

## **Link to PA Cyber Board Meetings and Agendas**

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

| Last Name        | First Name | Job Title                 | PA Certified Yes/No | Area of Certification/Certification Type   | Grade Teaching or Serving | PIMS ASSIGNMENT CODE (2020/2021)<br>08/21/2020                              | Updated | Number of Hours Worked in Assignment (2020-2021) | Percentage of Time Areas Not Certified |
|------------------|------------|---------------------------|---------------------|--|---------------------------|---|---------|--|--|
| Abel             | Matthew    | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                       | (2860-ML Math 7-9 (100%))   |         | 1520   | 0                                      |
| Allen            | Laura      | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                          |         | 1520   | 0                                      |
| Allen            | Lucas      | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                  |         | 1680   | 0                                      |
| Allen            | Jessica    | Virtual Classroom Teacher | Yes                 | Instructional II_8405_Biology 7-12   | 9-12                      | (8405-Biology (100%))   |         | 1520   | 0                                      |
| Altman           | Jessica    | Special Education Teacher | Yes                 | Instructional II_Endorsement_2810_9226_1180_Elementary K-6_Special Education PK-8_Autism PK-12   | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))                       |         | 1680   | 0                                      |
| Ames             | John       | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 6-8                       | (2850-ML English 7-9 (100%))  |         | 1520   | 0                                      |
| Anastasio        | Connie     | Blended Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                       | (2860-ML Math 7-9 (100%))   |         | 1680   | 0                                      |
| Andrew           | Courtney   | Virtual Classroom Teacher | Yes                 | Instructional II_Program Specialist_2860_3230_4499_MidLevel Math 6-9_English 7-12_English as a Second Language (ESL) PK-12   | 6-8                       | (2850-ML English 7-9 (100%))  |         | 1520   | 0                                      |
| Anitori          | Gina       | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                  |         | 1680   | 0                                      |
| Applegarth       | Jessica    | Blended Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                       | (2860-ML Math 7-9 (100%))   |         | 1680   | 0                                      |
| Arnold           | Lisa       | Special Education Teacher | Yes                 | Instructional II_2860_9235_MidLevel Math 6-9_Mental and/or Physical Handicapped PK-12  | 6-8                       | (9360-Special Ed, ML Math (100%))   |         | 1680   | 0                                      |
| Atkins           | Emilee     | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                                 |         | 1520   | 0                                      |
| Autieri Dukovich | Jennifer   | Virtual Classroom Teacher | Yes                 | Instructional I_3230_9225_English 7-12_Special Education PK-12   | 6-8                       | (2850-ML English 7-9 (100%))  |         | 1520   | 0                                      |
| Ayre             | Charles    | Blended Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                          |         | 1680   | 0                                      |
| Babington        | Benjamin   | Special Education Teacher | Yes                 | Instructional I_8875_9227_Social Studies 7-12_Special Education 7-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                  |         | 1680   | 0                                      |
| Baker            | Kerry      | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                                 |         | 1520   | 0                                      |
| Balko            | Andrew     | Blended Classroom Teacher | Yes                 | Instructional I_6800_8470_Math 7-12_Physics 7-12   | 9-12                      | (8468-Physical Science, Intermediate, 10-12 (50%)_8470-Physics 10-12 (50%)) |         | 1680   | 0                                      |
| Ballard          | Christina  | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 9-12                      | (2850-English 9 (100%))   |         | 1520   | 0                                      |
| Barnes           | Thomas     | Blended Classroom Teacher | Yes                 | Instructional II_Administrative I_2860_8875_1115_MidLevel Math 6-9_Social Studies 7-12_Principal PK-12   | 9-12                      | (8840-Geography 10-12 (100%))   |         | 1680   | 0                                      |
| Barris           | Jerald     | Principal 9-10            | Yes                 | Instructional II_Administrative II_Administrative_Letter of Eligibility_Supervisory_2810_2850_2860_9225_1115_1150_1160_2300_9215_Elementary K-6_MidLevel English 6-9_MidLevel Math 6-9_Special Education PK-12_Principal PK-12_Superintendent PK-12_IU Executive Director PK-12_Vocational Administrative Director 7-12_Supervisor Special Education PK-12 | 9-12                      | (1105-Secondary Principal (100%))   |         | 1680   | 0                                      |
| Basile           | Nicole     | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                  |         | 1680   | 0                                      |
| Batting          | Kathryn    | Curriculum Coordinator    | Yes                 | Instructional II_3230_5600_8875_English 7-12_Family Consumer Science PK-12_Social Studies 7-12   | 9-12                      | (8875-Social Studies 10-12 (100%))  |         | 1680   | 0                                      |
| Battisti         | Kevin      | Blended Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12   | 9-12                      | (6800-Math 10-12 (100%))  |         | 1680   | 0                                      |
| Batzli           | Tracy      | Virtual Classroom Teacher | Yes                 | Instructional II_2810_2860_7650_Elementary K-6_MidLevel Math 6-9_Reading Specialist PK-12  | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                                 |         | 1520   | 0                                      |
| Beatty           | Nichole    | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                  |         | 1680   | 0                                      |
| Becker           | Chris      | Special Education Teacher | Yes                 | Instructional II_Administrative I_2810_9225_1115_Elementary K-6_Special Education PK-12_Principal PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                  |         | 1680   | 0                                      |
| Beegle           | Lindsey    | Special Education Teacher | Yes                 | Instructional II_2810_7650_9225_Elementary K-6_Reading Specialist PK-12_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                  |         | 1680   | 0                                      |
| Behr             | Jennifer   | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                          |         | 1520   | 0                                      |
| Bell             | Amanda     | Special Education Teacher | Yes                 | Instructional I_2810_2840_9225_Elementary K-6_Early Childhood Education N-3_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                  |         | 1680   | 0                                      |
| Bernardi         | Karen      | Blended Classroom Teacher | Yes                 | Instructional I_2810_2840_Elementary K-6_Early Childhood N-3   | K-5                       | (2843-Kindergarten, age 5 (K5) (100%))                                      |         | 1680   | 0                                      |
| Besong           | Shawn      | Blended Classroom Teacher | Yes                 | Instructional II_Letter of Equivalency_8875_1185_Social Studies 7-12_Master's Equivalency  | 9-12                      | (8845-History 10-12 (100%))   |         | 1680   | 0                                      |
| Betzler          | Casey      | Curriculum Coordinator    | Yes                 | Instructional II_8875_Social Studies 7-12  | 6-8                       | (2870-ML Social Studies 7-9 (100%))   |         | 1680   | 0                                      |



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| Bevins           | Justine    | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                         |         | 1680   | 0                                      |
| Biega            | Cary       | Blended Classroom Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | K-5                       | (2843-Kindergarten, age 5 (K5) 100%)                               |         | 1680   | 0                                      |
| Black            | Jessica    | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))              |         | 1680   | 0                                      |
| Blackmore        | Nichole    | Special Education Teacher | Yes                 | Instructional II_2825_3100_9226_Grades PK-4_Grades 4-8 (All subjects 4-6 Math 7-8)_Special Education PK-8  | 6-8                       | (9360-Special Ed, ML Math 7-9 (100%))                              |         | 1680   | 0                                      |
| Blair            | Christy    | Blended Classroom Teacher | Yes                 | Instructional I_2810_2850_2860_Elementary K-6_MidLevel English 6-9_MidLevel Math 6-9   | 6-8                       | (2850-ML English 7-9 (100%))                                       |         | 1680   | 0                                      |
| Blanker          | Brian      | Virtual Classroom Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                 |         | 1520   | 0                                      |
| Blum             | Jennifer   | Curriculum Coordinator    | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                 |         | 1680   | 0                                      |
| Booher           | Carie      | Curriculum Coordinator    | Yes                 | Instructional II_2810_2850_Elementary K-6_MidLevel English 6-9   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                 |         | 1680   | 0                                      |
| Boord            | Robert     | Virtual Classroom Teacher | Yes                 | Instructional I_8875_Social Studies 7-12   | 6-8                       | (2870-ML Social Studies 7-9 (100%))                                |         | 1520   | 0                                      |
| Bowers           | Mary       | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                        |         | 1680   | 0                                      |
| Boyde            | Julie      | Blended Classroom Teacher | Yes                 | Instructional I_2810_2840_Elementary K-6_Early Childhood N-3   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                        |         | 1680   | 0                                      |
| Boyer            | Sandra     | Virtual Classroom Teacher | Yes                 | Instructional II_7205_Music PK-12  | 9-12                      | (7202-Music, Secondary 7-12 (100%))                                |         | 1520   | 0                                      |
| Boyer            | Kaitlynn   | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                         |         | 1680   | 0                                      |
| Braun            | Michaela   | Blended Classroom Teacher | Yes                 | Instructional II_2810_7650_Elementary K-6_Reading Specialist PK-12   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                 |         | 1680   | 0                                      |
| Bridge           | Jessica    | Special Education Teacher | Yes                 | Instructional I_2825_3230_7650_9226_Grades PK-4_English 7-12_Reading Specialist PK-12_Special Education PK-8   | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))              |         | 1680   | 0                                      |
| Bryan            | Sara       | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))              |         | 1680   | 0                                      |
| Burket           | Mandy      | Blended Classroom Teacher | Yes                 | Instructional II_Administrative I_2810_1115_Elementary K-6_Principal PK-12   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                        |         | 1680   | 0                                      |
| Burkhead         | Kathleen   | Virtual Classroom Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                 |         | 1520   | 0                                      |
| Butler           | Erin       | Virtual Classroom Teacher | Yes                 | Instructional II_8420_8450_8470_Chemistry 7-12_General Science 7-12_Physics 7-12   | 9-12                      | (8470-Physics 10-12 (100%))  |         | 1520   | 0                                      |
| Canavesi         | Jordan     | Blended Classroom Teacher | Yes                 | Instructional II_Administrative_2810_1115_Elementary K-6_Principal PK-12   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                        |         | 1680   | 0                                      |
| Carland          | Allison    | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | 6-8                       | (9360-Special Ed, ML Math 7-9 (100%))                              |         | 1680   | 0                                      |
| Carpenter-Winser | Ashley     | Virtual Classroom Teacher | Yes                 | Instructional I_3200_3230_Communications 7-12_English 7-12   | 9-12                      | (3200-English/Communication 10-12 (25%)(2850-ML English 7-9 (75%)) |         | 1520   | 0                                      |
| Carr             | Sarah      | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 9-12                      | (2860-ML Math 7-9 (50%)(6800-Math 10-12 (50%))                     |         | 1520   | 0                                      |
| Carson           | Nicole     | Special Education Teacher | Yes                 | Instructional I_2825_2826_9226_Grades PK-4_Grades 5-6_Special Educaiton PK-8   | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))              |         | 1680   | 0                                      |
| Charlton         | Susan      | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 9-12                      | (6800-Math 10-12 (100%))   |         | 1520   | 0                                      |
| Checkan          | Amy        | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                         |         | 1680   | 0                                      |
| Checkan          | Meghan     | Special Education Teacher | Yes                 | Instructional I_2810_9226_Elementary K-6_Special Education PK-8  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                         |         | 1680   | 0                                      |
| Cheddar          | Erin       | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                         |         | 1680   | 0                                      |
| Cherok           | Kinsey     | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                         |         | 1680   | 0                                      |
| Chevalier        | Megan      | Blended Classroom Teacher | Yes                 | Instructional I_2810_2860_Elementary K-6_MidLevel Math 6-9   | 6-8                       | (2860-ML Math 7-9 (100%))  |         | 1680   | 0                                      |
| Chismar          | Jessica    | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                 |         | 1680   | 0                                      |
| Chrisman         | Bradley    | Blended Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12   | 9-12                      | (6800-Math 10-12 (100%))   |         | 1680   | 0                                      |
| Cilli            | Joel       | Curriculum Coordinator    | Yes                 | Instructional I_3230_English 7-12  | 9-12                      | (9900-Other not listed above (certificated personnel) 100%)        |         | 1680   | 0                                      |
| Cipolla          | Rachael    | Curriculum Coordinator    | Yes                 | Instructional II_8405_8450_Biology 7-12_General Science 7-12   | 9-12                      | (8405-Biology (100%))  |         | 1680   | 0                                      |
| Cipriano-Ortiz   | Clarabelle | ELD Teacher               | Yes                 | Instructional II_Progran Specialist_2810_4499_Elementary K-6_English as a Second Language (ESL) PK-12 (Not HQ because the state change criteria 2019/2020 SY requiring ESL Certification and content certification; teaching HS and only has Elementary Certification) | PK-12                     | (4499-ESL, K-12 Resource (Take student out for language support))  |         | 1680   | 0                                      |
| Clites           | Sarah      | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 9-12                      | (3200-English/Communication 10-12 (100%))                          |         | 1520   | 0                                      |

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| Coble             | Janine     | Special Education Teacher        | Yes                 | Instructional I_8405_9225_Biology 7-12_Special Education PK-12   | 9-12                      | (9385-Special Ed, Secondary Science 10-12 (100%))   |         | 1680   | 0                                      |
| Colantoni -Wojtas | Marci      | Blended Classroom Teacher        | Yes                 | Instructional II_2840_9225_Early Childhood N-3_Special Education PK-12   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))   |         | 1680   | 0                                      |
| Colavecchia       | Brooke     | Virtual Classroom Teacher        | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))  |         | 1520   | 0                                      |
| Collins           | Kimberly   | Assistant Principal              | Yes                 | Instructional II_Administrative II_2810_2860_2880_9225_1115_Elementary K-6_MidLevel Math 6-9_MidLevel Science 6-9_Special Education PK-12_Principal PK-12    | 6-8                       | (1112-Assistant/Vice MS Principal (100%))   |         | 1680   | 0                                      |
| Conjeski          | Whitney    | Virtual Classroom Teacher        | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                      | (8845-History 10-12 (50%)_8875-Social Studies 10-12 (50%))  |         | 1520   | 0                                      |
| Conkle            | Lori       | Special Education Teacher        | Yes                 | Instructional II_9225_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))  |         | 1680   | 0                                      |
| Corak             | Vickey     | Special Education Teacher        | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | 6-8                       | (9360-Special Ed, ML Math 7-9 (100%))   |         | 1680   | 0                                      |
| Corbett           | Erica      | Virtual Classroom Teacher        | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))  |         | 1520   | 0                                      |
| Corman            | Kelli      | Blended Classroom Teacher        | Yes                 | Instructional II_Letter of Equivalency_2810_1185_Elementary K-6_Masters's Equivalency  | K-5                       | (2844-Elementary, Primary Grades 1-3 (100%))  |         | 1680   | 0                                      |
| Corradi           | Bobbi      | Virtual Classroom Teacher        | Yes                 | Instructional II_Administrative I_2810_1115_Elementary K-6_Principal PK-12   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))  |         | 1520   | 0                                      |
| Cowell            | Brandon    | Virtual Classroom Teacher        | Yes                 | Instructional I_3230_English 7-12  | 9-12                      | (3200-English/Communication 10-12 (100%))   |         | 1520   | 0                                      |
| Cox               | William    | Blended Classroom Teacher        | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                      | (8845-History 10-12 (25%)_8875-Social Studies 10-12 (75%))  |         | 1680   | 0                                      |
| Coyne             | Kristy     | Special Education Teacher        | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))  |         | 1680   | 0                                      |
| Crawford          | Meagan     | Special Education Teacher        | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | 6-8                       | (9350-Special Ed, ML English 7-9 (100%))  |         | 1680   | 0                                      |
| Crow              | Christine  | Director of Secondary Curriculum | Yes                 | Instructional II_Administrative II_8825_8865_1115_Citizenship 7-12_Social Science 7-12_Principal PK-12   | 9-12                      | (2915-Supervisor, Curriculum and Instruction (100%))  |         | 1680   | 0                                      |
| Cunningham        | Ronald     | Blended Classroom Teacher        | Yes                 | Instructional I_8875_Social Studies 7-12   | 9-12                      | (8830-Economics (25%)_8842-Government 10-12 (75%))  |         | 1680   | 0                                      |
| Curry             | Bridget    | Virtual Classroom Teacher        | Yes                 | Instructional II_8405_Biology 7-12   | 9-12                      | (8405-Biology (100%))   |         | 1520   | 0                                      |
| Cwynar            | Nicole     | Title 1 Teacher                  | Yes                 | Instructional I_2840_Early Childhood N-3   | K-5                       | (6811-Title 1 Remedial Math, Elementary, PreK-6 (50%)_7606-Developmental Reading, Elementary Classes (50%)) |         | 1680   | 0                                      |
| D'Amico           | Melissa    | Virtual Classroom Teacher        | Yes                 | Instructional II_6800_Math 7-12  | 6-8                       | (2860-ML Math 7-9 (100%))   |         | 1520   | 0                                      |
| D'Arcangelo       | Peter      | Virtual Classroom Teacher        | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))  |         | 1520   | 0                                      |
| Darlington        | Abraham    | Blended Classroom Teacher        | Yes                 | Instructional II_8405_8420_8440_Biology 7-12_Chemistry 7-12_Earth/Space Science 7-12   | 9-12                      | (8441-Earth and Space Science, Intermediate (100%))   |         | 1680   | 0                                      |
| Davidson          | Alan       | Blended Classroom Teacher        | Yes                 | Instructional I_2810_2850_2870_Elementary K-6_ML English 6-9_ML Citizenship 6-9  | 6-8                       | (2870-ML Social Studies 7-9 (100%))   |         | 1680   | 0                                      |
| Davidson          | Bryan      | Virtual Classroom Teacher        | Yes                 | Instructional I_3230_8875_English 7-12_Social Studies 7-12   | 9-12                      | (3200-English/Communication 10-12 (100%))   |         | 1520   | 0                                      |
| Davies            | Lindsey    | School Counselor 6-8             | Yes                 | Educational Specialist I_1839_Elementary-Secondary School Counselor PK-12  | 6-8                       | (1836-Elementary School Counselor (50%); 1837-Secondary School Counselor (50%))                             |         | 1680   | 0                                      |
| Davies            | Mara       | Virtual Classroom Teacher        | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))  |         | 1520   | 0                                      |
| Davis             | Nicole     | Virtual Classroom Teacher        | Yes                 | Instructional II_Administrative I_6800_1115_Math 7-12_Principal PK-12  | 6-8                       | (2860-ML Math 7-9 (100%))   |         | 1520   | 0                                      |
| Deluca            | Alyssa     | Virtual Classroom Teacher        | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))  |         | 1520   | 0                                      |
| DeVincendis       | Patricia   | Virtual Classroom Teacher        | Yes                 | Instructional I_4810_8405_8450_Health PK-12_Biology 7-12_General Science 7-12  | 6-8                       | (2880-ML Science 7-9 (100%))  |         | 1520   | 0                                      |
| DeWitt            | Justin     | Special Education Teacher        | Yes                 | Instructional II_9225_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))  |         | 1680   | 0                                      |
| DiDonato          | Kristen    | Blended Classroom Teacher        | Yes                 | Instructional II_Program Specialist_2810_2840_7650_4499_Elementary K-6_Early Childhood N-3_Reading Specialist PK-12_English as a Second Language (ESL) PK-12 | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))   |         | 1680   | 0                                      |

