-pa.org/parents/consultline • 800-879-2301

ConsultLine es una línea de ayuda de información para padres y intercesores de niños con impedimentos que tienen preguntas o inquietudes sobre la educación de su(s) niño(s) de edad escolar. Los especialistas de ConsultLine responden preguntas y brindan información sobre educación especial, educación para superdotados y planes de la Sección 504.

PEAL CENTER

PEAL Center • www.pealcenter.org • 866-950-1040

Centro de Educación y Liderazgo para Padres (PEAL, por sus siglas en inglés) brinda asistencia individual por teléfono, correo electrónico o en persona; así como recursos, capacitación y desarrollo de liderazgo para familias de niños y jóvenes con impedimentos. PEAL ayuda a familias y jóvenes a:

- comprender el proceso de educación especial y sus derechos
- participar de manera significativa como miembro del equipo del IEP
- formas de abogar por la inclusión de su hijo/a en la escuela y comunidad



HUNE • www.huneinc.org • 215-425-6203

HUNE asiste a familias de niños de edad escolar con impedimentos, así como a jóvenes con impedimentos para que estos obtengan una educación pública apropiada y alcanzar sus metas de la vida. Los servicios se proveen en persona, por teléfono o correo electrónico. HUNE brinda:

- asistencia y recursos individuales y / o personalizados;
- asesoramientos de educación especial, grupos de apoyo para los padres y más.

Todos los servicios son bilingües (español e inglés).

mission empower
Educational Advocacy for the Inclusion of Youth

Mission Empower • www.missionempower.org • 814-825-0788 • 844-370-1529

Mission Empower en el Condado de Erie proporciona apoyo educativo personalizado y individualizado para el proceso de educación especial, asesoramientos en persona y en línea, liderazgo de padres y tutoría. El Programa Youth ENVISION ayuda a los jóvenes con impedimentos a comprender sus derechos y responsabilidades mientras navegan la escuela secundaria hasta la graduación.

revised 4/19

The Office for Dispute Resolution

Providing services to families of children with disabilities and families of students who are considered gifted, along with the educational agencies that serve them.

ConsultLine

800-879-2301
(Toll-free in Pennsylvania)
or 717-901-2146

ConsultLine is a statewide toll-free help line serving families, advocates, and agencies that have questions about special education for students with disabilities. ConsultLine provides information about special education laws, parents' rights, the formal complaint process, and other dispute resolution options to address concerns so that students with disabilities and students who are considered gifted receive a free and appropriate public education (FAPE).

Individualized Education Program (IEP) Facilitation (Also IFSP and GIEP Facilitation)

Facilitation is a voluntary option that is available when local educational agencies (LEAs) and parents agree to have a neutral person – the IEP Facilitator – attend the IEP meeting to assist in discussing concerns regarding the development of the IEP. IEP facilitation is more cost-efficient and less stressful than due process, and may prevent the need for a due process hearing.

Mediation

If both parties agree to mediation, the Office for Dispute Resolution (ODR) will arrange for a neutral, specially-trained mediator to help parties resolve conflicts about the child's educational program. During mediation, parties share points of view and seek solutions that are documented in a legally binding mediation agreement.

Resolution Meeting Facilitation

When a parent requests a due process hearing, the school and parents must hold a resolution meeting within 15 days unless both sides agree to waive the meeting or try mediation instead. If both parties agree to have a neutral person at the resolution meeting, ODR will send a facilitator to assist the parties in reaching agreement. If agreement is reached, the due process hearing might not be needed.

Due Process

A due process hearing may be requested by either the parent or the LEA and may be requested with respect to matters relating to identification, evaluation, educational placement of a child, or provision of FAPE. The request can be made by filing a "Due Process Complaint Notice," which can be found on the ODR website at: www.odr-pa.org.

Creating Agreement in Special Education Training

Creating Agreement training, for conflict resolution at the local level, is available through ODR. The one-day training uses interactive activities involving relevant special education scenarios to help parents and educational agencies enhance their communication and problem-solving skills. Training is available at no cost to LEAs and parent groups.

Additional Information, Training, and Materials

To receive information or materials about any of these services, go to: www.odr-pa.org.

Speakers are available for presentations on any of the services provided by ODR. To schedule a presentation, contact ODR at 800-222-3353.

6340 Flank Drive, Harrisburg, PA 17112-2764
717-901-2145, Toll Free 800-222-3353
www.odr-pa.org

Funded by the Pennsylvania Department of Education

pennsylvania
DEPARTMENT OF EDUCATION

Understanding the Language of Special Education:

A Glossary for Parents and Educators



PaTTAN
Pennsylvania Training and Technical Assistance Network

Introduction

Greetings! Welcome to the world of special education. As with many specialized fields, there are terms used in special education that are unique. This guide is not a legal document and was developed to give parents and educators in Pennsylvania an understanding of the language of special education so they can more easily participate in educational decision-making.

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Agencies, Organizations, and Programs

The Arc of Pennsylvania is the state chapter of the largest advocacy organization in the United States for citizens with cognitive, intellectual, and developmental disabilities and their families. The Arc of Pennsylvania works to promote active citizenship and inclusion of all children and adults with cognitive, intellectual, and developmental disabilities in every community.
www.thearcpa.org

The **American Speech-Language-Hearing Association (ASHA)** is a national professional association for speech and language therapists and audiologists.
www.asha.org

The **Brain Injury Association of Pennsylvania** conducts programs to prevent brain injury and to improve the quality of life for people who have experienced brain injury. BrainSTEPS, which is a school reentry program, provides teams of professionals to assist those who provide educational support to students with brain injury.
www.biapa.org

The **Bureau of Special Education (BSE)** within the Pennsylvania Department of Education is responsible for the education of students with disabilities from ages 3 through 21.
tinyurl.com/PennsylvaniaBSE

Child Find is a federal requirement that mandates that states must actively locate children, from birth to age 21, who have disabilities or who are at risk for developing disabilities.

ConsultLine (1-800-879-2301) is the toll-free help line provided by the Pennsylvania Department of Education's Bureau of Special Education to assist parents of children with disabilities who have questions concerning their children's special education programs.
odr-pa.org/consultline

The **Council for Exceptional Children (CEC)** is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or individuals who are gifted.
www.cec.sped.org

Agencies, Organizations, and Programs *(continued)*

Disability Rights Network of Pennsylvania (DRN) is a statewide, nonprofit corporation designated as the federally-mandated organization to advance and protect the civil rights of adults and children with disabilities. DRN works with people with disabilities and their families, their organizations, and their advocates to ensure their rights.
drnpa.org

The **Early Intervention Technical Assistance (EITA)** system, which is part of the Pennsylvania Training and Technical Assistance Network, supports Early Intervention programs through staff professional development and family informational services.
www.eita-pa.org

Head Start is a federal program aimed at providing comprehensive preschool education programs for children ages three to five from low-income families. Planned activities are designed to address individual needs and to help children attain their potential in mental and physical development before starting school. Ten percent of enrollment is reserved for children with disabilities.
paheadstart.org

Hispanics United for Exceptional Children (HUNE) is a Community Parent Resource Center in Pennsylvania. HUNE empowers parents of children with exceptionalities to obtain a free, appropriate, quality education for their children and other children with disabilities. HUNE provides training programs on all aspects of special education and support, including transition services. HUNE serves, but is not limited to, Hispanic parents in Philadelphia.
huneinc.org

An **Intermediate Unit (IU)** is a regional educational agency that provides services to local educational agencies including curriculum, special education, technology and information services, human resources, instruction, and professional development.
www.paiu.org

A **Local Educational Agency (LEA)** is a school district, charter school, or other educational entity responsible for providing free, appropriate, public education in accordance with Pennsylvania Department of Education statutes, regulations, and policies with or without support from other agencies.

The **Medical Assistance Program (MA)** assures access to quality healthcare for Pennsylvanians eligible for services. Sometimes referred to as Medicaid, it provides payment for health care services on behalf of children with limited income and children with disabilities.
www.medicaid.gov

The **National Association of State Directors of Special Education (NASDSE)** offers support in the delivery of quality education to children and youth with disabilities throughout the country. Its activities include targeted training to address current issues, technical assistance, policy analysis, research, publications, specialized websites, national initiatives, and collaborative partnerships to enhance problem solving at the local, state, and national levels.
www.nasdse.org

The **Office for Dispute Resolution (ODR)** coordinates and manages Pennsylvania's special education mediation and due process systems. ODR provides help concerning procedural safeguards to parents, advocates, school districts, charter schools, intermediate units, and approved private schools.
odr-pa.org

The **Office of Child Development and Early Learning (OCDEL)**, through the Pennsylvania Departments of Education and Public Welfare, promotes opportunities for all Pennsylvania children and families by building systems and providing supports that help ensure access to high quality child and family services. Early Intervention supports and services (infants, toddlers, and preschool age children) are administered by OCDEL.
tinyurl.com/PAocdel

The **Office of Special Education Programs (OSEP)** within the U.S. Department of Education is dedicated to improving results for infants, toddlers, children, and youths with disabilities from birth through age 21 by providing oversight, leadership, and financial support to assist states and local districts. OSEP administers the Individuals with Disabilities Education Act (IDEA).
tinyurl.com/osep-gov

The **Office of Vocational Rehabilitation (OVR)** provides vocational rehabilitation services to help individuals with disabilities prepare for, obtain, and maintain employment.
tinyurl.com/PaVocRehab

Agencies, Organizations, and Programs *(continued)*

The **Parent Education and Advocacy Leadership (PEAL) Center** is a Parent Training and Information Center (PTI) in Pennsylvania funded by the U.S. Department of Education. The PEAL Center is an organization of parents of children with disabilities reaching out to assist other parents and professionals. It provides workshops, training, and information about early intervention, special education, and inclusive education. Parent advisors are available to provide families with information about the special education process and problem-solving strategies.
www.pealcenter.org

Parent to Parent of Pennsylvania is a nonprofit organization that links families of individuals with disabilities or special needs.
www.parenttoparent.org

The **Pennsylvania Department of Education (PDE)** is the state agency that holds the ultimate responsibility for the state supervision of all schools and educational programs in the commonwealth. PDE's mission is to lead and service the educational community to enable each individual to grow into an inspired, productive, fulfilled, lifelong learner.
www.education.state.pa.us

The **Pennsylvania Department of Health (DOH)** is the state agency whose mission is to promote health and sound health policy, prevent disease and disability, improve health services systems, and ensure that essential public health functions and safety net services are available.
www.portal.health.state.pa.us

The **Pennsylvania Department of Human Services** is the state agency in charge of promoting, improving, and sustaining the quality of family life. This includes child development; children, youth, and families; developmental programs; income maintenance; medical assistance; mental health and substance abuse services.
www.dhs.state.pa.us

The **Pennsylvania State Board of Education** is the administrative regulatory body for elementary, secondary, and higher education in the commonwealth. It consists of 21 members, 17 of whom are nominated by the Governor and confirmed by the State Senate for over-lapping, six-year terms.
www.stateboard.education.pa.gov