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| Dinaples  | Julie       | Virtual Classroom Teacher         | Yes                 | Instructional II_3230_English 7-12   | 9-12                      | (3200-English/Communication 10-12 (100%))                  |         | 1520   | 0                                      |
| Dioguardi | Christine   | Virtual Classroom Teacher         | Yes                 | Instructional I_2810_2850_Elementary K-6_MidLevel English 6-9  | 6-8                       | (2850-ML English 7-9 (100%))                               |         | 1520   | 0                                      |
| Dioguardi | Carla       | Virtual Classroom Teacher         | Yes                 | Instructional II_2850_9235_MidLevel English 6-9_Mental and/or Physical Handicapped PK-12   | 6-8                       | (2850-ML English 7-9 (100%))                               |         | 1520   | 0                                      |
| Docherty  | Ian         | Assistant Principal               | Yes                 | Instructional I_Administrative I_2860_3230_6420_8875_1115_MidLevel Math 6-9_English 7-12_Library Science PK-12_Social Studies 7-12_Principal PK-12   | 9-12                      | (1106-Assistant/Vice Secondary Principal (100%))           |         | 1680   | 0                                      |
| Dodd      | Lori        | Virtual Classroom Teacher         | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))         |         | 1520   | 0                                      |
| Douglass  | Lindsey     | Blended Classroom Teacher         | Yes                 | Instructional II_2860_8875_9225_MidLevel Math 6-9_Social Studies 7-12_Special Education PK-12  | 9-12                      | (8845-History 10-12 (50%)_8875-Social Studies 10-12 (50%)) |         | 1680   | 0                                      |
| Dunlap    | Jonathan    | Blended Classroom Teacher         | Yes                 | Instructional II_8875_Social Studies 7-12  | 6-8                       | (2870-ML Social Studies 7-9 (100%))                        |         | 1680   | 0                                      |
| Dunlap    | Krystal     | Blended Classroom Teacher         | Yes                 | Instructional II_2810_6800_9225_Elementary K-6_Math 7-12_Special Education PK-12   | 9-12                      | (6800-Math 10-12 (100%))                                   |         | 1680   | 0                                      |
| Duran     | Allison     | Blended Classroom Teacher         | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                      | (8875-Social Studies 10-12 (100%))                         |         | 1680   | 0                                      |
| Durbin    | Cassandra   | Blended Classroom Teacher         | Yes                 | Instructional I_6800_Math 7-12   | 6-8                       | (2860-ML Math 7-9 (100%))                                  |         | 1680   | 0                                      |
| Eaton     | Cory        | Virtual Classroom Teacher         | Yes                 | Instructional I_8875_Social Studies 7-12   | 6-8                       | (2870-ML Social Studies 7-9 (100%))                        |         | 1520   | 0                                      |
| Eckels    | Kara        | Special Education Teacher         | Yes                 | Instructional I_2825_3100_3100_3230_8875_9226_9227_7650_Grades PK-4_Grades 4-8 (all subjects 4-6; English Language Arts Reading 7-8)_Grades 4-8 (all subjects 4-6; Social Studies 7-8)_English 7-12_Social Studies 7-12_Special Education PK-8_Special Education 7-12_Reading Specialist PK-12 | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Ellis     | Tyler       | Virtual Classroom Teacher         | Yes                 | Instructional I_2810_2880_Elementary K-6_MidLevel Science 6-9  | 6-8                       | (2880-ML Science 7-9 (100%))                               |         | 1520   | 0                                      |
| Erickson  | Loriann     | Special Education Supervisor      | Yes                 | Instructional II_Administrative II_Supervisory_2810_9225_1115_9215_Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education PK-12  | K-5                       | (9215-Supervisor, Special Education (100%))                |         | 1680   | 0                                      |
| Estel     | Brianna     | Special Education Teacher         | Yes                 | Instructional II_3230_8875_9225_English 7-12_Social Studies 7-12_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Fath      | Jenny       | Special Education Teacher         | Yes                 | Instructional II_2810_2840_9225_Elementary K-6_Early Childhood N-3_Special Education PK-12   | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))      |         | 1680   | 0                                      |
| Fausti    | Douglas     | Virtual Classroom Teacher         | Yes                 | Instructional II_Administrative I_8875_1115_Social Studies 7-12_Principal PK-12  | 9-12                      | (8875-Social Studies 10-12 (100%))                         |         | 1520   | 0                                      |
| Fauzey    | Claire      | Virtual Classroom Teacher         | Yes                 | Instructional II_Educational Specialist I_2850_2860_3200_8875_1836_1837_MidLevel English 6-9_MidLevel Math 6-9_Communications 7-12_Social Studies 7-12_Elementary Counselor K-6_Secondary Counselor 7-12   | 6-8                       | (2860-ML Math 7-9 (100%))                                  |         | 1520   | 0                                      |
| Fawcett   | Patricia    | Director of Elementary Curriculum | Yes                 | Instructional II_Administrative I_Supervisory_1115_2915_2810_2850_2870_5600_Elementary K-6_MidLevel English 6-9_Citizenship 7-12_Principal PK-12_Family Consumer Science PK-12   | K-5                       | (2915-Supervisor, Curriculum and Instruction (100%))       |         | 1680   | 0                                      |
| Felbinger | Mark        | Virtual Classroom Teacher         | Yes                 | Instructional II_2810_2870_Elementary K-6_MidLevel Citizenship 6-9   | 6-8                       | (2870-ML Social Studies 7-9 (100%))                        |         | 1520   | 0                                      |
| Fennig    | Christopher | Virtual Classroom Teacher         | Yes                 | Instructional I_8420_Chemistry 7-12  | 9-12                      | (8420-Chemistry (100%))                                    |         | 1520   | 0                                      |
| Ferraro   | Rebecca     | Virtual Classroom Teacher         | Yes                 | Instructional I_3230_9227_English 7-12_Special Education 7-12  | 6-8                       | (2850-ML English 7-9 (100%))                               |         | 1520   | 0                                      |
| Fetterman | Jessica     | Curriculum Coordinator            | Yes                 | Instructional II_Administrative I_6800_1115_Math 7-12_Principal PK-12  | 6-8                       | (2860-ML Math 7-9 (100%))                                  |         | 1680   | 0                                      |
| Finegan   | Virginia    | Blended Classroom Teacher         | Yes                 | Instructional II_2810_2860_6800_Elementary K-6_MidLevel Math 6-9_Math 7-12   | 9-12                      | (6800-Math 10-12 (100%))                                   |         | 1680   | 0                                      |
| Fisher    | Julie       | Special Education Teacher         | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | 6-8                       | (9360-Special Education, ML Math 7-9 (100%))               |         | 1680   | 0                                      |

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| Flaugh      | Jennifer   | Virtual Classroom Teacher    | Yes                 | Instructional II_8405_8450_Biology 7-12_General Science 7-12  | 9-12                      | (8405-Biology (100%))  |         | 1520   | 0                                      |
| Flora       | Brittany   | Virtual Classroom Teacher    | Yes                 | Instructional II_1603_2810_Business Computer Info Tech PK-12_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                               |         | 1520   | 0                                      |
| Forse       | Katie      | Virtual Classroom Teacher    | Yes                 | Instructional I_8405_Biology 7-12   | 9-12                      | (8405-Biology (100%))  |         | 1520   | 0                                      |
| Forshee     | Julie      | Blended Classroom Teacher    | Yes                 | Instructional II_6800_Math 7-12   | 6-8                       | (2860-ML Math 7-9 (100%))  |         | 1680   | 0                                      |
| Frederick   | Shannon    | Virtual Classroom Teacher    | Yes                 | Instructional II_2810_Elemenatry K-6  | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                                      |         | 1520   | 0                                      |
| Frey        | Lauren     | Virtual Classroom Teacher    | Yes                 | Instructional I_8420_Chemistry 7-12   | 9-12                      | (8420-Chemistry (100%))  |         | 1520   | 0                                      |
| Froni       | Elizabeth  | Virtual Classroom Teacher    | Yes                 | Instructional I_6800_Math 7-12  | 9-12                      | (6800-Math 10-12 (100%))   |         | 1520   | 0                                      |
| Fritz       | Sarah      | Special Education Teacher    | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                       |         | 1680   | 0                                      |
| Gadola      | Bart       | Virtual Classroom Teacher    | Yes                 | Instructional II_4810_8405_8420_8450_8470_Health PK-12_Biology 7-12_Chemistry 7-12_General Science 7-12_Physics 7-12                                | 9-12                      | (8450-General Science, Intermediate 10-12 (100%))                                |         | 1520   | 0                                      |
| Garber      | Jennifer   | Blended Classroom Teacher    | Yes                 | Instructional II_8405_Biology 7-12  | 9-12                      | (8405-Biology (100%))  |         | 1680   | 0                                      |
| Gardner     | Lindsay    | Special Education Supervisor | Yes                 | Instructional II_Supervisory_2810_7650_9225_9215_Elementary K-6_Reading Specialist PK-12_Supervisor Special Education PK-12_Special Education PK-12 | 6-8                       | (9215-Supervisor, Special Education (100%))                                      |         | 1680   | 0                                      |
| Garrison    | Joseph     | Blended Classroom Teacher    | Yes                 | Instructional II_6800_Math 7-12   | 9-12                      | (6800-Math 10-12 (100%))   |         | 1680   | 0                                      |
| Gaul        | Shannon    | Virtual Classroom Teacher    | Yes                 | Instructional I_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                               |         | 1520   | 0                                      |
| Gelzheiser  | Benjamin   | Virtual Classroom Teacher    | Yes                 | Instructional II_Administrative I_3230_8875_1115_English 7-12_Social Studies 7-12_Principal PK-12   | 9-12                      | (8860-Psychology, Social or Behavioral Science (50%)/8880-Sociology 10-12 (50%)) |         | 1520   | 0                                      |
| George      | Samantha   | Virtual Classroom Teacher    | Yes                 | Instructional I_2810_2860_2880_Elementary K-6_MidLevel Math 6-9_MidLevel Science 6-9  | 6-8                       | (2860-ML Math 7-9 (100%))  |         | 1520   | 0                                      |
| Giering     | Laura      | Special Education Teacher    | Yes                 | Instructional I_2825_7650_9226_Grades PK-4_Reading Specialist PK-12_Special Education PK-8  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                       |         | 1680   | 0                                      |
| Gill        | Nicole     | Blended Classroom Teacher    | Yes                 | Instructional II_2810_7650_Elementary K-6_Reading Specialist PK-12  | K-5                       | (2843-Kindergarten, age 5 (K5) (100%))   |         | 1680   | 0                                      |
| Glass       | Lindsay    | Virtual Classroom Teacher    | Yes                 | Instructional II_2810_2840_Elementary K-6_Early Childhood N-3   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                               |         | 1520   | 0                                      |
| Gogia       | Jessica    | Virtual Classroom Teacher    | Yes                 | Instructional I_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                               |         | 1520   | 0                                      |
| Grable      | Kate       | Virtual Classroom Teacher    | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                               |         | 1520   | 0                                      |
| Graham      | Jennifer   | Special Education Teacher    | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                       |         | 1680   | 0                                      |
| Graham      | Lauren     | School Counselor K-5         | Yes                 | Educational Specialist II_1836_1837_School Counselor K-6_School Counselor 7-12  | K-5                       | (1836-Elementary School Counselor (100%))  |         | 1680   | 0                                      |
| Grandinetti | Marc       | Blended Classroom Teacher    | Yes                 | Instructional II_Administrative I_3200_8875_1115_Communications 7-12_Social Studies 7-12_Principal PK-12  | 9-12                      | (8845-History 10-12 (100%))  |         | 1680   | 0                                      |
| Gratteri    | Emily      | Virtual Classroom Teacher    | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                               |         | 1520   | 0                                      |
| Gratz       | Peter      | Virtual Classroom Teacher    | Yes                 | Instructional I_8450_8875_General Science 7-12_Social Studies 7-12  | 6-8                       | (2880-ML Science 7-9 (100%))   |         | 1520   | 0                                      |
| Griffey     | Brenden    | College and Career Teacher   | Yes                 | Instructional I_2810_Elementary K-6   | K-5                       | (9900-Other not listed above (certificated personnel) 100%)                      |         | 1680   | 0                                      |
| Grimm       | Amanda     | Blended Classroom Teacher    | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                               |         | 1680   | 0                                      |
| Grinnik     | Katelyn    | ELD Teacher                  | Yes                 | Instructional I_Program Specialist_2810_4499_Elementary K-6_English as a Second Language (ESL) PK-12  | PK-12                     | (4499-ESL, K-12 Resource (Take student out for language support))                |         | 1680   | 0                                      |
| Guido       | Jason      | Blended Classroom Teacher    | Yes                 | Instructional II_8875_Social Studies 7-12   | 9-12                      | (8875-Social Studies 10-12 (100%))   |         | 1680   | 0                                      |
| Gural       | Janice     | College and Career Teacher   | Yes                 | Instructional II_2810_2860_Elementary K-6_MidLevel Math 6-9   | 6-8                       | (9900-Other not listed above (certificated personnel) 100%)                      |         | 1680   | 0                                      |
| Guthrie     | Taylor     | Special Education Teacher    | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                       |         | 1680   | 0                                      |
| Hainaut     | Elizabeth  | Special Education Teacher    | Yes                 | Instructional I_3230_8875_9227_English 7-12_Social Studies 7-12_Special Education 7-12  | 6-8                       | (9350-Special Ed, ML English 7-9 (100%))   |         | 1680   | 0                                      |
| Hambleton   | Emily      | Blended Classroom Teacher    | Yes                 | Instructional I_3230_English 7-12   | 9-12                      | (3200-English/Communication 10-12 (100%))  |         | 1680   | 0                                      |
| Harvey      | Matthew    | Virtual Classroom Teacher    | Yes                 | Instructional II_8440_Earth/Space Science 7-12  | 6-8                       | (8441-Earth and Space Science, Intermediate 7-9 (100%))                          |         | 1520   | 0                                      |

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| Haus        | Beth       | Special Education Teacher       | Yes                 | Instructional II_2810_3230_9225_Elementary K-6_English 7-12_Special Education PK-12   | 6-8                       | (9350-Special Ed, ML English 7-9 (100%))   |         | 1680   | 0                                      |
| Hawthorne   | Christine  | Virtual Classroom Teacher       | Yes                 | Instructional II_6800_Math 7-12   | 6-8                       | (2860-ML Math 7-9 (100%))  |         | 1520   | 0                                      |
| Helf        | Kristin    | Special Education Teacher       | Yes                 | Instructional I_2810_3230_3230_9225_Elementary K-6_English 7-12_HOUSSE Designation English 7-12_Special Education PK-12   | 6-8                       | (9350-Special Ed, ML English 7-9 (100%))   |         | 1680   | 0                                      |
| Henry       | Wilfred    | Virtual Classroom Teacher       | Yes                 | Instructional II_1603_6075_6800_8405_8420_8470_8875_9227_Business Computer Info Tech PK-12_Technology Education PK-12_Math 7-12_Biology 7-12_Chemistry 7-12_Physics 7-12_Social Studies 7-12_Special Education 7-12 | 9-12                      | (8405-Biology (50%)_2121-Computer Technology (50%))  |         | 1520   | 0                                      |
| Herman      | Kimberly   | Virtual Classroom Teacher       | Yes                 | Instructional II_8875_Social Studies 7-12   | 9-12                      | (8875-Social Studies 10-12 (100%))   |         | 1520   | 0                                      |
| Hersperger  | Christine  | Blended Classroom Teacher       | Yes                 | Instructional I_3230_English 7-12   | 9-12                      | (3200-English/Communication 10-12 (100%))  |         | 1680   | 0                                      |
| Hiles       | Laurie     | Virtual Classroom Teacher       | Yes                 | Instructional II_8420_Chemistry 7-12  | 6-8                       | (2880-ML Science 7-9 (100%))   |         | 1520   | 0                                      |
| Hills       | Elizabeth  | Virtual Classroom Teacher       | Yes                 | Instructional II_8440_8450_Earth/Space Science 7-12_General Science 7-12  | 6-8                       | (2880-ML Science 7-9 (100%))   |         | 1520   | 0                                      |
| Hinden      | Nicole     | Blended Classroom Teacher       | Yes                 | Instructional II_Educational Specialist I_2810_2850_2870_3230_1825_Elementary K-6_MidLevel English 6-9_MidLevel Citizenship 6-9_English 7-12_Inst Technology Specialist PK-12                                       | 9-12                      | (3200-English/Communication 10-12 (100%))  |         | 1680   | 0                                      |
| Hipolit     | Olivia     | Blended Classroom Teacher       | Yes                 | Instructional II_2880_4810_4820_6420_8405_8450_MidLevel Science 6-9_Health PK-12_Environmental Education PK-12_Library Science PK-12_Biology 7-12_General Science 7-12  | 9-12                      | (8405-Biology (100%))  |         | 1680   | 0                                      |
| Hissam      | Michael    | Director of Gifted and Talented | Yes                 | Instructional II_3230_English 7-12  | 9-12                      | (1178-Supervisor, Gifted Programs (100%))  |         | 1680   | 0                                      |
| Hockensmith | Emily      | Special Education Teacher       | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Hockman     | Ronald     | School Psychologist             | Yes                 | Educational Specialist II_1875_School Psychologist PK-12  | PK-12                     | (1875-School Psychologist (100%))  |         | 1680   | 0                                      |
| Hoffman     | Amanda     | Virtual Classroom Teacher       | Yes                 | Instructional II_Program Specialist_1405_4490_4499_Art PK-12_Spanish PK-12_English as a Second Language (ESL) PK-12   | 9-12                      | (1402-Art Secondary (50%)_4490-Spanish 7-12 (50%))   |         | 1520   | 0                                      |
| Hoffman     | Karlee     | Blended Classroom Teacher       | Yes                 | Instructional II_Program Specialist_3230_4499_English 7-12_English as a Second Language (ESL) PK-12   | 9-12                      | (3200-English/Communication 10-12 (100%))  |         | 1680   | 0                                      |
| Holman      | Richard    | Virtual Classroom Teacher       | Yes                 | Instructional II_8875_Social Studies 7-12   | 9-12                      | (8845-History 10-12 (100%))  |         | 1520   | 0                                      |
| Holtz       | Stephanie  | Special Education Teacher       | Yes                 | Instructional I_2825_2826_9226_Grades Grades PK-4_Grades 5-6_Special Education PK-8   | 6-8                       | (9380-Special Ed, ML Science, 7-9 (100%))  |         | 1680   | 0                                      |
| Holtzman    | Danielle   | Blended Classroom Teacher       | Yes                 | Instructional I_3230_English 7-12   | 9-12                      | (2850-ML English 7-9 (50%)_3200-English/Communications 10-12 (50%))  |         | 1680   | 0                                      |
| Honeychuck  | Melissa    | Virtual Classroom Teacher       | Yes                 | Instructional II_3230_English 7-12  | 6-8                       | (2850-ML English 7-9 (100%))   |         | 1520   | 0                                      |
| Hoover      | Amanda     | Virtual Classroom Teacher       | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))   |         | 1520   | 0                                      |
| Hosein      | Maria      | Blended Classroom Teacher       | Yes                 | Instructional II_2810_2840_Elementary K-6_Early Childhood N-3   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))  |         | 1680   | 0                                      |
| Hoskinson   | Shenandoah | Special Education Teacher       | Yes                 | Instructional I_Endorsement_2810_9225_1180_Elementary K-6_Special Education PK-12_Autism PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Houlihan    | Daniel     | Virtual Classroom Teacher       | Yes                 | Instructional I_8875_Social Studies 7-12  | 9-12                      | (8845-History 10-12 (100%))  |         | 1520   | 0                                      |
| Hronas      | Nina       | Reading Specialist              | Yes                 | Instructional II_2810_7650_9235_Elementary K-6_Reading Specialist PK-12_Mental and/or Physical Handicapped PK-12  | PK-12                     | (7606-Developmental Reading, Elementary Classes, PreK-6 (50%)/7607-Developmental Reading, Secondary Classes, 7-12 (50%)) |         | 1680   | 0                                      |
| Huber       | Ryan       | Virtual Classroom Teacher       | Yes                 | Instructional I_4490_Spanish PK-12  | 9-12                      | (4490-Spanish 7-12 (100%))   |         | 1520   | 0                                      |
| Huckstein   | Jeffrey    | Blended Classroom Teacher       | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))   |         | 1680   | 0                                      |
| Hudson      | Anne       | Virtual Classroom Teacher       | Yes                 | Instructional I_2810_2870_Elementary K-6_MidLevel Citizenship 6-9   | 6-8                       | (2870-ML Social Studies 7-9 (100%))  |         | 1520   | 0                                      |
| Hunt        | Emily      | Blended Classroom Teacher       | Yes                 | Instructional II_3230_English 7-12  | 9-12                      | (3200-English/Communication 10-12 (100%))  |         | 1680   | 0                                      |
| Hunter      | Bonnie     | Special Education Teacher       | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | 6-8                       | (9360-Special Ed, ML Math 7-9 (100%))  |         | 1680   | 0                                      |