The **Pennsylvania State Task Force on the Right to Education** was developed as a result of the historic PARC Consent Agreement. The primary purpose of the State and Local Task Forces is to ensure the intent and spirit of the Right to Education for students with disabilities is carried out throughout the commonwealth through recommendations, evaluation, advocacy, and monitoring.
www.pattan.net

The **Pennsylvania Training and Technical Assistance Network (PaTTAN)** is an initiative of the Pennsylvania Department of Education's Bureau of Special Education, working in partnership with families and local educational agencies to support programs and services to improve student learning and achievement.
www.pattan.net

The **Special Education Advisory Panel (SEAP)** is a state advisory panel required by federal law to provide policy guidance with respect to special education and related services for children with disabilities. Pennsylvania's panel is established by the governor and consists of 21 members.
www.pattan.net

The **State Interagency Coordinating Council (SICC)** is an advisory group, made up of parents and professionals, whose purpose is to advise the Governor and the Departments of Education, Health, and Public Welfare about Early Intervention issues in Pennsylvania.
www.pattan.net

Disabilities and Behaviors

Aphasia is a communication disorder characterized by difficulty understanding and/or producing language.

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) is a neurological disorder in which individuals display developmentally-inappropriate behavior including poor attention skills and impulsivity. These characteristics arise in early childhood, typically before age seven, and have durations of at least six months. Children with ADD/ADHD may experience difficulty in the areas of social skills and self esteem. They may be eligible for special education services under the other health impairment (OHI) disability category.

Autism Spectrum Disorder (ASD) is a developmental disability generally evident before age three that significantly affects verbal and nonverbal communication, social interaction, and educational performance. Other characteristics often associated with ASD include engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Cerebral Palsy (CP) is a disorder of movement and posture control resulting from injury or lack of development in the brain during fetal life, the newborn period, or early childhood. Both genetic and acquired factors may be involved. The extent and location of the brain damage determine the type of cerebral palsy and the associated symptoms.

Cognitive Delay is a disability in which a child's intellectual and adaptive behavior is below average, which impacts upon the child's education.

Deaf-blindness (DB) combines hearing and visual impairments, which cause such severe communication and other developmental and educational needs that the child cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness and Hearing Loss are terms used to describe the inability to process some or all information through the auditory channel. In audiological terms, a child who is deaf has a hearing loss of 90 decibels or greater. Culturally, an individual may have any degree of hearing loss and still consider himself/herself to be deaf.

Developmental Apraxia of Speech (DAS) is a muscular disorder present at birth in which a child has trouble producing what he/she wants to say correctly and consistently. It appears to affect more boys than girls. This speech disorder goes by several other names, including developmental verbal apraxia, developmental verbal dyspraxia, articulatory apraxia, and childhood apraxia of speech. DAS is different from what is known as a developmental speech delay in which a child follows the typical path of speech development but does so more slowly than do typically-developing peers.

A **Developmental Disability (DD)** is any physical or mental condition that begins before the age of 18 years, causes the child to acquire skills at a slower rate than his/her peers, continues indefinitely, and impairs the child's ability to function in society.

The **Diagnostic and Statistical Manual of Mental Disorders V (DSM-V)** is the American Psychiatric Association's classification and description of mental disorders.

A **Disability** is a substantially limiting physical or mental impairment that affects such basic life activities as hearing, seeing, speaking, walking, learning, working, or caring for oneself.

Dysfluency is a rhythm disorder characterized by the repetition of a sound, word, or phrase. Stuttering is perhaps the most serious dysfluency.

Dyslexia is a neurologically-based, often familial, disorder that interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language, including phonological processing in reading, writing, spelling, handwriting, and sometimes in arithmetic. Dyslexia is not the result of lack of motivation, sensory impairment, inadequate instructional or environmental opportunities, or other limiting conditions, but may occur together with these conditions.

Dyspraxia is an impairment of the ability to perform coordinated physical movements.

Disabilities and Behaviors *(continued)*

Emotional Disturbance (ED) is a condition in which a child exhibits one or more of the following characteristics over a long period of time and to a marked degree, adversely affecting educational performance: a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; c) inappropriate types of behaviors or feelings under normal circumstances; d) a tendency to develop a generally pervasive mood of unhappiness or depression; or e) a tendency to develop physical symptoms or fears associated with personal or school problems.

Functional Behaviors are basic behaviors (e.g., mealtime skills) a child has mastered or needs to master to get along as independently as possible in society.

Intellectual Disability (ID) refers to a pattern of persistently slow learning of basic motor and language skills during childhood, along with deficits in adaptive behavior and a significantly below-normal global intellectual capacity during adulthood. Individuals with ID may be described as having developmental delays, global developmental delays, or learning difficulties.

A **Learning Disability (LD)** is a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations.

Multiple Disabilities are simultaneous impairments (e.g., intellectual disability and blindness, intellectual disability and orthopedic impairment), the combination of which causes such severe educational need that the child cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness.

Oppositional Defiant Disorder (ODD) is a recurrent pattern of negative, defiant, disobedient, and hostile behavior toward authority figures, which persists for at least six months.

An **Orthopedic Impairment (OI)** is any musculoskeletal condition that adversely affects a child's educational performance.

An **Other Health Impairment (OHI)** is an educational classification that describes children who have acute or chronic health problems that cause limited strength, vitality, or alertness, and that adversely affect a child's educational performance.

Pervasive Developmental Disorders (PDD) is an overall category of developmental disorders that includes autism, Rett syndrome, Asperger's syndrome, pervasive developmental disorders not otherwise specified, and childhood disintegrative disorder.