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| Iannini     | Mark       | Director of Special Education | Yes                 | Instructional II_Administrative I_Supervisory_2810_9225_1115_9215_Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor Special Education PK-12    | PK-12                     | (9215-Supervisor, Special Education (100%))                 |         | 1680   | 0                                      |
| Ietto       | Sharon     | Special Education Teacher     | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                  |         | 1680   | 0                                      |
| Imbriale    | Susan      | Blended Classroom Teacher     | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                 |         | 1680   | 0                                      |
| Ionadi      | Lauren     | Virtual Classroom Teacher     | Yes                 | Instructional II_2810_2860_Elementary K-6_MidLevel Math 6-9  | 6-8                       | (2860-ML Math 7-9 (100%))                                   |         | 1520   | 0                                      |
| Jahn        | Maryanne   | Virtual Classroom Teacher     | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))          |         | 1520   | 0                                      |
| Jamison     | Jaymie     | Special Education Teacher     | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                  |         | 1680   | 0                                      |
| Jeffers     | Kristin    | Special Education Teacher     | Yes                 | Instructional II_Education Specialist I_2810_9225_3230_1836_Elementary K-6_Special Education PK-12_HOUSSE Designation English 7-12_Elementary School Counselor | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                  |         | 1680   | 0                                      |
| Jeffers     | Nicole     | Blended Classroom Teacher     | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                 |         | 1680   | 0                                      |
| Johnson     | Jeremiah   | Blended Classroom Teacher     | Yes                 | Instructional II_3230_English 7-12   | 9-12                      | (3200-English 10-12 (100%))                                 |         | 1680   | 0                                      |
| Johnson     | Kayla      | Special Education Teacher     | Yes                 | Instructional I_2825_9225_Grades PK-4_Special Education PK-8   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                  |         | 1680   | 0                                      |
| Jones       | Kelly      | Virtual Classroom Teacher     | Yes                 | Instructional II_3230_English 7-12   | 9-12                      | (3200-English/Communication 10-12 (100%))                   |         | 1520   | 0                                      |
| Kalsey      | Katherine  | Virtual Classroom Teacher     | Yes                 | Instructional I_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))          |         | 1520   | 0                                      |
| Karas       | Jessica    | Special Education Teacher     | Yes                 | Instructional I_2825_9226_Grades Grades PK-4_Special Education PK-8  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                  |         | 1680   | 0                                      |
| Karmazyn    | Andrea     | Virtual Classroom Teacher     | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))          |         | 1520   | 0                                      |
| Kelly       | Danine     | Virtual Classroom Teacher     | Yes                 | Instructional II_Administrative_8405_8450_1115_Biology 7-12_General Science 7-12_Principal PK-12   | 6-8                       | (2880-ML Science 7-9 (100%))                                |         | 1520   | 0                                      |
| Kennedy     | Jane       | Special Education Teacher     | Yes                 | Instructional I_2810_2840_2850_2870_9226_Elementary K-6_Early Childhood N-3_MidLevel English 6-9_MidLevel Citizenship 6-9_Special Education PK-8               | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                  |         | 1680   | 0                                      |
| Kent        | Jennifer   | Virtual Classroom Teacher     | Yes                 | Instructional I_2810_2840_Elementary K-6_Early Childhood N-3   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                 |         | 1520   | 0                                      |
| Ketchum     | Kirk       | Blended Classroom Teacher     | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                      | (8845-History 10-12 (100%))                                 |         | 1680   | 0                                      |
| Klemencic   | Rachel     | Virtual Classroom Teacher     | Yes                 | Instructional II_4410_French PK-12   | 9-12                      | (4410-French 6-12 (100%))                                   |         | 1520   | 0                                      |
| Kmetz       | Chelsea    | Virtual Classroom Teacher     | Yes                 | Instructional II_6800_Math 7-12  | 9-12                      | (2860-ML Math 7-9 (50%)_6800-Math 10-12 (50%))              |         | 1520   | 0                                      |
| Knopsnider  | William    | Blended Classroom Teacher     | Yes                 | Instructional I_8405_Biology 7-12  | 9-12                      | (8405-Biology (100%))                                       |         | 1680   | 0                                      |
| Koch        | Kelsey     | School Psychologist           | Yes                 | Educational Specialist I_1875_School Psychologist PK-12  | PK-12                     | (1875-School Psychologist (100%))                           |         | 1680   | 0                                      |
| Kohser      | Melissa    | Blended Classroom Teacher     | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | K-5                       | (2843-Kindergarten, age 5 (K5) 100%)                        |         | 1680   | 0                                      |
| Koprivnikar | Christine  | Virtual Classroom Teacher     | Yes                 | Instructional I_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))          |         | 1520   | 0                                      |
| Kosar       | Brooke     | Blended Classroom Teacher     | Yes                 | Instructional II_8405_8440_8450_Biology 7-12_Earth/Space Science 7-12_General Science 7-12   | 9-12                      | (8405-Biology (100%))                                       |         | 1680   | 0                                      |
| Kotok       | Virginia   | Virtual Classroom Teacher     | Yes                 | Instructional II_2810_2850_2870_2880_6420_9225_Elementary K-6_ML English 6-9_ML Citizenship 6-9_ML Science 6-9_Library Science 6-9_Special Education PK-12     | 6-8                       | (2880-ML Science 7-9 (100%))                                |         | 1520   | 0                                      |
| Kotuby      | Jamie      | Special Education Teacher     | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                  |         | 1680   | 0                                      |
| Kovacs      | Kristin    | Virtual Classroom Teacher     | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))          |         | 1520   | 0                                      |
| Kowalczyk   | Kara       | Virtual Classroom Teacher     | Yes                 | Instructional II_8405_Biology 7-12   | 9-12                      | (8441-Earth and Space Science, Intermediate (100%))         |         | 1520   | 0                                      |
| Kozak       | Roman      | Blended Classroom Teacher     | Yes                 | Instructional I_8875_Social Studies 7-12   | 9-12                      | (8845-History 10-12 (100%))                                 |         | 1680   | 0                                      |
| Kozimer     | Patricia   | Special Education Teacher     | Yes                 | Instructional II_Supervisory_2810_9225_9215_Elementary K-6_Special Education PK-12_Supervisor of Special Education PK-12                                       | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                  |         | 1680   | 0                                      |
| Kubis       | Katie      | Special Education Teacher     | Yes                 | Instructional II_2810_2840_9225_Elementary K-6_Early Childhood N-3_Special Education PK-12   | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))       |         | 1680   | 0                                      |
| Kusik       | Cori       | Virtual Classroom Teacher     | Yes                 | Instructional I_3230_English 7-12  | 9-12                      | (3200-English/Communications 10-12 (100%))                  |         | 1520   | 0                                      |
| Kvetko      | Jacquelyn  | College and Career Teacher    | Yes                 | Instructional I_8875_Social Studies 7-12   | 9-12                      | (9900-Other not listed above (certificated personnel) 100%) |         | 1680   | 0                                      |

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| Lake          | Kaylee     | Special Education Teacher               | Yes                 | Instructional II_Endorsement_2810_7650_9225_1182_Elementary K-6_Reading Specialist PK-12_Special Education PK-12_Instructional Coach PK-12  | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))              |         | 1680   | 0                                      |
| Lambert       | Rachel     | Blended Classroom Teacher               | Yes                 | Instructional I_3100_Grades 4-8 (All subjects 4-6, Math 7-8)  | 6-8                       | (2860-ML Math 7-9 (100%))  |         | 1680   | 0                                      |
| Lanious       | Shawn      | Principal K-5                           | Yes                 | Instructional II_Administrative II_Administrative_Letter of Eligibility_2810_2870_2880_1603_1115_2300_1150_Elementary K-6_MidLevel Citizenship 6-9_MidLevel Science 6-9_Business Computer Info PK-12_Principal PK-12_Vocational Administrative Director 7-12_Superintendent PK-12 | K-5                       | (1100-Elementary Principal (100%))                                 |         | 1680   | 0                                      |
| Lee           | Natasha    | Blended Classroom Teacher               | Yes                 | Instructional II_2810_3230_Elementary K-6_English 7-12  | 6-8                       | (2850-ML English 7-9 (100%))                                       |         | 1680   | 0                                      |
| Leonard       | Michael    | College and Career Teacher              | Yes                 | Instructional II_Educational Specialist I_1603_8875_1825_Business-Computer-Info Tech PK-12_Social Studies 7-12_Inst Technology Specialist PK-12   | 9-12                      | (9900-Other not listed above (certificated personnel) 100%)        |         | 1680   | 0                                      |
| Leone         | Amanda     | Special Education Teacher               | Yes                 | Instructional II_2810_2850_9225_Elementary K-6_MidLevel English 6-9_Special Education PK-12   | 6-8                       | (9350-Special Ed, ML English 7-9 (100%))                           |         | 1680   | 0                                      |
| Lessman       | Eileen     | Virtual Classroom Teacher               | Yes                 | Instructional II_2860_8405_8440_8450_MidLevel Math 6-9_Biology 7-12_Earth/Space Science 7-12_General Science 7-12   | 9-12                      | (8441-Earth and Space Science, Intermediate (100%))                |         | 1520   | 0                                      |
| Levendusky    | Lauren     | Virtual Classroom Teacher               | Yes                 | Instructional I_2810_Elementary K-6   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                        |         | 1520   | 0                                      |
| Lewis         | Drew       | Special Education Teacher               | Yes                 | Instructional I_8875_9225_Social Studies 7-12_Special Education N-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                         |         | 1680   | 0                                      |
| Lewis         | Noah       | Virtual Classroom Teacher               | Yes                 | Instructional I_8875_Social Studies 7-12  | 6-8                       | (2870-ML Social Studies 7-9 (100%))                                |         | 1520   | 0                                      |
| Ley           | Ashley     | Special Education Teacher               | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | 6                         | (9360-Special Ed, ML Math 7-9 (100%))                              |         | 1680   | 0                                      |
| Lichtenwalner | Mary       | Blended Classroom Teacher               | Yes                 | Instructional I_2860_3230_8405_8875_MidLevel Math 6-9_English 7-12_Biology 7-12_Social Studies 7-12   | 6-8                       | (2850-ML English 7-9 (50%)_3200-English/Communication 10-12 (50%)) |         | 1680   | 0                                      |
| Light         | Jesse      | Blended Classroom Teacher               | Yes                 | Instructional I_2810_2870_2880_Elementary K-6_MidLevel Citizenship 6-9_MidLevel Science 6-9   | 6-8                       | (2880-ML Science 7-9 (100%))                                       |         | 1680   | 0                                      |
| Lindner       | Justin     | Assistant Principal                     | Yes                 | Instructional II_Administrative II_2810_2860_1115_Elementary K-6_MidLevel Math 6-9_Principal PK-12  | K-5                       | (1101-Assistant/Vice Elementary Principal (100%))                  |         | 1680   | 0                                      |
| Lindner       | Megan      | Assistant Director of Special Education | Yes                 | Instructional II_Administrative II_Supervisory_2810_9225_9215_1115_Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education PK-12   | PK-12                     | (9215-Supervisor, Special Education (100%))                        |         | 1680   | 0                                      |
| Liptak        | Jennifer   | Virtual Classroom Teacher               | Yes                 | Instructional II_1603_1668_Business Computer Info Technology PK-12_Marketing-District Education Teacher Coordinator 7-12  | 9-12                      | (1002-Computer Science, Secondary, 7-12 (100%))                    |         | 1520   | 0                                      |
| Lodovico      | Lacey      | Special Education Teacher               | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                         |         | 1680   | 0                                      |
| LoFaso        | Carrie     | Blended Classroom Teacher               | Yes                 | Instructional II_3200_3230_Communications 7-12_English 7-12   | 9-12                      | (3200-English/Communication 10-12 (100%))                          |         | 1680   | 0                                      |
| Long          | Krista     | School Psychologist                     | Yes                 | Educational Specialist II_1875_School Psychologist PK-12  | PK-12                     | (1875-School Psychologist (100%))                                  |         | 1680   | 0                                      |
| Loughran      | Stephanie  | Blended Classroom Teacher               | Yes                 | Instructional II_8875_Social Studies 7-12   | 9-12                      | (8845-History 10-12 (50%)_8875-Social Studies 10-12 (50%))         |         | 1680   | 0                                      |
| Lowmaster     | Angela     | Blended Classroom Teacher               | Yes                 | Instructional II_2810_2850_Elementary K-6_MidLevel English 6-9  | 6-8                       | (2850-ML English 7-9 (100%))                                       |         | 1680   | 0                                      |
| Ludwig        | Jacob      | Physical Education Teacher              | Yes                 | Instructional I_4805_Health & Physical Education PK-12  | PK-12                     | (4817-Physical Education (100%))                                   |         | 1680   | 0                                      |
| Lumley        | Eva        | Blended Classroom Teacher               | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                 |         | 1680   | 0                                      |
| Lupinacci     | Christine  | Special Education Teacher               | Yes                 | Instructional I_2810_9235_Elementary K-6_Mental and/or Physical Handicapped K-12  | 6-8                       | (9350-Special Ed, ML English 7-9 (100%))                           |         | 1680   | 0                                      |
| Lytle         | Misty      | College and Career Teacher              | Yes                 | Instructional I_2810_Elementary K-6   | K-5                       | (9900-Other not listed above (certificated personnel) 100%)        |         | 1680   | 0                                      |
| MacGregor     | Elizabeth  | Virtual Classroom Teacher               | Yes                 | Instructional II_2810_3230_9225_Elementary K-6_English 7-12_Special Education PK-12   | 9-12                      | (3200-English/Communication 10-12 (100%))                          |         | 1520   | 0                                      |
| Mamula        | Kristin    | Virtual Classroom Teacher               | Yes                 | Instructional II_8405_Biology 7-12  | 9-12                      | (8405-Biology (100%))  |         | 1520   | 0                                      |

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| Mancuso      | Maria      | Special Education Teacher | Yes                 | Instructional I_3100_9226_Grades 4-8 (All subjects 4-6, Science 7-8)_Special Education PK-8   | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))                           |         | 1680   | 0                                      |
| Mangan       | Stephanie  | Blended Classroom Teacher | Yes                 | Instructional I_3230_English 7-12   | 9-12                      | (3200-English/Communication 10-12 (100%))                                       |         | 1680   | 0                                      |
| Mangie       | Marissa    | Special Education Teacher | Yes                 | Instructional I_2810_7650_9225_Elementary K-6_Reading Specialist PK-12_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                      |         | 1680   | 0                                      |
| Manning      | Kelly      | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                              |         | 1680   | 0                                      |
| Marchionda   | David      | Blended Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                              |         | 1680   | 0                                      |
| Marker       | Jaclyn     | Curriculum Coordinator    | Yes                 | Instructional II_2840_Early Childhood N-3   | K-5                       | (2844-Elementary Primary 1-3 (100%))  |         | 1680   | 0                                      |
| Marks-Vescio | Adina      | ELD Teacher               | Yes                 | Instructional II_Program Specialist_3230_7650_4499_English 7-12_Reading Specialist PK-12_English as a Second Language (ESL) PK-12                               | PK-12                     | (4499-ESL, K-12 Resource (Take student out for language support))               |         | 1680   | 0                                      |
| Marquis      | Dana       | School Nurse              | Yes                 | Educational Specialist II_1890_School Nurse PK-12   | PK-12                     | (1890-School Nurse (100%))  |         | 1680   | 0                                      |
| Marsilio     | Anthony    | Virtual Classroom Teacher | Yes                 | Instructional II_8875_Social Studies 7-12   | 6-8                       | (2870-ML Social Studies 7-9 (100%))   |         | 1520   | 0                                      |
| Martin       | Julia      | Blended Classroom Teacher | Yes                 | Instructional II_8875_Social Studies 7-12   | 9-12                      | (8845-History 10-12 (100%))   |         | 1680   | 0                                      |
| Martin       | Teresa     | Special Education Teacher | Yes                 | Instructional II_2810_2870_9235_Elementary K-6_MidLevel Citizenship 6-9_Mental and/or Physical Handicapped  | PK-12                     | 9225-Special Ed, Resource PreK-12 (100%)  |         | 1680   | 0                                      |
| Martinez     | Matthew    | School Counselor 6-8      | Yes                 | Educational Specialist II_1839_Elementary & Secondary School Counselor PK-12  | 6-8                       | (1836-Elementary School Counselor (50%); 1837-Secondary School Counselor (50%)) |         | 1680   | 0                                      |
| Martz        | Richard    | Special Education Teacher | Yes                 | Instructional I_6800_9227_Math 7-12_Special Education 7-12  | 6-8                       | (9360-Special Ed, ML Math 7-9 (100%))   |         | 1680   | 0                                      |
| Masterson    | Jennifer   | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                      |         | 1680   | 0                                      |
| Matthews     | Holly      | Special Education Teacher | Yes                 | Instructional II_2850_2860_3230_9225_MidLevel English 6-9_MidLevel Math 6-9_English 7-12_Special Education PK-12  | 9-12                      | (9355-Special Ed, Secondary English 10-12 (100%))                               |         | 1680   | 0                                      |
| Maurizi      | Jeffrey    | Special Education Teacher | Yes                 | Instructional I_8825_8875_9225_Citizenship 7-12_Social Studies 7-12_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                      |         | 1680   | 0                                      |
| Mauro        | Antonio    | Virtual Classroom Teacher | No                  |   | 9-12                      |   |         | 1520   | 100                                    |
| McCaslin     | April      | Virtual Classroom Teacher | Yes                 | Instructional I_3230_8405_English 7-12_Biology 7-12   | 6-8                       | (2880-ML Science 7-9 (100%))  |         | 1520   | 0                                      |
| McCoy        | George     | Curriculum Coordinator    | Yes                 | Instructional I_Administrative I_Supervisory_8405_8450_1115_2915_Biology 7-12_General Science 7-12_Principal PK-12_Supervisor Curriculum & Instruction PK-12    | 9-12                      | (8441-Earth and Space Science, Intermediate (100%))                             |         | 1680   | 0                                      |
| McDonough    | Cynthia    | Virtual Classroom Teacher | Yes                 | Instructional II_8405_Biology 7-12  | 9-12                      | (8405-Biology (100%))   |         | 1520   | 0                                      |
| McGee        | Krista     | Special Education Teacher | Yes                 | Instructional I_Program Specialist_2825_9226_4499_Grades PK-4_Special Education PK-8_English as a Second Language (ESL) PK-12                                   | 6-8                       | (9360-Special Ed, ML Math 7-9 (100%))   |         | 1680   | 0                                      |
| McGuire      | Deborah    | Blended Classroom Teacher | Yes                 | Instructional II_2810_3230_7650_Elementary K-6_English 7-12_Reading Specialist PK-12  | 6-8                       | (2850-ML English 7-9 (100%))  |         | 1680   | 0                                      |
| McGuire      | Katie      | Virtual Classroom Teacher | Yes                 | Instructional II_2850_8875_9225_MidLevel English 6-9_Social Studies 7-12_Special Education PK-12  | 9-12                      | (8875-Social Studies 10-12 (100%))  |         | 1520   | 0                                      |
| McKee        | Christy    | Blended Classroom Teacher | Yes                 | Instructional II_Educational Specialist I_8405_8450_1836_1837_Biology 7-12_General Science 7-12_Elementary School Counselor K-6_Secondary School Counselor 7-12 | 9-12                      | (8405-Biology (100%))   |         | 1680   | 0                                      |
| McKnight     | Kristy     | Virtual Classroom Teacher | Yes                 | Instructional I_2810_4490_Elementary K-6_Spanish PK-12  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                              |         | 1520   | 0                                      |
| Medich       | Jessica    | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))                           |         | 1680   | 0                                      |
| Medich       | Noah       | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                      |         | 1680   | 0                                      |
| Meehan       | Blake      | Virtual Classroom Teacher | Yes                 | Instructional II_1603_Business Computer Information Technology PK-12  | 9-12                      | (1606-Business Education, Secondary (100%))                                     |         | 1520   | 0                                      |
| Mentel       | Brittany   | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))                           |         | 1680   | 0                                      |
| Mesko        | Kelly      | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                                      |         | 1680   | 0                                      |