Self-Stimulation, also known as stereotypical behavior, is repetitive body movement or object movement, such as hand flapping, watching the fingers wiggle, or rocking side to side, that may interfere with the child's ability to "sit still" and pay attention or participate in meaningful activities. This behavior is common in many individuals with developmental disabilities; however, it appears to be most common in autism.

A **Specific Learning Disability (SLD)** is a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations.

Speech / Language Impairment refers to problems in communication that affect a child's ability to talk, understand, read, and write. Disorders may range from a few speech sound errors to a total loss of ability to understand and use language.

Tactile Defensiveness is an abnormal sensitivity to touch indicated by avoidance or rejection of touching and handling. The child who has tactile defensiveness may resist something of an unusual texture, temperature, pressure, or wetness.

Traumatic Brain Injury (TBI) is an acquired brain injury, which is sustained after a period of normal development. TBI is caused by an external force and results in physical, behavioral, or mental changes depending on which area of the brain is injured. TBI could impact upon a child's education in that special education services may be needed.

A **Visual Impairment (VI)** is impairment in vision that, even with correction, adversely affects a child's educational performance.

Educational Terms

An **Accommodation** changes **how** a student learns material or demonstrates knowledge. It can relate to classroom instruction or to district/state administered assessments that measure achievement. An accommodation does not change the content of an assignment or alter what a test or quiz measures. It should be agreed upon by the educational team and listed in the child's Individualized Education Program (IEP).

Adapted Physical Education (APE) is a component of the educational curriculum in which physical, recreational, and other therapists work with children who exhibit delays in motor development and perceptual motor skills. APE is a related service that some children need in addition to, or in place of, physical education.

Adequate Yearly Progress (AYP) is the degree of progress expected of children in academic areas. AYP is annually established by the Pennsylvania Department of Education.

The **Annual Performance Report (APR)** is the report submitted by the Pennsylvania Departments of Education and Public Welfare to the U.S. Department of Education that provides compliance data and the results of special education for children with disabilities. Results may be found on PaTTAN's website, www.pattan.net.

An **Approved Private School (APS)** is a private school that is licensed by the State Board of Private Academic Schools or Pennsylvania Charter Schools. APSs are eligible to receive funds from school districts and/or the commonwealth for the education of students with severe disabilities.

A **Basic Education Circular (BEC)** is an official document used by the Pennsylvania Department of Education to communicate with school districts regarding policy. Unless adopted and published in the Pennsylvania Bulletin, BECs are only informational and advisory and are not binding on local school districts. BECs can be accessed online at www.education.state.pa.us.

Career and Technical Education (CTE) provides learning experiences where students develop skills that are applicable and necessary for employment in specific career areas or postsecondary study.

Career and Technical Education Centers (CTC) are public schools that provide career and technical education to secondary school students, youth out

of school, and adults in a geographical area comprised of, and operated by, one or more school districts. CTCs offer courses that are directly related to the preparation of individuals for paid employment in such areas as carpentry, auto mechanics, child care, and cosmetology. Currently there are over 80 CTCs in Pennsylvania.

A **Charter School** is an independent public school established and operated under a charter from the local board of school directors. A charter school must be organized as a public, nonprofit corporation and may not be granted to any for-profit entity.

A **Cyber Charter School** is an independent public school established and operated under a charter from the Department of Education. Cyber charter schools deliver a significant portion of instruction to their students through the Internet or other electronic means. A cyber charter school must be organized as a public, nonprofit corporation and may not be granted to any for-profit entity.

Due Process is a process for resolving a dispute between a family and an early intervention program or a local educational agency related to the identification, evaluation, placement, or program of a child with disabilities.

A **Due Process Hearing** is a legal proceeding similar to a court proceeding wherein a hearing officer is presented with evidence by disagreeing parties and writes a decision.

A **Due Process Hearing Officer** is a trained and neutral individual who conducts a due process hearing.

Early Intervention (EI) refers to specialized services and supports designed to help families with children birth to age five who have developmental delays.

Extended School Year (ESY) refers to the delivery of special education and related services during summer vacation or other extended periods when school is not in session. Not all students who receive special education require extended school year services. The Individualized Education Program (IEP) team must consider the need for ESY at each meeting and must describe those services specifically with goals and objectives. ESY services must be individually crafted.

Free Appropriate Public Education (FAPE) is a federal mandate that all children with disabilities must receive appropriate educational programs, tailored to their unique needs, from which they receive educational benefit at no cost to families.

Educational Terms *(continued)*

Gifted and Talented students have intellectual abilities significantly above average.

An **Individualized Education Program (IEP)** is a written statement of a child's current level of educational performance and of the child's individualized plan of instruction, including the goals, specific services to be received, the staff members who will carry out the services, the standards and timelines for evaluating progress, and the amount and degree to which the child will participate with typically-developing peers (see Least Restrictive Environment). The IEP is developed by the child's parents and the professionals who evaluated the child and/or who are providing the services. It is required by the Individuals with Disabilities Education Act (IDEA) for all children who are in need of special education services.

An **Individualized Family Service Plan (IFSP)** is a written document that defines the Early Intervention services provided to a child and the child's family based upon family-identified priorities.

An **Intelligence Quotient (IQ)** is a score derived from a standardized intelligence test that estimates a child's capacity to learn.

An **Interagency Agreement** is a document signed by the authorized representatives of at least two agencies, outlining mutually agreed-upon responsibilities to perform certain duties under specified conditions.

Least Restrictive Environment (LRE) is an IDEA requirement indicating that children with disabilities, including children in public or private institutions or other care facilities, must be educated with children who are not disabled, to the maximum extent possible. Removal of children with disabilities from the general education environment occurs only when the nature and/or severity of their disabilities are such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Limited English Proficiency (LEP) refers to children whose primary language is not English.