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| Mihalsky  | Dena       | Special Education Teacher | Yes                 | Instructional I_2810_3230_9225_Elementary K-6_English 7-12_Special Education PK-12  | 9-12                      | (9355-Special Ed, Secondary English 10-12 (100%))  |         | 1680   | 0                                      |
| Miller    | Chelsea    | Blended Classroom Teacher | Yes                 | Instructional II_3230_English 7-12  | 9-12                      | (3200-English/Communication 10-12 (100%))  |         | 1680   | 0                                      |
| Miller    | Sarah      | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Mineard   | Lynda      | Special Education Teacher | Yes                 | Instructional II_2810_2840_9235_Elementary K-6_Early Childhood Education N-3_Mental and/or Physical Handicapped PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Mininni   | Catherine  | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Monahan   | Edward     | Reading Specialist        | Yes                 | Instructional I_2825_2826_7650_9226_Grades PK-4_Grades 5-6_Reading Specialist PK-12_Special Education PK-8  | PK-12                     | (7606-Developmental Reading, Elementary Classes, PreK-6 (50%)/7607-Developmental Reading, Secondary Classes, 7-12 (50%)) |         | 1680   | 0                                      |
| Monit     | Lisa       | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))   |         | 1520   | 0                                      |
| Moon      | Kelli      | Virtual Classroom Teacher | Yes                 | Instructional I_8405_8440_Biology 7-12_Earth/Space Science 7-12   | 9-12                      | (8405-Biology (100%))  |         | 1520   | 0                                      |
| Moore     | Timothy    | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Moorehead | Elaina     | Special Education Teacher | Yes                 | Instructional II_2825_3100_7205_9226_9227_Grades PK-4_Grades 4-8 (all subjects 4-6; /English Language Arts Reading 7-8)_Music PK-12_Special Education PK-8_Special Education 7-12 | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Moreschi  | Bethanie   | Special Education Teacher | Yes                 | Instructional I_2810_2850_2860_9225_Elementary K-6_ML English 6-9_ML Math 6-9_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Morrison  | Jill       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))  |         | 1520   | 0                                      |
| Morrow    | Chad       | Blended Classroom Teacher | Yes                 | Instructional II_Administrative_8875_1115_Social Studies 7-12_Principal PK-12   | 9-12                      | (8845-History 10-12 (100%))  |         | 1680   | 0                                      |
| Mrvichin  | Melanie    | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12  | 6-8                       | (2850-ML English 7-9 (100%))   |         | 1520   | 0                                      |
| Murray    | Megan      | Blended Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))   |         | 1680   | 0                                      |
| Musher    | Jeffrey    | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Mutkus    | Janay      | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Muto      | Samantha   | Blended Classroom Teacher | Yes                 | Instructional II_1603_2850_2860_Business Computer Info Technology PK-12_MidLevel English 6-9_MidLevel Math 6-9  | 6-8                       | (2860-ML Math 7-9 (100%))  |         | 1680   | 0                                      |
| Nagle     | Sean       | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  |         | 1680   | 0                                      |
| Napoli    | Brandy     | Virtual Classroom Teacher | Yes                 | Instructional I_2810_2850_Elementary K-6_MidLevel English 6-9   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))   |         | 1520   | 0                                      |
| Napolitan | Ryan       | Virtual Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12  | 6-8                       | (2860-ML Math 7-9 (100%))  |         | 1520   | 0                                      |
| Narad     | Beth       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))  |         | 1520   | 0                                      |
| Nasiadka  | Juliette   | Virtual Classroom Teacher | Yes                 | Instructional II_Administrative_5600_8875_1115_Family Consumer Science PK-12_Social Studies 7-12_Principal PK-12  | 9-12                      | (8845-History 10-12 (100%))  |         | 1520   | 0                                      |
| Naughton  | Thomas     | Blended Classroom Teacher | Yes                 | Instructional I_8875_Social Studies 7-12  | 9-12                      | (8860-Psychology, Social or Behavioral Science (50%)/8880-Sociology 10-12 (50%))   |         | 1680   | 0                                      |
| Nebel     | Orsola     | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))   |         | 1520   | 0                                      |
| Nelson    | Christina  | Virtual Classroom Teacher | Yes                 | Instructional II_2810_3230_Elementary K-6_English 7-12  | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))  |         | 1520   | 0                                      |
| Newell    | Carol      | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))   |         | 1680   | 0                                      |
| Nicol     | Michele    | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Nocera    | Leah       | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Nyeholt   | Amy        | Curriculum Coordinator    | Yes                 | Instructional II_3230_English 7-12  | 9-12                      | (2850-ML English 7-9 (100%))   |         | 1680   | 0                                      |
| O'Brien   | Amy        | Blended Classroom Teacher | Yes                 | Instructional II_2810_2850_3230_Elementary K-6_MidLevel English 6-9_English 7-12  | 9-12                      | (3200-English/Communication 10-12 (100%))  |         | 1680   | 0                                      |
| Ochtun    | Sarah      | Special Education Teacher | Yes                 | Instructional II_2810_7650_9225_Elementary K-6_Reading Specialist PK-12_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))   |         | 1680   | 0                                      |
| Oravec    | Rachel     | Virtual Classroom Teacher | Yes                 | Instructional II_3200_3230_Communications 7-12_English 7-12   | 9-12                      | (3200-English/Communication 10-12 (100%))  |         | 1520   | 0                                      |
| Osselborn | Dale       | Virtual Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12  | 9-12                      | (2860-ML Math 7-9 (50%)_6800-Math 10-12 (50%))   |         | 1520   | 0                                      |
| Paraniuk  | Breanne    | Blended Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12   | 6-8                       | (2860-ML Math 7-9 (100%))  |         | 1680   | 0                                      |
| Parsons   | Abigale    | Blended Classroom Teacher | Yes                 | Instructional I_8875_Social Studies 7-12  | 6-8                       | (2870-ML Social Studies 7-9 (100%))  |         | 1680   | 0                                      |

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| Partyka   | Brian      | Virtual Classroom Teacher               | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                      | (8845-History 10-12 (100%))                                |         | 1520   | 0                                      |
| Patterson | Erin       | Special Education Teacher               | Yes                 | Instructional II_1405_9225_Art PK-12_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Pavkovich | Kathleen   | Curriculum Coordinator                  | Yes                 | Instructional II_2860_6800_MidLevel Math 6-9_Math 7-12   | 6-8                       | (2860-ML Math 7-9 (100%))                                  |         | 1680   | 0                                      |
| Peck      | Sarah      | Special Education Teacher               | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Pelton    | Afton      | Physical Education Teacher              | Yes                 | Instructional II_2860_4805_MidLevel Math 6-9_Health & Physical Education PK-12   | PK-12                     | (4817-Physical Education (100%))                           |         | 1680   | 0                                      |
| Perich    | Mark       | Virtual Classroom Teacher               | Yes                 | Instructional I_6800_Math 7-12   | 9-12                      | (6800-Math 10-12 (100%))                                   |         | 1520   | 0                                      |
| Pero      | Paul       | Virtual Classroom Teacher               | Yes                 | Instructional II_8875_4490_Social Studies 7-12_Spanish PK-12   | 9-12                      | (4490-Spanish 7-12 (100%))                                 |         | 1520   | 0                                      |
| Peterman  | Melinda    | Blended Classroom Teacher               | Yes                 | Instructional II_2810_2860_Elementary K-6_MidLevel Math 6-9  | 6-8                       | (2860-ML Math 7-9 (100%))                                  |         | 1680   | 0                                      |
| Peterson  | Jessie     | Special Education Teacher               | Yes                 | Instructional I_2810_9226_Elementary K-6_Special Education PK-8  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Phillips  | Danielle   | Assistant Principal                     | Yes                 | Instructional II_Administrative I_3230_1115_English 7-12_Principal PK-12   | 9-12                      | (1106-Assistant/Vice Secondary Principal (100%))           |         | 1680   | 0                                      |
| Phillips  | Chelsea    | Special Education Teacher               | Yes                 | Instructional II_2810_2860_9225_Elementary K-6_MidLevel Math 6-9_Special Education PK-12                                     | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Pirilla   | Ashley     | Blended Classroom Teacher               | Yes                 | Instructional II_2810_2860_2880_Elementary K-6_ML Math 6-9_ML Science 6-9  | 6-8                       | (2880-ML Science 7-9 (100%))                               |         | 1680   | 0                                      |
| Pitzer    | Julianne   | Special Education Teacher               | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Plummer   | Patricia   | Blended Classroom Teacher               | Yes                 | Instructional II_2810_7650_Elementary K-6_Reading Specialist PK-12   | 6-8                       | (2850-ML English 7-9 (100%))                               |         | 1680   | 0                                      |
| Podolak   | Elizabeth  | Virtual Classroom Teacher               | Yes                 | Instructional II_3230_English 7-12   | 6-8                       | (2850-ML English 7-9 (100%))                               |         | 1520   | 0                                      |
| Polochak  | Wendy      | Blended Classroom Teacher               | Yes                 | Instructional II_6800_8405_8420_8450_9225_Math 7-12_Biology 7-12_Chemistry 7-12_General Science 7-12_Special Education PK-12 | 9-12                      | (8441-Earth and Space Science, Intermediate (100%))        |         | 1680   | 0                                      |
| Pope      | Michael    | School Psychologist                     | Yes                 | Educational Specialist I_1875_School Psychologist PK-12  | PK-12                     | (1875-School Psychologist (100%))                          |         | 1680   | 0                                      |
| Pratte    | Bryan      | Blended Classroom Teacher               | Yes                 | Instructional II_Administrative I_2810_2880_1115_Elementary K-6_MidLevel Science 6-9_Principal PK-12                         | 6-8                       | (2880-ML Science 7-9 (100%))                               |         | 1680   | 0                                      |
| Pratte    | Tracy      | Blended Classroom Teacher               | Yes                 | Instructional II_2810_2840_Elementary K-6_Early Childhood N-3  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))         |         | 1680   | 0                                      |
| Prezgay   | David      | Special Education Teacher               | Yes                 | Instructional II_Administrative I_9225_1115_Special Education PK-12_Principal PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Prisuta   | Brittany   | Special Education Teacher               | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Pupi      | Paul       | Director of Guidance and Pupil Services | Yes                 | Administrative I_Educational Specialist II_1115_1837_Principal PK-12_Secondary School Counselor 7-12                         | PK-12                     | (2930-Supervisor, Pupil Personnel Services (100%))         |         | 1680   | 0                                      |
| Pyle      | Robert     | Virtual Classroom Teacher               | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))         |         | 1520   | 0                                      |
| Raber     | Dayna      | Special Education Teacher               | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Rangel    | Kimberly   | Virtual Classroom Teacher               | Yes                 | Instructional I_2810_7650_Elementary K-6_Reading Specialist PK-12  | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                |         | 1520   | 0                                      |
| Rankin    | Meagan     | Special Education Teacher               | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | K-5                       | (9340-Special Ed, Elementary Subjects PreK-6 (100%))       |         | 1680   | 0                                      |
| Rape      | Kelly      | Special Education Teacher               | Yes                 | Instructional I_2810_2850_9225_Elementary K-6_MidLevel English 6-9_Special Education PK-12                                   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Raymond   | October    | Blended Classroom Teacher               | Yes                 | Instructional II_8405_Biology 7-12   | 9-12                      | (8405-Biology (100%))                                      |         | 1680   | 0                                      |
| Rea       | Chad       | Blended Classroom Teacher               | Yes                 | Instructional I_8875_Social Studies 7-12   | 9-12                      | (8845-History 10-12 (50%)_8875-Social Studies 10-12 (50%)) |         | 1680   | 0                                      |
| Record    | Erica      | Blended Classroom Teacher               | Yes                 | Instructional II_Administrative I_2810_1115_Elementary K-6_Principal PK-12   | K-5                       | (2844-Elementary, Primary Grades 1-3 (100%))               |         | 1680   | 0                                      |
| Reda      | Danielle   | Special Education Teacher               | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                 |         | 1680   | 0                                      |
| Reed      | Amy        | Virtual Classroom Teacher               | Yes                 | Instructional II_2810_2880_7650_Elementary K-6_MidLevel Science 6-9_Reading Specialist PK-12                                 | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))         |         | 1520   | 0                                      |
| Reese     | Erica      | Virtual Classroom Teacher               | Yes                 | Instructional I_2810_2840_Elementary K-6_Early Childhood N-3   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))         |         | 1520   | 0                                      |
| Refosco   | Kimberly   | Virtual Classroom Teacher               | Yes                 | Instructional I_4490_Spanish PK-12   | 9-12                      | 4490-Spanish 7-12 (100%)                                   |         | 1520   | 0                                      |
| Rettinger | Rebecca    | Virtual Classroom Teacher               | Yes                 | Instructional II_2810_2860_9225_Elementary K-6_MidLevel Math 6-9_Special Education PK-12                                     | 6-8                       | (2860-ML Math 7-9 (100%))                                  |         | 1520   | 0                                      |
| Rhodes    | Nicholas   | Virtual Classroom Teacher               | Yes                 | Instructional II_6800_Math 7-12  | 9-12                      | (6800-Math 10-12 (50%)_2860 ML Math 7-9 (50%))             |         | 1520   | 0                                      |

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| Riggle       | Tami        | Blended Classroom Teacher  | Yes                 | Instructional II_2810_6800_Elementary K-6_Math 7-12  | 9-12                      | (6800-Math 10-12 (100%))                              |         | 1680   | 0                                      |
| Ritton       | Michelle    | Special Education Teacher  | Yes                 | Instructional II_Enorsement_2825_9225_1180_Grades PK-4_Special Education PK-12_Autism PK-12  | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%)) |         | 1680   | 0                                      |
| Rivera Lopez | Denise      | Virtual Classroom Teacher  | Yes                 | Instructional II_Program Specialist_4490_9225_9290_4499_Spanish PK-12_Special Education PK-12_Visually Impaired PK-12_ESL PK-12                            | 9-12                      | (4490-Spanish 7-12 (100%))                            |         | 1520   | 0                                      |
| Rizzo        | Kathryn     | Virtual Classroom Teacher  | Yes                 | Instructional II_2810_2850_3200_3230_Elementary K-6_MidLevel English 6-9_Communications 7-12_English 7-12  | 6-8                       | (2850-ML English 7-9 (100%))                          |         | 1520   | 0                                      |
| Roach        | Marcella    | Physical Education Teacher | Yes                 | Instructional II_4805_Health & Physical Education PK-12  | PK-12                     | (4817-Physical Education (100%))                      |         | 1680   | 0                                      |
| Robinson     | Tiffany     | Special Education Teacher  | Yes                 | Instructional II_2810_9235_Elementary K-6_Mental and/or Physical Handicapped K-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))            |         | 1680   | 0                                      |
| Rochna       | Brooklynne  | Special Education Teacher  | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | 6-8                       | (9360-Special Ed, ML Math 7-9 (100%))                 |         | 1680   | 0                                      |
| Rodgers      | Michelle    | Virtual Classroom Teacher  | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                      | (8845-History 10-12 (100%))                           |         | 1520   | 0                                      |
| Rogers       | Sarah       | Curriculum Coordinator     | Yes                 | Instructional I_8405_Biology 7-12  | 9-12                      | (8405-Biology (100%))                                 |         | 1680   | 0                                      |
| Rohanna      | Mary        | Virtual Classroom Teacher  | Yes                 | Instructional II_Educational Specialist I_2810_1825_Elementary K-6_Instructional Technology Specialist PK-12   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))    |         | 1520   | 0                                      |
| Rokicki      | Kristina    | Blended Classroom Teacher  | Yes                 | Instructional I_8405_0450_Biology 7-12_General Science 7-12  | 9-12                      | (8441-Earth and Space Science, Intermediate (100%))   |         | 1680   | 0                                      |
| Roman        | Christopher | Virtual Classroom Teacher  | Yes                 | Instructional II_Educational Specialist I_6800_1825_Math 7-12_Instructional Technology Specialist PK-12  | 9-12                      | (6800-Math 10-12 (100%))                              |         | 1520   | 0                                      |
| Romasco      | Kelly       | Virtual Classroom Teacher  | Yes                 | Instructional I_Administrative I_7205_1115_Music PK-12-Principal PK-12   | 9-12                      | (7202 Music; Secondary 7-12 (100%))                   |         | 1520   | 0                                      |
| Romasco      | Kevin       | Principal 6-8              | Yes                 | Instructional II_Administrative II_6800_1115_Math 7-12_Principal PK-12   | 6-8                       | (1111-Middle School Principal (100%))                 |         | 1680   | 0                                      |
| Roseman      | Patricia    | Virtual Classroom Teacher  | Yes                 | Instructional I_Program Specialist_3230_4499_English 7-12_English as a Second Language (ESL) PK-12   | 6-8                       | (2850-ML English 7-9 (100%))                          |         | 1520   | 0                                      |
| Rosenberger  | Melanie     | Assistant Principal        | Yes                 | Instructional I_Administrative I_2810_2840_1115_Elementary K-6_Early Childhood N-3_Principal PK-12   | K-5                       | (1101-Assistant/Vice Elementary Principal (100%))     |         | 1680   | 0                                      |
| Rossell      | Michele     | Virtual Classroom Teacher  | Yes                 | Instructional I_6800_Math 7-12   | 6-8                       | (2860-ML Math 7-9 (100%))                             |         | 1520   | 0                                      |
| Rudy         | Jasmine     | Blended Classroom Teacher  | Yes                 | Instructional I_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))    |         | 1680   | 0                                      |
| Rudzik       | Jennifer    | Special Education Teacher  | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))            |         | 1680   | 0                                      |
| Rukavina     | Stephanie   | Special Education Teacher  | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%)) |         | 1680   | 0                                      |
| Rupert       | James       | Special Education Teacher  | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | 9-12                      | (9385-Special Ed, Secondary Science 10-12 (100%))     |         | 1680   | 0                                      |
| Russell      | Rebecca     | Blended Classroom Teacher  | Yes                 | Instructional II_Letter of Equivalency_3230_9227_1185_English 7-12_Special Education 7-12_Masters's Equivalency  | 9-12                      | (3200-English/Communication 10-12 (100%))             |         | 1680   | 0                                      |
| Russell      | Richard     | Assistant Principal        | Yes                 | Instructional II_Administrative II_2810_2860_2870_2880_1115_Elementary K-6_MidLevel Math 6-9_MidLevel Citizenship 6-9_MidLevel Science 6-9_Principal PK-12 | K-5                       | (1101-Assistant/Vice Elementary Principal (100%))     |         | 1680   | 0                                      |
| Sampson      | Stacy       | Virtual Classroom Teacher  | Yes                 | Instructional II_Administrative I_2810_2860_1115_Elementary K-6_MidLevel Math 6-9_Principal PK-12  | 6-8                       | (2860-ML Math 7-9 (100%))                             |         | 1520   | 0                                      |
| Scarlattelli | BethAnn     | Virtual Classroom Teacher  | Yes                 | Instructional I_8405_8440_Biology 7-12_Earth/Space Science 7-12  | 9-12                      | (8405-Biology (100%))                                 |         | 1520   | 0                                      |
| Schlosser    | Carrie      | Blended Classroom Teacher  | Yes                 | Instructional I_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))    |         | 1680   | 0                                      |
| Scuilli      | Erik        | Virtual Classroom Teacher  | Yes                 | Instructional I_2810_3230_8875_Elementary K-6_English 7-12_Social Studies 7-12   | 9-12                      | (3200-English/Communication 10-12 (100%))             |         | 1520   | 0                                      |
| Sears        | Jennifer    | Virtual Classroom Teacher  | Yes                 | Instructional II_8405_8420_Biology 7-12_Chemstry 7-12  | 6-8                       | (2880-ML Science 7-9 (100%))                          |         | 1520   | 0                                      |
| Seelman      | Jamie       | Special Education Teacher  | Yes                 | Instructional I_2810_2850_2860_9225_Elemenatry K-6_MidLevel English_MidLevel Math_Special Education PK-12  | 6-8                       | (9360-Special Ed, ML Math 7-9 (100%))                 |         | 1680   | 0                                      |
| Selby        | Kaitlin     | Special Education Teacher  | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))            |         | 1680   | 0                                      |

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| Selvaggio      | Leah       | Special Education Teacher     | Yes                 | Instructional II_Program Specialist_2810_2840_9225_4499_Elementary K-6_Early Childhood Education N-3_Special Education PK-12_English as a Second Language (ESL) PK-12 | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))                  |         | 1680   | 0                                      |
| Seminara       | Mark       | Special Education Teacher     | Yes                 | Instructional II_8875_9225_Social Studies 7-12_Special Education PK-12  | 6-8                       | (9370-Special Ed, ML Social Studies 7-9 (100%))                        |         | 1680   | 0                                      |
| Seminara       | Nichole    | Special Education Supervisor  | Yes                 | Instructional II_2825_9226_Grades PK-4_Special Education PK-8   | 9-12                      | (9900-Other not listed above (certificated personnel) 100%)            |         | 1680   | 0                                      |
| Shafer         | Yvonne     | Blended Classroom Teacher     | Yes                 | Instructional II_8420_Chemistry 7-12  | 9-12                      | (8420-Chemistry (100%))  |         | 1680   | 0                                      |
| Shaffer        | Angelica   | Special Education Teacher     | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                             |         | 1680   | 0                                      |
| Shahen         | Brooke     | Special Education Teacher     | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                             |         | 1680   | 0                                      |
| Shedlock       | Jenna      | Special Education Teacher     | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                             |         | 1680   | 0                                      |
| Sheyn          | Heather    | Virtual Classroom Teacher     | Yes                 | Instructional I_2810_2840_Elementary K-6_Early Childhood N-3  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                     |         | 1520   | 0                                      |
| Shoaf          | Michael    | Special Education Supervisor  | Yes                 | Instructional II_Administrative II_Supervisory_2810_9225_9215_1115_Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education PK-12       | 9-12                      | (9215-Supervisor, Special Education (100%))                            |         | 1680   | 0                                      |
| Shoaf          | Jennifer   | Deputy Chief Academic Officer | Yes                 | Instructional II_2810_Elementary K-6  | PK-12                     | (1805-Assistant to the Superintendent in Charge of Instruction (100%)) |         | 1680   | 0                                      |
| Skinner-Hinton | Stephanie  | Virtual Classroom Teacher     | Yes                 | Instructional II_8875_Social Studies 7-12   | 9-12                      | (8845-History 10-12 (100%))  |         | 1520   | 0                                      |
| Slovak         | Courtney   | Special Education Teacher     | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                             |         | 1680   | 0                                      |
| Smalley        | Dennis     | Virtual Classroom Teacher     | Yes                 | Instructional II_Administrative I_6800_8405_1115_Math 7-12_Biology 7-12_Principal PK-12   | 6-8                       | (2860-ML Math 7-9 (100%))  |         | 1520   | 0                                      |
| Smith          | Jennifer   | Virtual Classroom Teacher     | Yes                 | Instructional II_3230_English 7-12  | 6-8                       | (2850-ML English 7-9 (100%))   |         | 1520   | 0                                      |
| Smith          | Kylie      | Special Education Teacher     | Yes                 | Instructional I_2825_3100_7650_9226_Grades PK-4_Grades 4-8 (All subjects 4-6, English, LA and Reading 7-8)_Reading Specialist PK-12_Special Education PK-8            | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                             |         | 1680   | 0                                      |
| Smith          | Samantha   | Virtual Classroom Teacher     | Yes                 | Instructional II_3230_English 7-12  | 9-12                      | (3200-English/Communication 10-12 (100%))                              |         | 1520   | 0                                      |
| Sokol          | Pamela     | Blended Classroom Teacher     | Yes                 | Instructional II_8875_Social Studies 7-12   | 9-12                      | (8845-History 10-12 (100%))  |         | 1680   | 0                                      |
| Soose          | David      | Special Education Teacher     | Yes                 | Instructional I_2810_2860_9225_Elementary K-6_MidLevel Math 7-9_Special Education N-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                             |         | 1680   | 0                                      |
| Sovesky        | Amanda     | Blended Classroom Teacher     | Yes                 | Instructional II_3230_English 7-12  | 6-8                       | (2850-ML English 7-9 (100%))   |         | 1680   | 0                                      |
| Spigelmyer     | Frances    | Chief Academic Officer (CAO)  | No                  |   | PK-12                     | (1805-Assistant to the Superintendent in Charge of Instruction (100%)) |         | 1680   | 0                                      |
| Spooner        | Melissa    | Virtual Classroom Teacher     | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                     |         | 1520   | 0                                      |
| Springer       | Amanda     | Special Education Teacher     | Yes                 | Instructional II_Administrative I_2810_9225_1115_Elementary K-6_Special Education PK-12_Principal PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                             |         | 1680   | 0                                      |
| Springer       | Jacob      | Special Education Teacher     | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                             |         | 1680   | 0                                      |
| Starr          | Melonie    | Special Education Teacher     | Yes                 | Instructional I_9225_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                             |         | 1680   | 0                                      |
| Steder         | Sarah      | Assistant Principal           | Yes                 | Instructional II_Administrative I_8875_1115_Social Studies 7-12_Principal PK-12   | 9-12                      | (1112-Assistant/Vice MS Principal (100%))                              |         | 1680   | 0                                      |
| Steinbach      | Nicole     | Special Education Teacher     | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))                  |         | 1680   | 0                                      |
| Stickel        | Erica      | College and Career Teacher    | Yes                 | Instructional I_Educational Specialist I_2810_3230_1839_Elementary K-6_English 7-12_Elementary and Secondary School Counselor PK-12                                   | 9-12                      | (9900-Other not listed above (certificated personnel) 100%)            |         | 1680   | 0                                      |
| Stiger         | Abbey      | Virtual Classroom Teacher     | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                     |         | 1520   | 0                                      |
| Strati         | Paula      | Special Education Teacher     | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))                  |         | 1680   | 0                                      |
| Strauman       | Thomas     | Virtual Classroom Teacher     | Yes                 | Instructional II_2810_3200_Elementary K-6_Communications 7-12   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                            |         | 1520   | 0                                      |

| Last Name     | First Name | Job Title                                | PA Certified Yes/No | Area of Certification/Certification Type  | Grade Teaching or Serving | PIMS ASSIGNMENT CODE (2020/2021)<br>08/21/2020                    | Updated | Number or Hours Worked in Assignment (2020-2021) | Percentage of Time Areas Not Certified |
|---------------|------------|--|---------------------|---|---------------------------|---|---------|--|--|
| Swogger       | Sara       | Virtual Classroom Teacher                | Yes                 | Instructional II_2810_7650_9225_Elementary K-6_Reading Specialist PK-12_Special Education PK-12                                     | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                |         | 1520   | 0                                      |
| Taylor        | JoAnna     | Virtual Classroom Teacher                | Yes                 | Instructional II_4003_8405_8420_9205_American Sign Language (ASL) PK-12_Biology 7-12_Chemistry 7-12_Hearing Impaired PK-12          | 9-12                      | (8468-Physical Science, Intermediate 10-12 (100%))                |         | 1520   | 0                                      |
| Taylor        | Katherine  | Special Education Teacher                | Yes                 | Instructional I_2810_2840_9225_Elementary K-6_Early Childhood N-3_Special Education PK-12   | 9-12                      | (9355-Special Ed, Secondary English 10-12 (100%))                 |         | 1680   | 0                                      |
| Temple        | Jennifer   | Blended Classroom Teacher                | Yes                 | Instructional II_Administrative I_2810_9225_1115_Elementary K-6_Special Education PK-12_Principal PK-12                             | K-5                       | (2844-Elementary, Primary Grades 1-3 (100%))                      |         | 1680   | 0                                      |
| Testa         | Kelly      | Blended Classroom Teacher                | Yes                 | Instructional I_2810_Elementary K-6   | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                |         | 1680   | 0                                      |
| Theobald      | Casey      | Physical Education Teacher               | Yes                 | Instructional II_4805_5600_Health & Physical Education PK-12_Family-Consumer Science PK-12  | PK-12                     | (4817-Physical Education (100%))                                  |         | 1680   | 0                                      |
| Thomson       | Stephanie  | Special Education Teacher                | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                        |         | 1680   | 0                                      |
| Tinker        | Martha     | ELD Assessment Coordinator               | Yes                 | Instructional II_Program Specialist_4490_6420_4499_Spanish PK-12_Library Science PK-12_English as a Second Language (ESL) PK-12     | PK-12                     | (9900-Other not listed above (certificated personnel) 100%)       |         | 1680   | 0                                      |
| Trella        | Shari      | College and Career Teacher               | Yes                 | Instructional I_1603_Business-Computer-Info Tech PK-12  | 9-12                      | (9900-Other not listed above (certificated personnel) 100%)       |         | 1680   | 0                                      |
| Trombetta     | Vincent    | Director of Secondary Teacher Evaluation | Yes                 | Instructional II_Administrative II_Administrative I_2810_1100_1105_Elementary K-6_Elementary Principal K-6_Secondary Principal 7-12 | 9-12                      | (1105-Secondary Principal (100%))                                 |         | 1680   | 0                                      |
| Valentine     | Lon        | Virtual Classroom Teacher                | Yes                 | Instructional I_8875_Social Studies 7-12  | 9-12                      | (8845-History 10-12 (50%)_8875-Social Studies 10-12 (50%))        |         | 1520   | 0                                      |
| Vanderschaaff | James      | Virtual Classroom Teacher                | Yes                 | Instructional I_Administrative I_1115_8875_Social Studies 7-12_Principal PK-12  | 6-8                       | (2870-ML Social Studies 7-9 (100%))                               |         | 1520   | 0                                      |
| Vanucci       | Jennifer   | Special Education Teacher                | Yes                 | Instructional II_9225_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                        |         | 1680   | 0                                      |
| Vasquez       | Morgan     | Blended Classroom Teacher                | Yes                 | Instructional I_6800_Math 7-12  | 6-8                       | (2860-ML Math 7-9 (100%))   |         | 1680   | 0                                      |
| Velte         | Emily      | Virtual Classroom Teacher                | Yes                 | Instructional II_2860_5600_8875_9225_MidLevel Math 6-9_Family Consumer Science PK-12_Social Studies 7-12_Special Education PK-12    | 9-12                      | (8830-Economics (50%)_8875-Social Studies 10-12 (50%))            |         | 1520   | 0                                      |
| Venturella    | John       | Virtual Classroom Teacher                | Yes                 | Instructional II_2810_2870_9225_Elementary K-6_MidLevel Citizenship 6-9_Special Education PK-12                                     | 6-8                       | (2870-ML Social Studies 7-9 (100%))                               |         | 1520   | 0                                      |
| Vitale        | Bradley    | Special Education Teacher                | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                        |         | 1680   | 0                                      |
| Wahal         | Athena     | Special Education Teacher                | Yes                 | Instructional I_2810_2850_2860_9225_Elementary K-6_MidLevel English 6-9_MidLevel Math 6-9_Special Education PK-12                   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                        |         | 1680   | 0                                      |
| Waida         | Ashli      | Virtual Classroom Teacher                | Yes                 | Instructional II_2810_Elementary K-6  | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))                       |         | 1520   | 0                                      |
| Walaan        | George     | Assistant Principal                      | Yes                 | Instructional I_Administrative II_2810_1115_Elementary K-6_Principal PK-12  | 6-8                       | (1112-Assistant/Vice MS Principal (100%))                         |         | 1680   | 0                                      |
| Waldroup      | Kristy     | Special Education Teacher                | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                        |         | 1680   | 0                                      |
| Wallace       | Deborah    | Virtual Classroom Teacher                | Yes                 | Instructional II_8420_8450_Chemistry 7-12_General Science 7-12  | 9-12                      | 8420-Chemistry (100%)   |         | 1520   | 0                                      |
| Wehman        | Heather    | Special Education Teacher                | Yes                 | Instructional II_2810_7650_9226_Elementary K-6_Reading Specialist_Special Education PK-8  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                        |         | 1680   | 0                                      |
| Weidler       | Amanda     | Blended Classroom Teacher                | Yes                 | Instructional II_2810_2860_7650_9225_Elementary K-6_MidLevel Math 6-9_Reading Specialist PK-12_Special Education PK-12              | 6-8                       | (2860-ML Math 7-9 (100%))   |         | 1680   | 0                                      |
| West          | Megan      | Virtual Classroom Teacher                | Yes                 | Instructional I_3100_Grades 4-8 (All Subjects 4-6, Social Studies 7-8)  | K-5                       | (2845-Elementary , Intermediate Grades 4-6 (100%))                |         | 1520   | 0                                      |
| Wetzel        | Elizabeth  | ELD Program Coordinator                  | Yes                 | Instructional I_Program Specialist_8875_4499_Social Studies 7-12_English as a Second Language (ESL) PK-12                           | PK-12                     | (4499-ESL, K-12 Resource (Take student out for language support)) |         | 1680   | 0                                      |
| Wetzel        | Katelyn    | Virtual Classroom Teacher                | Yes                 | Instructional II_6800_Math 7-12   | 6-8                       | (2860-ML Math 7-9 (100%))   |         | 1520   | 0                                      |
| White         | Eric       | Special Education Teacher                | Yes                 | Instructional I_1405_3230_8875_9225_Art PK-12_English 7-12_Social Studies 7-12_Special Education PK-12                              | 6-8                       | (9370-Special Ed, ML Social Studies 7-9 (100%))                   |         | 1680   | 0                                      |
| Williams      | Kristi     | Special Education Teacher                | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))                        |         | 1680   | 0                                      |

| Last Name  | First Name | Job Title                 | PA Certified Yes/No | Area of Certification/Certification Type   | Grade Teaching or Serving | PIMS ASSIGNMENT CODE (2020/2021)<br>08/21/2020        | Updated | Number or Hours Worked in Assignment (2020-2021) | Percentage of Time Areas Not Certified |
|------------|------------|---------------------------|---------------------|--|---------------------------|---|---------|--|--|
| Williams   | Kristin    | Special Education Teacher | Yes                 | Instructional I_2810_9235_Elementary K-6_Mental and/or Physical Handicapped PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))            |         | 1680   | 0                                      |
| Williams   | Melissa    | Blended Classroom Teacher | Yes                 | Instructional II_2810_2850_Elementary K-6_MidLevel English 6-9   | 6-8                       | (2850-ML English 7-9 (100%))                          |         | 1680   | 0                                      |
| Wilson     | Audrey     | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | K-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%)) |         | 1680   | 0                                      |
| Wise       | Abby       | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))            |         | 1680   | 0                                      |
| Wisniewski | Sean       | Assistant Principal       | Yes                 | Instructional II_Administrative I_8875_1115_Social Studies 7-12_Principal PK-12  | 9-12                      | (1106-Assistant/Vice Secondary Principal (100%))      |         | 1680   | 0                                      |
| Wistuk     | Elizabeth  | Special Education Teacher | Yes                 | Instructional II_2860_3230_8875_9225_ML Math 6-9_English 7-12_Social Studies 7-12_Special Education PK-12                          | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))            |         | 1680   | 0                                      |
| Wojtkowiak | Alison     | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                       | (2860-ML Math 7-9 (100%))                             |         | 1520   | 0                                      |
| Woznicki   | Ashlee     | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                     | (9225-Special Ed, Resource PreK-12 (100%))            |         | 1680   | 0                                      |
| Yaria      | Alesha     | School Counselor 9-12     | Yes                 | Educational Specialist II_1836_1837_ElementarySchool Counselor K-6_Secondary School Counselor 7-12                                 | 9-12                      | (1837-Secondary School Counselor (100%))              |         | 1680   | 0                                      |
| Yates      | Kara       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                       | (2844-Elementary Primary Grades 1-3 (100%))           |         | 1520   | 0                                      |
| Yeager     | Jessica    | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                       | (2860-ML Math 7-9 (100%))                             |         | 1520   | 0                                      |
| Zimmerman  | Miles      | Virtual Classroom Teacher | Yes                 | Instructional I_3100_3100_Grades 4-8(All Subjects 4-6, Math 7-8)_Grades 4-8(All Subjects 4-6, English, Language Arts, Reading 7-8) | 6-8                       | (2860-ML Math 7-9 (100%))                             |         | 1520   | 0                                      |