Mediation is a process in which parents and school personnel try to settle disagreements with the assistance of a specially-trained impartial mediator provided by the Pennsylvania Department of Education.

A **Modification** changes **what** a student is taught or expected to learn.

Multi-Tierred Systems of Support (MTSS) is defined as a comprehensive system of supports that includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, parental engagement, central/building level leadership, RtII/SLD determination and professional development. PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to help all students meet with continual academic and behavioral success.

National Instructional Materials Accessibility Standards (NIMAS) is the standard file format established by IDEA 2004 for producing and distributing digital versions of textbooks and other instructional materials so they can be easily converted to accessible formats, including Braille, large print, audio, and e-text versions.

A **Natural Environment** is a place, including the home and community settings, where a child would be if the child did not have a disability.

A **Neighborhood School** is the school closest to a child's home.

A **Notice of Recommended Educational Placement (NOREP)** The purpose of the Notice of Recommended Assignment/Prior Written Notice is to summarize for the parents the recommendations of the local education agency (LEA) for the child's educational program and other actions taken by the LEA.

The **Pennsylvania Alternate System of Assessment (PASA)** is designed for students with severe disabilities who are unable to participate meaningfully in the Pennsylvania System of School Assessment (PSSA), even with accommodations. The PASA consists of a series of on-demand performance items that require the use of reading and math skills.

The **Pennsylvania System of School Assessment (PSSA)** is a standards-based criterion-referenced assessment used to measure student attainment of Pennsylvania's academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards.

The **Pennsylvania Value-Added Assessment System (PVAAS)** is a statistical analysis used to measure the influence of a district and school on the academic progress rates of individual children and groups of children from year-to-year.

Educational Terms *(continued)*

A **Preschool Early Intervention** program is one designed to meet the unique developmental needs of an individual child with a disability who is three, four, or five years of age. It is a child-focused educational effort sometimes referred to as Section 619 of the law.

Present Levels of Academic Achievement and Functional Performance are statements written into an IEP that describe a child's current functioning including strengths, weaknesses, and learning styles.

The **Procedural Safeguards Notice (PSN)** is a summary of parents' rights and procedures that safeguard their rights under state and federal special education law.

Recoupment refers to a child's ability to recover, in a reasonable time, critical skills that are lost following an extended break in the school year (e.g., summer vacation). Recoupment is a critical factor in determining the need for extended school year services.

Regression refers to the loss of critical skills within an extended break in the school year (e.g., summer vacation). Regression is a critical factor in determining the need for extended school year services.

Response to Instruction and Intervention (RtII) is a comprehensive, multi-tiered, and standards-aligned approach that enables early identification and intervening for children at academic or behavior risk.

A **School-Based Behavioral Health (SBBH)** partnership is one established between a school entity and a behavioral health provider to deliver behavioral health services within the school environment to children needing assistance.

Schoolwide Positive Behavior Interventions and Supports (SWPBIS) is an approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed for students to achieve academic and social success.

Short-Term Objectives break down annual IEP goals into small, measurable steps. These may not be included in all IEPs but must be included in IEPs of students who take the PASA.

Special Education is specialized instruction tailored to fit the unique learning strengths and needs of students with disabilities. A major goal of special education is to teach the skills and knowledge a child needs to be as independent as possible. Special education programs

focus on academics, therapy, and other related services to help the child overcome difficulties in all areas of development. These services may be provided in a variety of educational settings but are required by IDEA to be delivered in the least restrictive environment.

Standards refer to the state academic standards, which are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade three. The standards are state regulations and must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Supplementary Aids and Services (SaS) are aids, services, and other supports provided in general education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Universal Design for Learning (UDL) is an approach to creating instructional materials and activities that are accessible to all, rather than simply adapting existing curricula and materials to provide access for persons with disabilities. UDL allows for multiple means of representation, expression, and engagement.



Assessments, Services, and Therapies

An **Advocate** is an individual who represents or speaks on behalf of another person's interests, as in a parent for his/her child.

American Sign Language (ASL) is a form of communication that uses the face, hands, and body to convey meaning in a grammatical structure very different from English. ASL is the native language of the deaf community of the United States.

Applied Behavior Analysis (ABA) is the scientific use of the principles of behavior (i.e., what we know about behavior) to increase desired behaviors or decrease problem behaviors in children.

Assessment is the gathering of information by qualified personnel about a child's development and the needs and priorities of his/her family. This information is used in planning the child's Individualized Education Program (IEP).

An **Assistive Listening Device (ALD)** is a device that amplifies sound for a child who is deaf or hard of hearing.

Assistive Technology (AT) refers to any item, piece of equipment, product, or system (whether acquired commercially, modified, or customized) that is used to increase, maintain, or improve functional capabilities of children with disabilities. All public schools, including charter schools, are required to consider the assistive technology needs of children with disabilities.

A **Behavior Intervention Plan (BIP)** is a plan that is put in place to teach a child proper behavior and social skills. It should be positive in nature, not punitive.

A **Behavior Specialist Consultant (BSC)** is an individual who assists in the development of a treatment plan and works collaboratively with a team to closely monitor a child's progress and make any necessary adjustments or changes to the treatment plan.

A **Certified Occupational Therapist Assistant (COTA)** is an individual who has received specialized training in the area of occupational therapy and can implement treatment plans created by an occupational therapist under the supervision of the occupational therapist.

An **Educational Interpreter** is an individual who provides interpreting or transliterating services, in an educational setting, to students who are deaf and hard of hearing.