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

Name of School The Pennsylvania Cyber Charter School

Address of School 652 Midland Avenue, Midland, PA 15059

CEO Signature 

**REVENUES**

|             |      |  |           |
|-------------|------|--|-----------|
| <b>6000</b> |      | <b>REVENUE FROM LOCAL SOURCES</b>                              |           |
|             |      |  |           |
| <b>6500</b> |      | <b>EARNINGS ON INVESTMENTS</b>                                 |           |
|             | 6510 | Interest on Investments and Interest-Bearing Checking Accounts | 332,478   |
|             | 6520 | Dividends on Investments                                       | -         |
|             | 6530 | Gains or Losses on Sale of Investments                         | -         |
|             | 6540 | Earnings on Investments in Real Property                       | -         |
|             | 6590 | Other Earnings or Investments                                  | -         |
|             |      |  |           |
| <b>6600</b> |      | <b>FOOD SERVICE REVENUE</b>                                    |           |
|             | 6610 | Daily Sales - Reimbursable Programs                            | -         |
|             | 6620 | Daily Sales - Non-Reimbursable Programs                        | -         |
|             | 6630 | Special Functions  | -         |
|             | 6640 | Non-Cash Contributions   | -         |
|             | 6650 | Price Reduction for Reduced Price and Free Meals (Debit)       | -         |
|             | 6690 | Other Food Service Revenues                                    | -         |
|             |      |  |           |
| <b>6700</b> |      | <b>REVENUES FROM STUDENT ACTIVITIES</b>                        |           |
|             | 6710 | Admissions   | -         |
|             | 6720 | Bookstore Sales  | -         |
|             | 6730 | Student Organization Membership Dues and Fees                  | -         |
|             | 6740 | Fees   | -         |
|             | 6750 | Student Activity - Special Events                              | -         |
|             | 6790 | Other Student Activity Income                                  | -         |
|             |      |  |           |
| <b>6800</b> |      | <b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>       |           |
|             | 6810 | Revenue from Local Governmental Units                          | -         |
|             | 6820 | Revenue from Intermediary Sources - Commonwealth Funds         | -         |
|             | 6830 | Revenues from Intermediary Sources - Federal Funds             | 1,878,666 |
|             | 6890 | Other Revenues from Intermediary Sources                       | -         |



|             |      |  |             |
|-------------|------|--|-------------|
| <b>6900</b> |      | <b>OTHER REVENUE FROM LOCAL SOURCES</b>  |             |
|             | 6910 | Rentals  | -           |
|             | 6920 | Contributions & Donations from Private Sources / Capital Contributions             | 3,582       |
|             | 6930 | Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only) | -           |
|             | 6940 | Tuition from Patrons   |             |
|             | 6941 | Regular Day School Tuition   | -           |
|             | 6942 | Summer School Tuition  | -           |
|             | 6943 | Adult Education Tuition  | -           |
|             | 6944 | Receipts From Other LEAs in Pennsylvania - Education                               | 178,000,000 |
|             | 6945 | Receipts from Out-of-State LEAs  | -           |
|             | 6946 | Receipts from Member Districts - AVTS / Special Program Jointure only              | -           |
|             | 6947 | Receipts from Members of Intermediate Units for Education by Withholding           | -           |
|             | 6948 | Receipts from Members of Intermediate Units for Direct Contributions               | -           |
|             | 6949 | Other Tuition from Patrons   | -           |
|             | 6950 | Unassigned   | -           |
|             | 6960 | Services Provide Other Local Governmental Units / LEAs                             |             |
|             | 6961 | Transportation Services Provided Other Pennsylvania LEAs                           | -           |
|             | 6969 | All Other Services Provided Other Governments and LEAs Not Specified Above         | -           |
|             | 6970 | Services Provided Other Funds  | 12,354,415  |
|             | 6980 | Revenue from Community Service Activities  | -           |
|             | 6990 | Refunds and Other Miscellaneous Revenue  |             |
|             | 6991 | Refunds of a Prior Year Expenditure  | 49,243      |
|             | 6999 | Other Revenues Not Specified Above   | 309,047     |
| <b>7000</b> |      | <b>REVENUE FROM STATE SOURCES</b>  |             |
| 7100        |      | <b>BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES</b>                                 |             |
|             | 7150 | Unassigned   | -           |
|             | 7160 | Tuition for Orphans and Children Placed in Private Homes                           | -           |
|             | 7180 | Staff and Program Development  | -           |
| 7200        |      | <b>REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS</b>                                   |             |
|             | 7210 | Homebound Instruction  | -           |
|             | 7220 | Vocational Education   | -           |
|             | 7230 | Alternative Education  | -           |
|             | 7240 | Driver Education - Student   | -           |
|             | 7250 | Migratory Children   | -           |
|             | 7260 | Workforce Investment Act (WIA)   | -           |
|             | 7270 | Specialized Education of Exceptional Pupils  | -           |
|             | 7280 | Adult Literacy   | -           |



|             |      |   |         |
|-------------|------|---|---------|
|             | 7290 | Additional Educational Program Revenues   | -       |
| 7300        |      | REVENUES FOR NON-EDUCATIONAL PROGRAMS   |         |
|             | 7310 | Transportation (Regular and Additional)   | -       |
|             | 7320 | Rental and Sinking Fund Payments / Building Reimbursement Subsidy               | -       |
|             | 7330 | Health Services (Medical, Dental, Nurse, Act 25)                                | 175,872 |
|             | 7340 | Unassigned  | -       |
|             | 7350 | Sewage Treatment Operations / Environmental Subsidies                           | -       |
|             | 7360 | Safe Schools  | -       |
| 7400        |      | VOCATIONAL TRAINING OF THE UNEMPLOYED   |         |
| 7500        |      | STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS               |         |
|             | 7502 | Dual Enrollment Grants  | -       |
|             | 7503 | Project 720/High School Reform  | -       |
|             | 7505 | Ready to Learn Block Grant  | 936,511 |
|             | 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   | -       |
| <b>8000</b> |      | <b>REVENUE FROM FEDERAL SOURCES</b>   |         |
| 8100        |      | UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT                   |         |
|             | 8110 | Payments for Federally Impacted Areas - P.L. 81-874                             | -       |
|             | 8190 | Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government     | -       |
| 8200        |      | UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH | -       |
| 8300        |      | RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT                   |         |
|             | 8310 | Payments for Federally Impacted Areas - P.L. 81-815                             | -       |

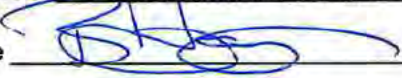
|             |      |  |           |
|-------------|------|--|-----------|
|             | 8320 | Energy Conservation Grants - TA and ECM  | -         |
|             | 8390 | Other Restricted Federal Grants-in-Aid Directly from the Federal Government  | -         |
| 8500        |      | RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS |           |
|             | 8510 | Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)   | 4,228,844 |
|             | 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 STIMULUS FUNDING   |           |
|             | 8730 | American Recovery and Reinvestment Act of 2009 (ARRA) Grants   | -         |
|             | 8740 | CARES Act and CRRSA Act Funding  | 901,147   |
| 8800        |      | MEDICAL ASSISTANCE REIMBURSEMENTS  | 1,634     |
| <b>9000</b> |      | <b>OTHER FINANCING SOURCES</b>   |           |
| 9100        |      | SALE OF BONDS  |           |
|             | 9110 | Bond Issue Proceeds (Gross)  | -         |
|             | 9120 | Proceeds from Refunding of Bonds   | -         |

|                       |      |   |                    |
|-----------------------|------|---|--------------------|
| 9200                  |      | PROCEEDS FROM EXTENDED TERM FINANCING                       | -                  |
| 9300                  |      | INTERFUND TRANSFERS   |                    |
|                       | 9310 | General Fund Transfers                                      | -                  |
|                       | 9320 | Special Revenue Fund Transfers                              | -                  |
|                       | 9330 | Capital Projects Funds Transfers                            | -                  |
|                       | 9340 | Debt Service Fund Transfers                                 | -                  |
|                       | 9350 | Enterprise Fund Transfers                                   | -                  |
|                       | 9360 | Internal Service Fund Transfers                             | -                  |
|                       | 9370 | Trust and Agency Fund                                       | -                  |
|                       | 9380 | Activity Fund Transfers                                     | -                  |
|                       | 9390 | Permanent Fund Transfers                                    | -                  |
| 9400                  |      | SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS            | 19,626             |
| 9500                  |      | Unassigned  | -                  |
| 9600                  |      | Unassigned  | -                  |
| 9700                  |      | TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS |                    |
|                       | 9710 | Transfers from Component Units                              | -                  |
|                       | 9720 | Transfers from Primary Governments                          | -                  |
| 9800                  |      | INTRAFUND TRANSFERS IN                                      |                    |
|                       | 9810 | General Fund Intrafund Transfers                            | -                  |
|                       | 9820 | Special Revenue Intrafund Transfers                         | -                  |
|                       | 9840 | Debt Service Intrafund Transfers                            | -                  |
|                       | 9850 | Enterprise Intrafund Transfers                              | -                  |
|                       | 9860 | Internal Service Intrafund Transfers                        | -                  |
|                       | 9870 | Trust and Agency Intrafund Transfers                        | -                  |
|                       | 9880 | Activity Interfund Transfers                                | -                  |
| <b>TOTAL REVENUES</b> |      |   | <b>199,191,065</b> |

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

Name of School The Pennsylvania Cyber Charter School

Address of School 652 Midland Avenue, Midland, PA 15059

CEO Signature 

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

**EXPENDITURES**

| <b>1000</b> |      | <b>INSTRUCTION</b>                                    |            |
|-------------|------|---|------------|
| 1100        |      | REGULAR PROGRAMS - ELEMENTARY / SECONDARY             | 64,826,040 |
| 1200        |      | SPECIAL PROGRAMS - ELEMENTARY / SECONDARY             | 34,576,928 |
| 1300        |      | VOCATIONAL EDUCATION                                  | -          |
| 1400        |      | OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY | 53,486     |
| 1600        |      | ADULT EDUCATION PROGRAMS                              | -          |
| 1700        |      | HIGHER EDUCATION PROGRAMS                             | -          |
| 1800        |      | PRE-KINDERGARTEN                                      | -          |
| <b>2000</b> |      | <b>SUPPORT SERVICES</b>                               |            |
| 2100        |      | SUPPORT SERVICES - PUPIL PERSONNEL                    |            |
|             | 2110 | Supervision of Pupil Personnel Services               | 2,396,080  |
|             | 2120 | Guidance Services                                     | 6,028,083  |
|             | 2130 | Attendance Services                                   | 1,340,086  |
|             | 2140 | Psychological Services                                | 551,787    |
|             | 2150 | Speech Pathology and Audiology Services               | -          |
|             | 2160 | Social Work Services                                  | -          |
|             | 2170 | Student Accounting Services                           | 668,916    |
|             | 2190 | Other Pupil Personnel Services                        | 1,656,824  |
| 2200        |      | SUPPORT SERVICES - INSTRUCTIONAL STAFF                |            |
|             | 2210 | Supervision of Educational Media Services             | -          |

|      |      |  |            |
|------|------|--|------------|
|      | 2220 | Technology Support Services  | 239,557    |
|      | 2230 | Educational Television Services  | -          |
|      | 2240 | Computer-Assisted Instruction Support Services   | -          |
|      | 2250 | School Library Services  | -          |
|      | 2260 | Instruction and Curriculum Development Services  | 4,160,963  |
|      | 2270 | Instructional Staff Professional Development Services                                    | 187,404    |
|      | 2280 | Nonpublic Support Services   | -          |
| 2300 |      | SUPPORT SERVICES - ADMINISTRATION  |            |
|      | 2310 | Board Services   | 189,585    |
|      | 2320 | Board Treasurer Services   | -          |
|      | 2340 | Staff Relations and Negotiations Services  | -          |
|      | 2350 | Legal Services   | 465,411    |
|      | 2360 | Office of the Superintendent (Executive Director) Services                               | 2,294,816  |
|      | 2370 | Community Relations Services   | -          |
|      | 2380 | Office of the Principal Services   | 3,735,038  |
|      | 2390 | Other Administration Services  | 430,988    |
| 2400 |      | SUPPORT SERVICES - PUPIL HEALTH  | 842,572    |
| 2500 |      | SUPPORT SERVICES - BUSINESS  |            |
|      | 2510 | Fiscal Services  | 4,419,624  |
|      | 2520 | Purchasing Services  | -          |
|      | 2530 | Warehousing and Distributing Services  | 2,540,000  |
|      | 2540 | Printing, Publishing and Duplicating Services  | -          |
|      | 2590 | Other Support Services - Business  | 12,137,356 |
| 2600 |      | OPERATION AND MAINTENANCE OF PLANT SERVICES  |            |
|      | 2610 | Supervision of Operation and Maintenance of Plant Services                               | -          |
|      | 2620 | Operation of Buildings Services  | 3,681,971  |
|      | 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) | 63,110     |
|      | 2660 | Security Services  | 25,040     |
|      | 2690 | Other Operation and Maintenance of Plant Services  | 3,900,000  |
| 2700 |      | STUDENT TRANSPORTATION SERVICES  |            |
|      | 2710 | Supervision of Student Transportation Services   | -          |
|      | 2720 | Vehicle Operation Services   | -          |
|      | 2730 | Monitoring Services  | -          |
|      | 2740 | Vehicle Servicing and Maintenance Services   | -          |
|      | 2750 | Nonpublic Transportation   | -          |

|             |      |   |           |
|-------------|------|---|-----------|
|             | 2790 | Other Student Transportation Services   | -         |
| 2800        |      | <b>SUPPORT SERVICES - CENTRAL</b>   |           |
|             | 2810 | Planning, Research, Development and Evaluation Services   | 3,335,357 |
|             | 2820 | Information Services  | 1,437,258 |
|             | 2830 | Staff Services  | 982,981   |
|             | 2840 | Data Processing Services  | -         |
|             | 2850 | State and Federal Agency Liaison Services   | 304,094   |
|             | 2860 | Management Services   | -         |
|             | 2890 | Other Support Services Central  | -         |
| 2900        |      | <b>OTHER SUPPORT SERVICES - CENTRAL</b>   |           |
|             | 2990 | Pass-Thru Funds   | -         |
| <b>3000</b> |      | <b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>  |           |
| 3100        |      | <b>FOOD SERVICES</b>  | -         |
| 3200        |      | <b>STUDENT ACTIVITIES</b>   |           |
|             | 3210 | School Sponsored Student Activities   | 44,659    |
|             | 3250 | School Sponsored Athletics  | 15,801    |
| 3300        |      | <b>COMMUNITY SERVICES</b>   |           |
|             | 3310 | Community Recreation  | 58,856    |
|             | 3320 | Civic Services  | -         |
|             | 3330 | Public Library Services   | -         |
|             | 3340 | Custody and Child Care  | -         |
|             | 3350 | Welfare Activities  | -         |
|             | 3390 | Other Community Services  | -         |
| 3400        |      | <b>SCHOLARSHIPS AND AWARDS</b>  | -         |
| <b>4000</b> |      | <b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>  |           |
| 4100        |      | <b>SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL</b>  | -         |
| 4200        |      | <b>EXISTING SITE IMPROVEMENT SERVICES</b>   | 39,390    |
| 4300        |      | <b>ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL</b> | -         |
| 4400        |      | <b>ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS</b>                        | -         |

|             |  |                    |
|-------------|--|--------------------|
| 4500        | BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL | -                  |
| 4600        | EXISTING BUILDING IMPROVEMENT SERVICES                                   | 1,287,188          |
| <b>5000</b> | <b>OTHER EXPENDITURES AND FINANCING USES</b>                             |                    |
| 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  | -                  |
|             |  |                    |
|             | <b>TOTAL EXPENDITURES</b>  | <b>158,917,248</b> |

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

**40,273,816**



# **COMPREHENSIVE ANNUAL FINANCIAL REPORT**

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



**The Pennsylvania Cyber Charter School**

**Midland, Pennsylvania**



**THE PENNSYLVANIA CYBER CHARTER SCHOOL  
MIDLAND, PENNSYLVANIA**



The Pennsylvania Cyber Charter School

**COMPREHENSIVE ANNUAL  
FINANCIAL REPORT**

For the Fiscal Year Ended June 30, 2020

**Brian Hayden  
Chief Executive Officer**

**Prepared by:**

**Business Administrator's Office**

**Matthew Schulte  
Chief Financial Officer**

**Ryan Frueh  
Director of Business Services**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**

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**THE PENNSYLVANIA CYBER CHARTER SCHOOL**

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| Direct and Overlapping Property Tax Rates.....  |                        | N/A                |
| Principal Property Taxpayers.....   |                        | N/A                |
| Property Tax Levies and Collections.....  |                        | N/A                |
| Debt Capacity:  |                        |                    |
| Ratios of Outstanding Debt by Type.....   |                        | N/A                |
| Ratios of General Bonded Debt Outstanding.....  |                        | N/A                |
| Direct and Overlapping Governmental Activities Debt.....  |                        | N/A                |
| Legal Debt Margin Information.....  |                        | N/A                |
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# **INTRODUCTORY SECTION**



The Pennsylvania Cyber Charter School

### *Our Mission*

*Empower all student and families to become active participants in their own learning and equip them with skills for the future. We achieve this through engaging content, delivered by innovative teaching in a culture of caring.*



The Pennsylvania Cyber Charter School

## Vision, Mission and Core Values

### Our Vision

Inspire today's learners to be tomorrow's thinkers.

### Our Mission

Empower all students and families to become active participants in their own learning and equip them with skills for the future. We achieve this through engaging content, delivered by innovative teaching in a culture of caring.

### Our Core Values

An organization's core values shape its culture, identify its priorities, and provide the framework and criteria by which decisions are made. As these are the essential principles that guide PA Cyber, they must be known, understood, and shared by all stakeholders.

#### Integrity

We act with transparency, honesty, and accountability, and we are dedicated to exemplary work.

#### Innovation

We encourage new ideas and practices that foster student success.

#### Service

We are dedicated to ensuring positive family experiences with passion and enthusiasm by being responsive to our families' needs.

#### Excellence

We challenge our students and ourselves to meet or exceed the highest expectations.

#### Professionalism

We place value on all stakeholders, evidenced by how we treat others - with dignity, courtesy, professionalism, and, above all, respect. We believe in collaborative work among teachers, staff, and administrators and use the expertise and support of the families we serve.





The Pennsylvania Cyber Charter School

December 21, 2020

To the Board of Trustees  
The Pennsylvania Cyber Charter School  
Midland, PA 15059

Dear Board Members:

The Comprehensive Annual Financial Report (CAFR) of the Pennsylvania Cyber Charter School (the School) for the fiscal year ended June 30, 2020, is hereby submitted. Responsibility for both the accuracy of the data and completeness and fairness of the presentation, including all disclosures, rests with management and the Board of Trustees (Board). To the best of our knowledge and belief, the data presented in this report is accurate in all material respects and is reported in a manner designed to present fairly, in all material respects, the respective financial position and results of operations of the various funds of the School. All disclosures necessary to enable the reader to gain an understanding of the School's financial activities have been included.

Generally accepted accounting principles requires that management provide a narrative introduction, overview and analysis to accompany the basic financial statements in the form of Management Discussion and Analysis (MD&A). This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. The MD&A can be found immediately following the report of the independent auditors.

Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to the Pennsylvania Cyber Charter School for its comprehensive annual financial report for the fiscal year ended June 30, 2019. This was the second year that the School has achieved this prestigious award. In order to be awarded a Certificate of Achievement, a School must publish an easily readable and efficiently organized comprehensive annual financial report. This report must satisfy both generally accepted accounting principles and applicable legal requirements.

A Certificate of Achievement is valid for a period of one year only. We believe that our current comprehensive annual financial report continues to meet the Certificate of Achievement Program's requirements and we are submitting it to the GFOA to determine its eligibility for another certificate.

## About PA Cyber

Serving students in kindergarten through 12th grade, the School is one of the largest, most experienced, and most successful online public schools in the nation. The School's online learning environments, personalized instructional methods, and choices of curricula connect Pennsylvania students and their families with state-certified and highly-qualified teachers, and rich academic content that is aligned to state standards. Founded in 2000, the School is headquartered in Midland, PA (Beaver County) and maintains a network of support offices throughout the state. As a public school, PA Cyber is open for enrollment by any school-age child residing in the Commonwealth of Pennsylvania and does not charge tuition to students or families.



The Pennsylvania Cyber Charter School

## **A Continuum of Learning**

At the School, our student-centered instructional model recognizes the different developmental stages students typically follow, while respecting the innate differences and unique abilities of each individual child. This flexible-but-focused learning model allows our teachers to use a variety of teaching strategies and curriculum choices to create an education program that is deeply personal. It all works to inspire students – supported by the caring adult mentors in their lives – to become self-motivated, lifelong learners.

## **Innovative Curriculum and Instruction**

The School is a tuition-free public school chartered by the Pennsylvania Department of Education, which approves our curriculum. All of our teachers are Pennsylvania-certified, highly qualified educators. We are one of only two cyber charter schools accredited by the prestigious Middle States Association. Additionally, the National Collegiate Athletic Association and AdvancED accredit our curriculum. The School's graduates can be found attending highly regarded universities, colleges, professional academies, and vocational schools.

## **A Real Community**

Using the power of the internet to overcome the traditional boundaries of time and space, the School makes it possible to deeply personalize the learning experience, connecting students and families with skilled and caring teachers anytime, from anyplace. Our offices are conveniently located throughout Pennsylvania and serve as a hub for enrollment, orientation, and enrichment. Our students belong to a real community where they grow academically, emotionally, socially and physically.

## **Choices and Opportunities**

The School offers abundant choices for both live and self-paced instruction, along with a variety of opportunities for meaningful interaction with teachers and peers. Our extensive courses and program offerings include the creative and performing arts, STEM and Gifted programs, Advanced Placement classes, and a variety of clubs and other activities. And our certified faculty and experienced staff are available to engage with students and families at their convenience.