An **Evaluation** is a series of tests and observations performed by a multidisciplinary team to find out if a child has a disability and requires special education services. A parent may share with the team any assessment information provided by a qualified individual who is not employed by the local educational agency (LEA). The LEA is required to discuss the results of the evaluation with the child's parents.

A **Functional Behavioral Assessment (FBA)** is an assessment used to identify the reason for, or purpose of, a child's problem behavior(s); to develop and implement a plan to change the things that maintain the behavior; and to teach the child appropriate replacement behaviors.

A **Mobile Therapist (MT)** is a member of a behavior support team who provides intensive therapeutic services to a child and family in settings other than a provider agency or office (e.g., in the child's home). Services can include assessment of strengths and therapeutic needs of child and family; inclusion of child, parents, or other caretakers as members of the treatment team and as partners in treatment; formulation, development, implementation, and monitoring of treatment efforts; and determination, with a family and a case manager, of necessary family support services.

An **Occupational Therapist (OT)** is a professional who provides therapy based on engagement in meaningful activities of daily life (e.g., self-care skills, education, work, social interaction) especially to enable or encourage participation in such activities despite impairments or limitations in physical or mental functioning.

Orientation and Mobility (O & M) is a related service provided to children who are blind or visually impaired by qualified personnel to enable them to move safely in school and other environments.

A **Paraprofessional** is a special education professional who works side-by-side with a special education teacher to provide appropriate and meaningful educational programs to students with special needs. A paraprofessional might be called a paraeducator, an educational aide, an instructional aide, an instructional assistant, or a teacher's aide depending on the school district, charter school, or intermediate unit where he/she works.

Assessments, Services, and Therapies *(continued)*

A **Physical Therapist (PT)** is a professional who improves a child's physical abilities through activities that strengthen muscular control and motor coordination.

Positive Behavior Support (PBS) refers to a comprehensive set of strategies meant to redesign environments in such a way that problem behaviors are prevented or inconsequential, and to teach students new skills, making problem behaviors unnecessary.

A **Reevaluation** is a series of tests and observations performed by a multidisciplinary team to find out if a child with a disability continues to require special education and related services. Reevaluations for children not diagnosed with mental retardation (MR) are performed every three years and may be waived by parents. Reevaluations for children with MR diagnoses are performed every two years and cannot be waived.

Related Services are support services needed by a child in order to benefit from special education services. These may include transportation; speech/language, physical, occupational therapies; social work; or other services deemed necessary by the IEP team.

Screening is the process of looking at a child's development to determine if there are any areas of concern. It is used to recommend more in-depth evaluation of the child.



Sensory Integration (SI) is a technique of occupational therapy that provides playful, meaningful activities to enhance a child's sensory intake and lead to more adaptive functioning in daily life.

A **Speech Language Pathologist (SLP)** provides treatment to help a child develop or improve the production of speech and language skills.

Therapeutic Staff Support (TSS) providers establish one-on-one relationships with youth within their own communities; and help youth to explore and enjoy recreational activities, identify career options, and evaluate educational alternatives.

Therapy in early intervention and special education programs refers to treatment provided by specialized service providers, most commonly in the form of occupational therapy, physical therapy, and speech language therapy.

Transition refers to the movement from one service, location, or program to another. Young children with disabilities transition at age three from early intervention to preschool in special education or other community settings. At age five they transition to school-aged services. In adolescence they transition from school to adult services.

Vocational Rehabilitation (VR) is a service that assists individuals with disabilities in training for employment, maintaining employment, and living independently. In Pennsylvania students are eligible to register with the Office of Vocational Rehabilitation at age sixteen.

Wraparound Services are community mental health services that are prescribed by physicians to be provided in home and school settings. Services are based on medical necessity criteria (MNC) and funded through Medical Assistance. Three components can be provided in almost any combination – behavior specialist consultation (BSC), mobile therapy (MT), and therapeutic staff support (TSS).

Government Regulations and Legalities

The **Americans with Disabilities Act (ADA)** of 1992 (Public Law 101-336) defines the term *disability* and prohibits discrimination by employers, by facilities open to the general public, and by state and local public agencies that provide such services as transportation.

Chapter 14 is the section of Pennsylvania State Education Law that provides special education regulations in compliance with Federal education law, namely IDEA 2004.

Chapter 711 is the section of Pennsylvania State Education Law that provides special education regulations in compliance with Federal education law, and specifically pertains to students with disabilities who are enrolled in charter, cyber charter, or regional charter schools.

The **Family Education Rights and Privacy Act (FERPA)** protects the privacy and transfer of student education records.

The **Health Insurance Portability Accountability Act (HIPAA)** outlines the confidentiality and protection of medical records.

The **Individuals with Disabilities Education Act (IDEA)** provides the legal authority for early intervention and special education services for children from birth to age 21. Part B outlines services for children ages three to 21. Part C outlines services for children from birth to age three.

No Child Left Behind (NCLB) is the primary federal education legislation addressing kindergarten through high school for children at risk.

Section 504 of the Rehabilitation Act protects the civil rights of individuals with disabilities. This law is closely intertwined with IDEA. Children with disabilities who are not eligible for special education may qualify for accommodations under Section 504.

A **State Performance Plan (SPP)** is a six-year plan built around 20 federally-required indicators of compliance and performance. It contains measurable goals, rigorous targets for each year of the plan, and improvement activities to meet the targets, all of which are reported in an annual performance report (APR).

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Additional Information

Also available from PaTTAN is *Education ABCs*, a list of the most commonly used special education acronyms and initialisms. To order, go to www.pattan.net.



Commonwealth of Pennsylvania

Tom Wolf, Governor

PaTTAN

Pennsylvania Training and Technical Assistance Network



revised 8/19

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
K-12 PUBLIC CYBER CHARTER SCHOOL

Charter Annual 2024-2025

Special Education Personnel Development

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

MEMORANDUM OF UNDERSTANDING BY AND BETWEEN

Altoona Area School District (School District)

And

Central PA Digital Learning Foundation Charter School (Charter School)

July 1, 2024 to June 30, 2026

I. Purpose

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

II. Financial Considerations

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

III. General Provisions

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

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

[signature] 8/6/24

Superintendent — Date
Altoona Area School District

Dr. Aiko Malynda Maurer 6/13/2024

Chief Executive Officer — Date
Central PA Digital Learning Foundation Charter School

pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

Memorandum of Understanding
Between

Logan Township Police Department
(Law Enforcement Authority)

and

Central PA Digital Learning Foundation Cyber Charter School
(School Entity)

July 11, 2023
(Date)

I. Introduction

A. Parties

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

Logan Township Police Department

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

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

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

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

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

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

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

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

[1] Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

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

    a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

        i. Section 908 (relating to prohibited offensive weapons).

            a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

            b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

        ii. Section 912 (relating to possession of weapon on school property).

            a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

            b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

B. Discretionary Notification

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

   a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

      i. Section 2701 (relating to simple assault)

      ii. Section 2705 (relating to recklessly endangering another person).

      iii. Section 2706 (relating to terroristic threats).

      iv. Section 2709 (relating to harassment).

      v. Section 3127 (relating to indecent exposure)

      vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

      vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

      viii. Chapter 39 (relating to theft and related offenses).

      ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

      x. Section 5503 (relating to disorderly conduct).

      xi. Section 6305 (relating to sale of tobacco).

      xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

      xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

   b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

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

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits and incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

For incidents involving a student with a disability, the Special Education Director/Special Programs Director at CPDLF should be notified. 814-682-5258

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

    a. Meet with contact person and locate scene of incident.

    b. Stabilize incident.

    c. Provide/arrange for emergency medical treatment, if necessary.

    d. Control the scene of the incident.

        i. Secure any physical evidence at the scene.

        ii. Identify involved persons and witnesses.

    e. Conduct investigation.

    f. Exchange information.

    g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
    a. Meet with contact person.
    b. Recover any physical evidence.
    c. Conduct investigation.
    d. Exchange information.
    e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

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

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

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

   a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

   b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest
   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

   b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

   c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

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

D. Reporting Requirements

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

a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

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

CPDLF and the Logan Township Police will work together to resolve any discrepancies between the two agency reports.

V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Dr. Aiko Malynda Maurer
Chief School Administrator

Central PA Digital Learning Foundation
School Entity 8/11/23

Chief Law Enforcement Authority

Logan Township Police Department
Law Enforcement Authority returned 8/11/23

Building Principal

Altoona Learning Center - Logan Valley Mall
School Building

Updated, February 1, 2019

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DUAL ENROLLMENT AGREEMENT

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

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

Background

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

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

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

Term

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

Program Description

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

Student Eligibility

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

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

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

Courses

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

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

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

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

Course Credit

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

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

Payment

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

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

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

Rights, Privileges, and Responsibilities

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

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

Nondiscrimination

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

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

Child Abuse Clearances and Criminal History Checks

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

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

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

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

Compliance with Laws regarding Education Records

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

Status

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

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

Insurance

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

Severability

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

Successors and Assigns

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

Governing Law and Exclusive Venue and Jurisdiction

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

Entire Agreement

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

Survival

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

Amendment

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

No Third Party Beneficiaries

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

Notice

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

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

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

with a copy to:

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

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

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

ATTEST:

DocuSigned by:
Alyssa Maurer
62248E714CE9440...

Secretary

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

By: DocuSigned by:
Dr. Aiko Malynda Maurer
14E2DD6D4029412...

Its: CEO

ATTEST:

DocuSigned by:
Tricia Giannone McFadden, Ph.D.
E036946CC662415D...

Tricia Giannone McFadden, Ph.D.

Dean, Francis Worldwide School of Continuing Studies Saint Francis Unversity

[THE INSTITUTION OF HIGHER EDUCATION],

By: DocuSigned by:
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Michael B. McGinnis

Its: Vice President of Academic Affairs

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MEMORANDUM OF UNDERSTANDING
Between
HARRISBURG AREA COMMUNITY COLLEGE (HACC)
And

Central PA Digital Learning Foundation

I. PURPOSE AND SCOPE

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

II. LENGTH OF THE AGREEMENT

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

III. DEFINITIONS/CRITERIA

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

IV. COLLEGE IN THE HIGH SCHOOL PROGRAM

ROLES AND RESPONSIBILITIES

A. Harrisburg Area Community College (HACC) will:

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

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2. Approve CHS courses that may be offered in the high school and meet appropriate curriculum standards.

3. Provide a faculty orientation for new CHS instructors.

4. Coordinate student admissions and placement testing.

    a. Students should be admitted to the CHS program in accordance with HACC standard admissions procedures.
    b. HACC will provide high school with admissions applications and course enrollment forms.
    c. HACC will coordinate application and enrollment deadlines with high schools.
    d. Students admitted to the CHS program will be required to meet course prerequisites and take placement tests in accordance with HACC's policy on *Placement Testing*.
    e. HACC will provide HACC's add/drop/withdrawal policy to high schools. Students will be permitted to add/drop/withdraw from CHS courses in accordance with HACC standard registration policies.

5. Provide enrolled CHS students with a HACC identification number (HACC ID) and information on HACC student policies and services including access to college resources and facilities appropriate to the CHS program.

6. Provide the CHS student with access to the myHACC portal to register for classes, pay tuition, access college email, check grades, and access other student services.

7. Work with the new CHS instructor on the following items:

    a. Ensure that the CHS course is scheduled within the approved start and end dates and within the required number of contact hours.
    b. Review HACC requirements of Form 335, including textbook(s).
    c. Share course syllabus, assignments, tests, and other relevant course materials.
    d. Work with the CHS instructor to develop a course syllabus, assignments, and tests based on the requirements in the HACC Form 335, assuring that each course meets HACC academic standards, required textbooks, course outlines, and sequence of topics covered.
    e. Consult with the department chair to ensure that the high school has the supplies and equipment to offer the CHS course.
    f. Validate and submit class rosters.

8. Communicate with the CHS instructor as necessary during the course, especially during the first year regarding progress, questions, and/or problems.

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B. Central PA Digital Learning Foundation will:

1. Designate an Administrative Contact to:

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

2. Ensure that approved CHS Instructor will:

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

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C. Program Administration

1. The Vice President of Academic Affairs shall oversee the entire CHS program.

2. The Director of High School Partnerships shall be responsible for developing partnerships with the local secondary schools and be responsible for ensuring that the Memorandum of Understanding (MOU) is completed, signed and renewed every 3 years.

3. The appropriate School Deans will be responsible for assisting the selected high school instructor with the on-line application for adjunct qualification process.

4. Academic Guidelines: Quality Assurance

   a. Both the CHS instructor and the HACC designee will work together to ensure during their pre-course planning that all the elements of the course (syllabus, projects, experiments, papers, readings, exams, etc.) are of college-level quality.

      (1) Courses offered shall follow official course outlines provided by HACC, meet HACC's academic standards, and meet HACC's required number of contact hours.
      (2) Scheduled face-to-face hours for CHS courses should align with that of HACC's on-campus course.
      (3) Where the high school schedule includes class time, in addition to HACC's required number of minutes, HACC faculty and administration will establish guidelines for integrating high school curriculum requirements with College curriculum requirements.
      (4) Courses in composition, literature, social sciences and humanities will demand a substantial amount of writing and will maintain College standards in the amount and difficulty of reading and writing required.
      (5) Courses in mathematics, foreign languages, and the sciences will have a quantitative problem-solving component, and/or laboratories as appropriate. High school laboratory facilities must be equipped to meet HACC's laboratory course requirements, as outlined in the HACC Form 335.

V. DUAL ENROLLMENT

ROLES AND RESPONSIBILITES

A. Harrisburg Area Community College (HACC) will:

1. Oversee the partnership with the School District and be responsible for administration of the program at that campus, including the following details:

   a. Complete and sign the Memorandum of Understanding (MOU).

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b. Work with School District to coordinate student selection process, application and course enrollment completion, placement testing, and orientation programs.

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

B. Central PA Digital Learning Foundation will:

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

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SIGNATURES

Central PA Digital Learning Foundation

DocuSigned by:
Dr. Deanna Mayers
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Signature, Director or Principal	Dr. Deanna Mayers Name (Please Print)	6/3/2023 Date

DocuSigned by:
Dr. Aiko Malynda Maurer
14E2DD6D4029412...

Signature, Superintendent of Record	Dr. Aiko Malynda Maurer Name (Please Print)	6/3/2023 Date

Harrisburg Area Community College (HACC)

DocuSigned by:
Dr. Alfred Griswold
26B996266130407...

Dr. Alfred Griswold, V.P. & Provost Academic Affairs Harrisburg Area Community College	Dr. Alfred Griswold Name (Please Print)	6/4/2023 Date

Central PA Digital Learning Foundation (CPDLF) Charter School
5580 Goods Lane, Suite 1132, Altoona, PA 16602

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 30th day of July, 2025

By: Royce Boyd
Royce Boyd (Jul 30, 2025 16:51:57 EDT) (Signature of Board President)

Royce A. Boyd (Print Name)

Central PA Digital Learning Foundation CS Board of Trustees

Charter School Law Affirmation

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

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

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

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

Affirmed on this 30th day of July, 2025

By: Royce Boyd
Royce Boyd (Jul 30, 2025 16:51:57 EDT) (Signature of Board President)

Royce A. Boyd (Print Name)

Central PA Digital Learning Foundation CS Board of Trustees

Ethics Act Affirmation

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

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

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

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

Affirmed on this 30th day of July, 2025

By: Royce Boyd
Royce Boyd (Jul 30, 2025 16:51:57 EDT) (Signature of Board President)

Royce A. Boyd (Print Name)

Central PA Digital Learning Foundation CS Board of Trustees

Charter Annual Background Check Affirmation

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

Affirmed on this 30th day of July, 2025

By: Royce Boyd
Royce Boyd (Jul 30, 2025 16:51:57 EDT) (Signature of Board President)

Royce A. Boyd (Print Name)

Central PA Digital Learning Foundation CS Board of Trustees

Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this 30th day of July, 2025

By: Royce Boyd
Royce Boyd (Jul 30, 2025 16:51:57 EDT) (Signature of Board President)

Royce A. Boyd (Print Name)

Central PA Digital Learning Foundation CS Board of Trustees

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

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

Affirmed on this 30th day of July, 2025

By: Royce Boyd (Signature of Board President)
Royce Boyd (Jul 30, 2025 16:51:57 EDT)

Royce A. Boyd (Print Name)

Central PA Digital Learning Foundation CS Board of Trustees