## **The Right Technology**

The School provides a tuition-free, accredited quality curriculum with access to all the technology and personal guidance that students need for success. Our technology platforms are not only on the leading edge, they are user-friendly and truly enhance the educational experiences of our students. Each student receives a laptop, printer, textbooks, and online connectivity, as well as an expert technical support team that is responsive, skilled, and dependable.





The Pennsylvania Cyber Charter School

**REPORTING ENTITY AND ITS SERVICES**

The School is an independent reporting entity within the criteria adopted by the Governmental Accounting Standards Board (GASB). All funds of the School are included in this report. The School has no component units.

The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. As such, they are exempt from federal and state corporate income taxes. As a 501(c)(3), income from certain activities not directly related to the School’s tax-exempt purpose is subject to taxation as unrelated business income.

The School was formed under the laws of the state of Pennsylvania to provide elementary and secondary education to students through a computer managed learning system designed to meet individual students’ needs and styles. These services include general education and special education for students with disabilities, as well as basic skills instruction for students in need of intervention. The following details the changes in the full time equivalent (FTE) student enrollment for the current and past four fiscal years.

| <u>Fiscal Year</u> | <u>FTE Student Enrollment</u> | <u>Percent Change</u> |
|--------------------|-------------------------------|-----------------------|
| 2019-2020          | 10,520                        | -0.73%                |
| 2018-2019          | 10,597                        | 1.77%                 |
| 2017-2018          | 10,413                        | 1.34%                 |
| 2016-2017          | 10,275                        | 3.74%                 |
| 2015-2016          | 9,905                         | 3.11%                 |

**ECONOMIC CONDITION AND OUTLOOK**

Though the cyber charter school concept is now widely-accepted as a viable and indeed necessary education model, the issue concerning how cyber charter schools are funded will likely remain contentious in the foreseeable future. Nevertheless, the demand for the type and quality of services provided by the School continues to grow.

**MAJOR INITIATIVES**

The School continues to focus and serves its students in accordance with its visions and mission statements. The School provides student-centered service that empower each student to succeed and grow beyond the normal curriculum. To fulfill this mission, the School diligently works to improve instruction and student outcomes by growing and developing the staff, providing new resources and programs for the students and providing remedial instruction when needed.



The Pennsylvania Cyber Charter School

### INTERNAL ACCOUNTING CONTROLS

The School's management is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the charter school are protected from loss, theft, or misuse and to ensure that adequate accounting data are completed to allow for the preparation of financial statements in conformity with generally accepted accounting principles (GAAP). The internal control structure is designed to provide reasonable assurance, recognizing that: (1) the costs of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

As a recipient of federal and state financial assistance, the School is also responsible for ensuring that an adequate internal control structure is in place to ensure compliance with applicable laws and regulations related to those programs. This internal control structure is also subject to periodic evaluations by the School's management.

As part of the School's Single Audit, tests are made to determine the adequacy of the internal control structure, including that portion related to federal and state financial assistance programs, as well as to determine that the School has complied with applicable laws and regulations.

### BUDGETARY CONTROLS

In addition to internal accounting controls, the School maintains budgetary controls. The objective of these budgetary controls is to ensure compliance with legal provisions embodied in the annual appropriated budget approved by the Board of Trustees. Annual appropriated budgets are adopted for the general fund. The final budget for the fiscal year is reflected in the financial section.

### ACCOUNTING SYSTEM AND REPORTS

The School's accounting records reflect generally accepted accounting principles, as promulgated by GASB. The accounting system of the School is organized based on funds. The funds are explained in Notes to the Financial Statements, Note 2.

### FINANCIAL POLICIES

The intent of the School Board is to ensure that the School manages its budget and finances in a fiscally prudent and responsible way by establishing financial policies for the budget, fund balance, and maintenance of adequate reserves. The government-wide and proprietary 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 the liability is incurred. Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. 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.





The Pennsylvania Cyber Charter School

OTHER INFORMATION

*Independent Audit*

The Commonwealth of Pennsylvania statutes require an annual audit by independent certified public accountants. The accounting firm of Deluzio & Company, LLP was appointed by the Board of Trustees. In addition to meeting the requirements set forth in the Commonwealth statutes, the audit was also designed to meet the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. The auditor's report on the basic financial statements is included in the Financial Section of this report. The auditor's reports related specifically to the single audit are included in the Single Audit Section of this report.

ACKNOWLEDGEMENTS

The preparation of this report would not have been possible without the skill, effort, and dedication of the entire staff of the Business Administration Office. We wish to thank all the departments involved for their assistance in providing the data necessary to prepare this report.

Respectfully submitted,

Matthew Schulte  
Chief Financial Officer



Government Finance Officers Association

**Certificate of  
Achievement  
for Excellence  
in Financial  
Reporting**

Presented to

**Pennsylvania Cyber Charter School**

For its Comprehensive Annual  
Financial Report  
For the Fiscal Year Ended

June 30, 2019

*Christopher P. Morill*

Executive Director/CEO

**THE PENNSYLVANIA CYBER CHARTER SCHOOL  
MIDLAND, PENNSYLVANIA**

**Roster of Officials**

**June 30, 2020**

**Members of the Board of Trustees**

**Officers:**

|                 |                |
|-----------------|----------------|
| Edward Elder    | President      |
| Phillip Tridico | Vice President |

**Board Members:**

Judy Garbinski (resigned January 2020)  
Jayne Lingenfelder  
Tom Dorsey  
Chester Thompson  
Stephen Robinson

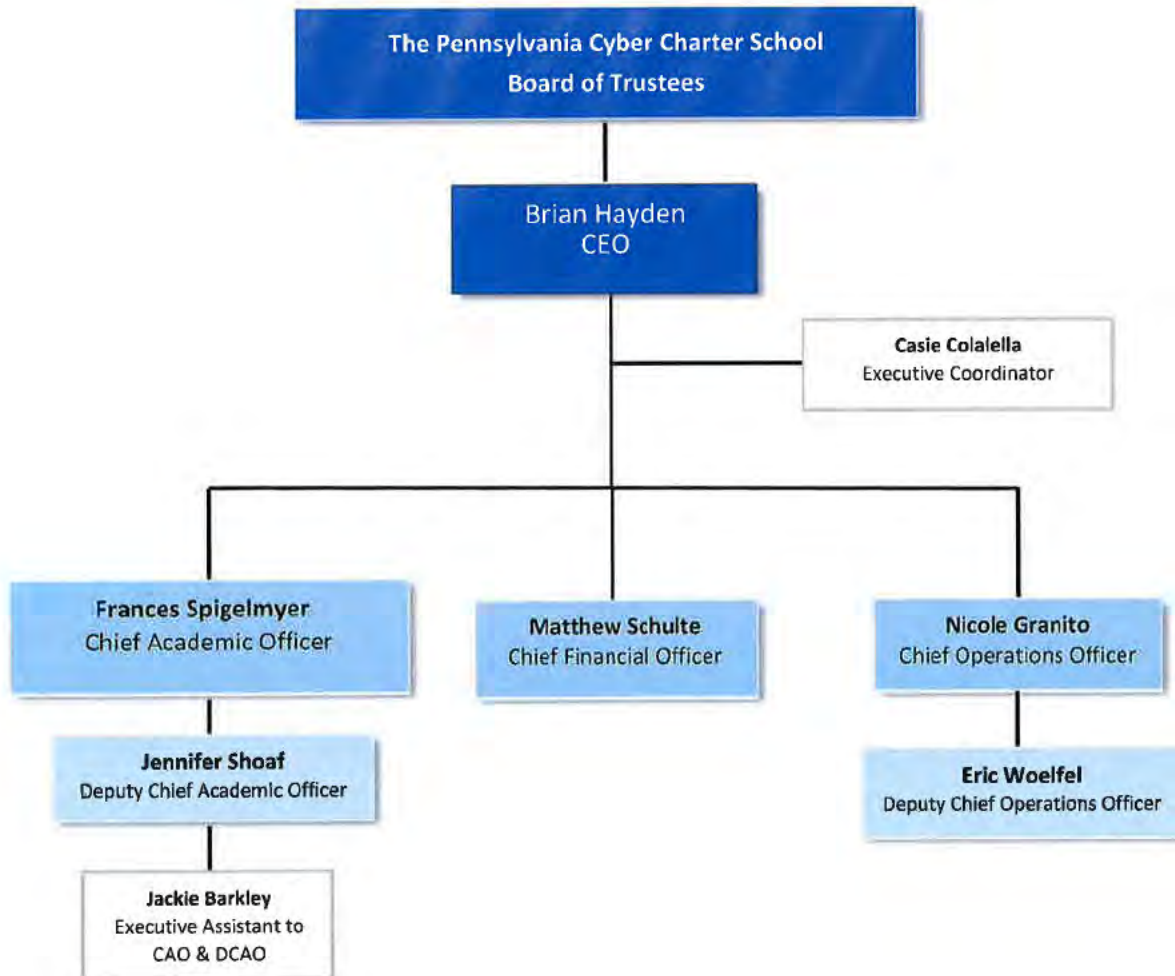
**Non-Voting Members:**

|                 |                                   |
|-----------------|-----------------------------------|
| Brian Hayden    | Chief Executive Officer           |
| Matthew Schulte | Chief Financial Officer/Treasurer |
| Casie Colalella | Secretary/Executive Coordinator   |
| Cheryl Leydig   | Interim Board Secretary           |
| Joseph Askar    | Solicitor                         |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL  
MIDLAND, PENNSYLVANIA**

**Organizational Chart - Administration**

**June 30, 2020**





# **FINANCIAL SECTION**



Lisa M. Altschaffl, CPA  
 Jeffrey P. Anzovino, CPA, MSA  
 Cole F. Beehner, CPA  
 Charles A. Deluzio, CPA

Joseph E. Petrillo, CPA  
 Stacey A. Sanders, CPA, CSEP  
 Daniel W. Wilkins, CPA

### **Independent Auditor's Report**

To the Board of Trustees  
 The Pennsylvania Cyber Charter School

#### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, the business-type activities and each major fund of Pennsylvania Cyber Charter School, as of and for the fiscal year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Pennsylvania Cyber Charter School's basic financial statements as listed in financial section of the table of contents.

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

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

#### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

*(continued)*



**Independent Auditor's Report**

*(continued)*

***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities and each major fund of Pennsylvania Cyber Charter School, as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, other post-employment benefits information, and the pension information on pages 14 through 23 and 58 through 64, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

***Other Information***

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Pennsylvania Cyber Charter School's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations, Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, introductory section and statistical section are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The Schedule of Expenditures of Federal Awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

*(continued)*

**Independent Auditor's Report**

*(continued)*

***Other Matters (continued)***

***Other Information (continued)***

The introductory section and statistical section listed in the table of contents has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provided any assurance on it.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated December 21, 2020 on our consideration of Pennsylvania Cyber Charter School's internal control over financial reporting and 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 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 Pennsylvania Cyber Charter School's internal control over financial reporting and compliance.

*Deluzio & Company, LLP*

Greensburg, Pennsylvania  
December 21, 2020



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2020**

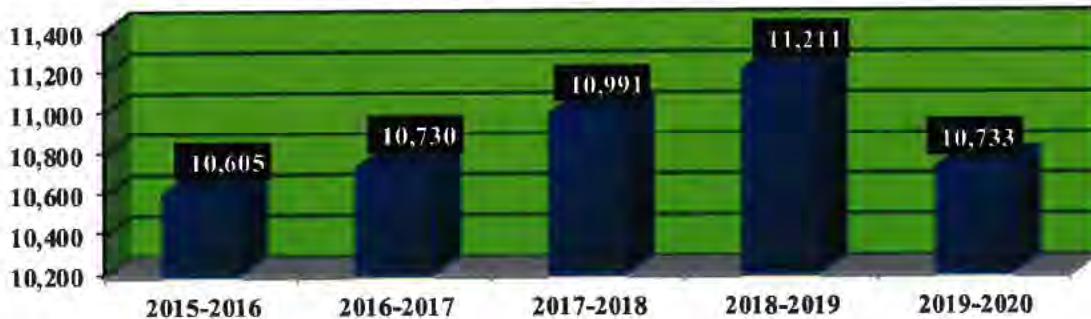
Our discussion and analysis of the Pennsylvania Cyber Charter School's (the School) financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2020. Please review this information in conjunction with the School's financial statements that begin on page 24.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34 Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments issued June 1999.

**FINANCIAL HIGHLIGHTS**

The School continues to serve its students in accordance with its vision and mission statements whereby the School is dedicated to providing student-centered service that empower each student to succeed and grow beyond the normal curriculum.

**Pennsylvania Cyber Charter School**  
**Student Enrollment**  
 Source: Local Education Agencies (LEA) May Enrollment Summaries



The School's total assets and deferred outflows of resources exceeded total liabilities and deferred inflows of resources as of June 30, 2020 by \$29,983,677. As of June 30, 2020, the School reported an unassigned ending fund balance of \$32,483,919 that may be used at the School's discretion. This amount equates to 21.31% of total General Fund Expenditures. The \$32,483,919 balance represents a \$18,715,073 increase from the June 30, 2019 balance of \$13,768,846.

The School's governmental fund balance was \$107,560,770 as of June 30, 2020 and consisted of the following:

|  |            |
|--|------------|
| Nonspendable                           |            |
| Prepays and deposits                   | \$ 796,240 |
| Spendable                              |            |
| Committed To:                          |            |
| Future PSERS retirement rate increases | 30,799,987 |
| Future healthcare cost increases       | 8,574,800  |
| Stabilization fund                     | 31,543,000 |

*(continued)*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
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**FINANCIAL HIGHLIGHTS (continued)**

Governmental fund balance (continued)

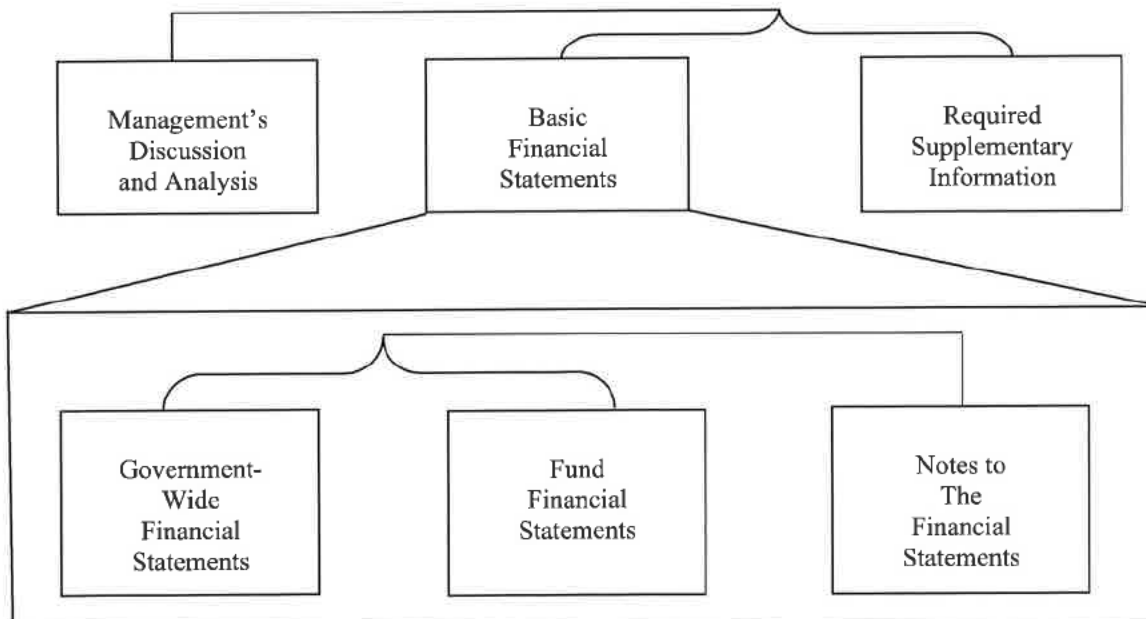
|  |                       |
|--|-----------------------|
| Assigned To:                               |                       |
| Future OPEB liability                      | 1,038,564             |
| Future special education legal obligations | 114,041               |
| Future PSERS retirement rate increases     | 923,999               |
| Future healthcare cost increases           | 1,286,220             |
| Unassigned                                 | <u>32,483,919</u>     |
| Total Fund Balance                         | <u>\$ 107,560,770</u> |

**USING THE BASIC FINANCIAL STATEMENTS**

This Basic Financial Statements consists of the Management's Discussion and Analysis and a series of financial statements and notes to those statements. The Statement of Net Position and Statement of Activities, on pages 24 and 25, provide information about the activities of the School as a whole and present a longer-term view of the School's financial position. Fund Financial Statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. There are two parts to the Fund Financial Statements: 1) the governmental fund statements; and 2) the proprietary fund statements. Lastly, the financial statements include notes that explain some of the information in the financial statements and provide more detailed data.

Figure A-1 shows how the required parts of the Financial Section are arranged and relate to one another.

Figure A-1  
 Required Components of Pennsylvania Cyber Charter School's  
 Financial Report





**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
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**June 30, 2020**

**REPORTING THE SCHOOL AS A WHOLE**

**Statement of Net Position and the Statement of Activities**

While this document contains the funds used by the School to provide programs and activities, the view of the School as a whole looks at all financial transactions and asks the question, "How did we do financially during Fiscal Year Ended June 30, 2020?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting takes into account all of the current year's revenues and expenses regardless of when cash is received or paid.

These two statements report the School's net position and changes in net position. This change in net position is important because it tells the reader, for the School as a whole, whether the financial position of the School has improved or diminished. The causes of this change may be the result of many factors, some financial, some not. Non-financial factors include the current charter school laws in Pennsylvania concerning funding, availability of facilities, required educational programs, mandated services and other factors.

**OVERVIEW OF FINANCIAL STATEMENTS**

**Government-Wide Statements**

The government-wide statements report information about the School as a whole using accounting methods similar to those used by private-sector companies. The Statement of Net Position includes all the School's assets and liabilities. All 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 the School's net position and how it has changed. Net position, the difference between the School's assets and deferred outflows of resources and liabilities and deferred inflows of resources, is one way to measure the School's financial health or position.

Over time, increases or decreases in the School's net position is an indication of whether its financial health is improving or deteriorating, respectively.

To assess the overall health of the School, you need to consider additional non-financial factors, such as changes in the School's enrollment (growth) and the academic achievement of the students.

In the Statement of Net Position and the Statement of Activities, the School shows the following kinds of activities:

- Governmental activities – Most of the School's basic services are included here, such as instruction, support services, operation and maintenance of plant, and administrative services. Tuition, state and federal subsidies and grants finance most of these activities.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
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**REPORTING THE CHARTER SCHOOL'S MOST SIGNIFICANT FUNDS**

**Fund Financial Statements**

Fund financial statements provide detailed information about the most significant funds - not the School as a whole. Some funds are required by state law.

*Governmental fund* – Most of the School's activities are reported in the general fund, which focuses on the determination of financial position and change in financial position, not on income determination. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The general fund statements provide a detailed short-term view of the School's operations and the services it provides. General fund information helps the reader determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and general funds is reflected in reconciliations on pages 27 and 29.

*Proprietary fund* – The School maintains one proprietary fund. The internal service fund is an accounting device used to accumulate and allocate costs internally among the School's various functions. The School uses the internal service fund to account for its self-funded health insurance. Because these services benefit governmental rather than business-type functions, they have been included within governmental activities in the government-wide financial statements.

**FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE**

The School's total net position was \$29,983,677 at June 30, 2020 and \$17,805,589 at June 30, 2019.

|                                       | <u>June 30, 2020</u> | <u>June 30, 2019</u> |
|---------------------------------------|----------------------|----------------------|
| Current assets                        | \$ 121,910,987       | \$ 104,967,678       |
| Capital assets                        | 38,851,517           | 31,050,511           |
| Noncurrent assets                     | <u>4,806,747</u>     | <u>4,882,724</u>     |
| <b>Total Assets</b>                   | 165,569,251          | 140,900,913          |
| <b>Deferred Outflows of Resources</b> | 33,413,722           | 34,627,241           |
| Current liabilities                   | 11,552,209           | 9,933,812            |
| Noncurrent liabilities                | <u>151,821,883</u>   | <u>145,164,089</u>   |
| <b>Total Liabilities</b>              | 163,374,092          | 155,097,901          |
| <b>Deferred Inflows of Resources</b>  | <u>5,625,204</u>     | <u>2,624,664</u>     |
| Net investment in capital assets      | 37,263,451           | 30,087,921           |
| Unrestricted                          | <u>(7,279,774)</u>   | <u>(12,282,332)</u>  |
| <b>Total Net Position</b>             | <u>\$ 29,983,677</u> | <u>\$ 17,805,589</u> |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
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**FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE (continued)**

Total current assets increased by \$16,943,309 leading to an overall increase in total assets of \$24,668,338 from the prior year. In addition, total liabilities increased by \$8,276,191 while total net position increased by \$12,178,088. Overall, the School's financial position has improved.

The majority of the increase in total liabilities relates to the School's proportionate share of the PSERS net pension liability. The deferred outflows of resources and deferred inflows of resources are a result of recording the net pension liability and net OPEB liability in accordance with GASB 68 and 75, respectively. For more information on this, see the notes to the financial statements.

The results of this year's operations as a whole are reported in the Statement of Activities on page 25. All operating expenses are reported in the first column. Specific charges, grants, revenues, and subsidies that directly relate to specific expense categories are presented to determine the final amount of the School's activities that are supported by other general revenues. The largest general revenue is tuition charged to local educational agencies for enrolled students residing in those educational agencies.

Table A-2 takes the information from the Statement of Activities, rearranges it slightly, so you can see total revenues for the year. Prior year information is also provided for a comparative analysis of government-wide data.

Table A-2  
Changes in Net Position  
Fiscal Years Ended June 30, 2020 and June 30, 2019

|  | <u>June 30, 2020</u> | <u>June 30, 2019</u> |
|--|----------------------|----------------------|
| Revenues                                 |                      |                      |
| <u>Program revenues:</u>                 |                      |                      |
| Operating grants and contributions       | \$ 6,798,052         | \$ 6,396,567         |
| <u>General revenues:</u>                 |                      |                      |
| Payments from local educational agencies | 159,685,518          | 160,727,395          |
| Investment earnings                      | 1,576,363            | 1,021,210            |
| Other income (loss)                      | 190,745              | 151,409              |
| <b>Total Revenues</b>                    | <u>168,250,678</u>   | <u>168,296,581</u>   |
| Expenses                                 |                      |                      |
| Instructional services                   | 103,358,698          | 101,140,809          |
| Support services                         | 46,734,285           | 45,427,340           |
| Non-instructional services               | 413,609              | 402,080              |
| Unallocated depreciation                 | 5,565,998            | 4,853,946            |
| <b>Total Expenses</b>                    | <u>156,072,590</u>   | <u>151,824,175</u>   |
| <b>Increase in Net Position</b>          | 12,178,088           | 16,472,406           |
| Net Position, Beginning                  | 17,805,589           | 1,333,183            |
| Net Position, Ending                     | <u>\$ 29,983,677</u> | <u>\$ 17,805,589</u> |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
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**FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE (continued)**

The tables below present the expenses of the Governmental Activities of the School.

Tables A-3 and A-4 show the School's four largest functions - instructional services, support services, non-instructional services and unallocated depreciation as well as each program's net cost (total cost less revenues generated by or restricted for the activities). These tables also show the remaining financial needs supported by local and other miscellaneous revenues. Prior year information is again provided to allow for a comparative analysis.

Table A-3  
Fiscal Year Ended June 30, 2020  
Governmental Activities

| <u>Function/Programs</u>                  | <u>Total Cost of Service</u> | <u>Net Cost of Services</u>  |
|---|------------------------------|------------------------------|
| Instructional services                    | \$ 103,358,698               | \$ 99,016,630                |
| Support services                          | 46,734,285                   | 44,344,725                   |
| Unallocated depreciation                  | 5,565,998                    | 5,565,998                    |
| Non-instructional services                | 413,609                      | 347,185                      |
| <b>Total Governmental Activities</b>      | <b>\$ <u>156,072,590</u></b> | <b>149,274,538</b>           |
| Total Needs from Local and Other Revenues |                              | <b>\$ <u>149,274,538</u></b> |

Table A-4  
Fiscal Year Ended June 30, 2019  
Governmental Activities

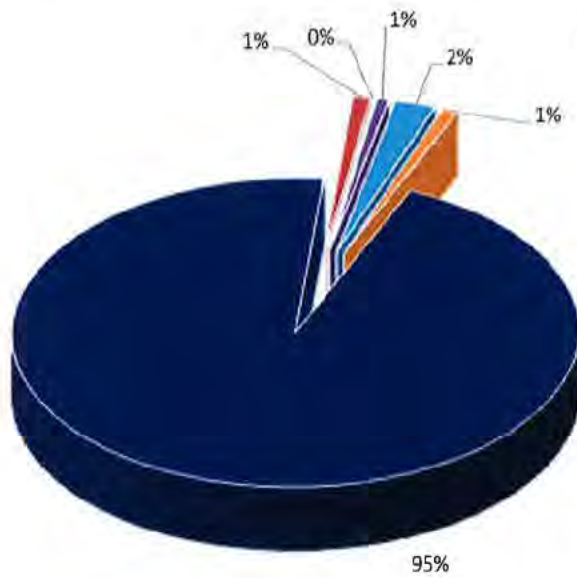
| <u>Function/Programs</u>                  | <u>Total Cost of Service</u> | <u>Net Cost of Services</u>  |
|---|------------------------------|------------------------------|
| Instructional services                    | \$ 101,140,809               | \$ 96,599,407                |
| Support services                          | 45,427,340                   | 43,606,529                   |
| Unallocated depreciation                  | 4,853,946                    | 4,853,946                    |
| Non-instructional services                | 402,080                      | 367,726                      |
| <b>Total Governmental Activities</b>      | <b>\$ <u>151,824,175</u></b> | <b>145,427,608</b>           |
| Total Needs from Local and Other Revenues |                              | <b>\$ <u>145,427,608</u></b> |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
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**THE SCHOOL'S FUNDS**

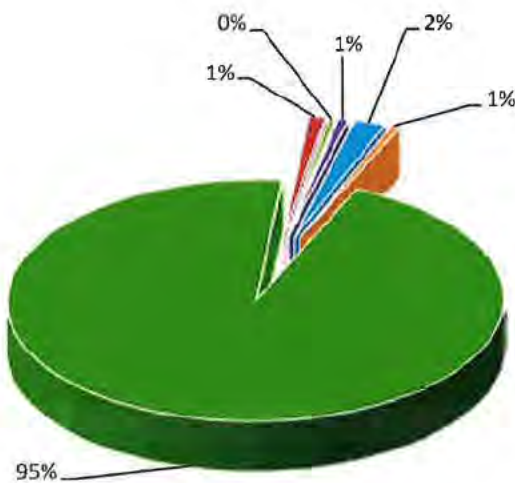
**General Fund**

The General Fund, which accounts for the School's operations, had an unassigned fund balance of \$32,483,919, as noted on page 26. This represents an increase of \$18,715,073 from 2018-2019 operations. This increase was mainly due to a Net Change in Fund Balance of \$15,785,039 and a decrease in the amount of fund balance that is committed or assigned.



**FY 2020 Revenue Summary**

- PA LEA's \$159,685,518
- IDEA Allocations \$1,755,411
- Local \$168,343
- State \$1,124,740
- Federal \$3,917,901
- Other \$1,576,363



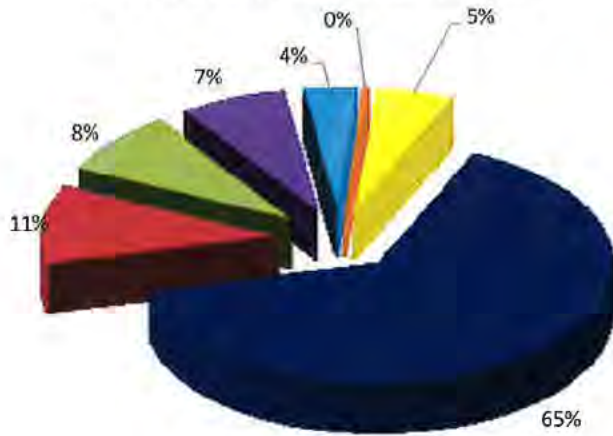
**FY 2019 Revenue Summary**

- PA LEA's \$160,023,024
- IDEA Allocations \$1,757,450
- Local \$842,240
- State \$1,119,188
- Federal \$3,519,929
- Other \$1,021,211

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
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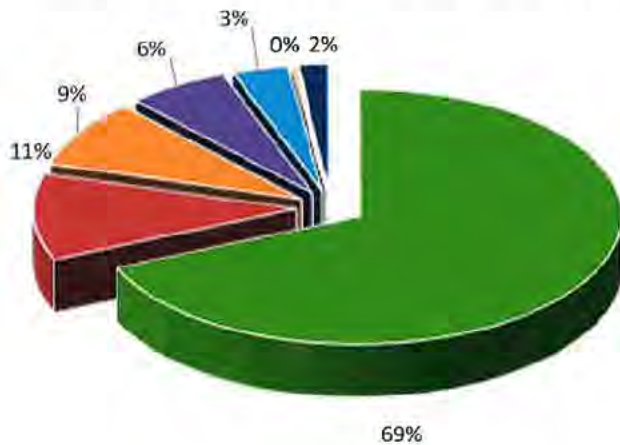
**THE SCHOOL'S FUNDS (continued)**

**FY 2020 Expenditures Summary**



- Instruction \$98,853,481
- Instructional Support \$16,156,089
- Admin & Financial Support 12,972,950
- Operation & Maintenance of Plant \$10,952,735
- Central & Other Support Services \$5,386,421
- Student Activities & Community Services \$413,609
- Facilities Acquisition & Construction \$7,730,877

**FY 2019 Expenditures Summary**



- Instruction 98,906,157
- Instructional Support 15,815,588
- Admin & Financial Support 12,405,610
- Operation & Maintenance of Plant 9,005,412
- Central & Other Support Services 4,927,458
- Student Activities & Community Services 402,080
- Facilities Acquisition & Construction 2,620,561

**Budgeting Highlights**

The School's budget is prepared according to Pennsylvania law and is based on accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The only budgeted fund is the General Fund.

For the General Operating Fund, budgeted revenue and other financing sources were in the amount of \$179,860,523. Actual revenues and other financing sources were less than this budget amount by \$11,609,322. The expenditures were budgeted at \$166,418,687. Actual expenditures were less than budgeted expenditures by approximately \$13,952,525. A schedule showing the School's original and final budget amounts compared to actual amounts is provided on page 58.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
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**THE SCHOOL'S FUNDS (continued)**

**Comparison of Budget to Actual Variances**

During the 2019-2020 fiscal year, PA Cyber experienced lower than expected results or variances upon comparison of the budgeted amounts to the actual results. The resultant variances, nevertheless, did result in an increase in the school's financial strength. These statistics were influenced by both external and internal factors.

With respect to revenues, the School experienced a 7% reduction in revenues associated with payments from the local education agencies (LEA's) as well as from the federal government. These statistics were a result of external factors.

During the 2019-2020 school year, PA Cyber anticipated normal modest growth in terms of enrollment of students. However, PA Cyber experienced a reduction in enrollment for the school year. PA Cyber is a school of choice, and therefore, families throughout the Commonwealth of Pennsylvania chose whether or not to enroll their children.

However, between the beginning of the school year and towards the final quarter of the school year, PA Cyber experienced an increase in enrollment of students due to the COVID-19 pandemic. To explain, in March 2020, the Governor of Pennsylvania ordered the closure of school buildings to students and nonessential staff throughout the Commonwealth of Pennsylvania. Accordingly, many families in Pennsylvania searched for an on-line educational alternative for their children that is provided via the internet. As such, PA Cyber filled this need because PA Cyber offers educational opportunities in this manner and has done so since 2000.

Lastly, with respect to revenues, federal program revenues were budgeted to remain flat. This was expected because of the federal budget that was under discussion, wherein, budget cuts were anticipated or expected to remain flat.

Therefore, external factors influenced the negative variances associated with revenues.

In terms of expenditures, there were several main areas which explain why actual expenses were less than budgeted expenses. These areas are provision of educational programs, salaries/benefits, facilities construction, and equipment. The decrease in expenditures associated with educational program is due to the decrease in enrollment. With respect to salaries/benefits, PA Cyber budgeted for additional positions that were anticipated to be filled during the 2019-2020. However, some of the positions were not filled during the 2019-2020 school year. The result was a decrease in actual expenditures for salaries/benefits compared to budgeted expenditures. These positions will be filled during the 2020-2021 school year.

PA Cyber also budgeted monies for a multi-million-dollar renovation project for one of its facilities located in Midland, PA. The project was scheduled to begin during the 2017-2018 school year. However, the start date of the project was delayed due to design changes. The design changes led to an increase in the cost for the project. In addition, the project was halted altogether at one point during the COVID-19 pandemic and this delayed the project. However, the project is currently underway and will be completed during the 2020-2021 school year. Also, due to the pandemic, all other projects were delayed.

Therefore, both internal and external factors led to the variances associated with expenditures.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
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**THE SCHOOL'S FUNDS (continued)**

**CAPITAL ASSETS AND DEBT ADMINISTRATION**

**Capital Assets**

At June 30, 2020, the School's Governmental Activities had \$37,263,451 invested in a broad range of capital assets, including land, buildings and improvements, furniture and equipment and construction in progress. This amount represents a net increase of \$7,175,530 from last year. The increase in capital assets is primarily due to computer purchases and building renovations. A building in Midland, PA is currently being renovated with total outstanding commitments on construction contracts totaling \$331,014. More detailed information regarding the School's capital assets is included in the Notes to the Financial Statements (Note 7).

**Debt Administration**

As of June 30, 2020, the School had no outstanding debt.

**ECONOMIC FACTORS AND BUDGETS**

Though the cyber charter school concept is now widely-accepted as a viable and indeed necessary educational model, the issue concerning how cyber charter schools are funded will likely remain contentious in the foreseeable future. Nevertheless, the demand for the type and quality of services provided by the School continues to grow. The success of the School has created hundreds of new jobs in and around the community of Midland, PA as more professional and support staff are needed to serve the growing roster of students. As a state-wide school, the School is also establishing a physical presence in key areas across Pennsylvania. Furthermore, the innovations – technological and educational – pioneered by the School are helping to establish Pennsylvania as a leader in the development of 21<sup>st</sup> century learning strategies for public education.

**CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT DEPARTMENT**

Our financial report is designed to provide our citizens, taxpayers, parents, students, investors and creditors with a general overview of the School's finances and to show the School Board of Trustees accountability for the money it receives. If you have questions about this report or wish to request additional financial information, contact Matthew Schulte, Chief Financial Officer, at Pennsylvania Cyber Charter School, 652 Midland Avenue, Midland, Pennsylvania 15059.

## **Basic Financial Statements**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Net Position**  
**June 30, 2020**

| <u>ASSETS</u>                                    | <u>Governmental<br/>Activities</u> |
|--|------------------------------------|
| Current Assets                                   |                                    |
| Cash and cash equivalents                        | \$ 94,208,670                      |
| Investments                                      | 10,155,783                         |
| Intergovernmental receivables, net               | 16,430,520                         |
| Other receivables                                | 26,521                             |
| Current portion of note receivable               | 340,000                            |
| Deposits   | 171,785                            |
| Prepays  | 577,708                            |
| <b>Total Current Assets</b>                      | <b>121,910,987</b>                 |
| Noncurrent Assets                                |                                    |
| Land   | 1,101,631                          |
| Buildings and improvements (net of depreciation) | 16,207,865                         |
| Furniture and equipment (net of depreciation)    | 1,682,385                          |
| Computer equipment (net of depreciation)         | 9,005,945                          |
| Construction in progress                         | 10,853,691                         |
| Deposits   | 46,747                             |
| Note receivable, net of current portion          | 4,760,000                          |
| <b>Total Noncurrent Assets</b>                   | <b>43,658,264</b>                  |
| <b>Total Assets</b>                              | <b>165,569,251</b>                 |
| <b>Deferred Outflows of Resources</b>            | <b>33,413,722</b>                  |
| <br><u>LIABILITIES</u>                           |                                    |
| Current Liabilities                              |                                    |
| Intergovernmental payables                       | 8,578                              |
| Accounts payable                                 | 3,872,040                          |
| Claims and judgments payable                     | 69,647                             |
| Retainage payable                                | 573,241                            |
| Accrued salaries and benefits                    | 1,912,374                          |
| Retirement payable                               | 4,159,164                          |
| Other payables                                   | 2,200                              |
| Accrued healthcare costs                         | 954,965                            |
| <b>Total Current Liabilities</b>                 | <b>11,552,209</b>                  |
| Noncurrent Liabilities                           |                                    |
| Claims and judgments payable                     | 44,394                             |
| Net pension liability                            | 144,183,998                        |
| Net OPEB liability                               | 7,593,491                          |
| <b>Total Noncurrent Liabilities</b>              | <b>151,821,883</b>                 |
| <b>Total Liabilities</b>                         | <b>163,374,092</b>                 |
| <b>Deferred Inflows of Resources</b>             | <b>5,625,204</b>                   |
| <br><u>NET POSITION</u>                          |                                    |
| Net investment in capital assets                 | 37,263,451                         |
| Unrestricted deficit                             | (7,279,774)                        |
| <b>Total Net Position</b>                        | <b>\$ 29,983,677</b>               |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**

**Statement of Activities**

**Fiscal Year Ended June 30, 2020**

| Functions/Programs                          | Expenses              | Program Revenues     |                                    |                                  | Net (Expense)                       |
|---|-----------------------|----------------------|------------------------------------|----------------------------------|-------------------------------------|
|   |                       | Charges for Services | Operating Grants and Contributions | Capital Grants and Contributions | Revenue and Changes in Net Position |
|   |                       |                      |                                    |                                  | Governmental Activities             |
| <b>Governmental Activities</b>              |                       |                      |                                    |                                  |                                     |
| Instructional Services                      |                       |                      |                                    |                                  |                                     |
| Regular instruction                         | \$ 69,529,989         | \$ -                 | \$ 2,574,622                       | \$ -                             | \$ (66,955,367)                     |
| Special instruction                         | 33,751,859            | -                    | 1,767,446                          | -                                | (31,984,413)                        |
| Vocational instruction                      | -                     | -                    | -                                  | -                                | -                                   |
| Other instructional programs                | 76,850                | -                    | -                                  | -                                | (76,850)                            |
| Higher education programs                   | -                     | -                    | -                                  | -                                | -                                   |
| <b>Total Instructional Services</b>         | <b>103,358,698</b>    | <b>-</b>             | <b>4,342,068</b>                   | <b>-</b>                         | <b>(99,016,630)</b>                 |
| Support Services                            |                       |                      |                                    |                                  |                                     |
| Pupil personnel                             | 13,022,970            | -                    | 250,774                            | -                                | (12,772,196)                        |
| Instructional staff                         | 5,274,626             | -                    | 1,356,217                          | -                                | (3,918,409)                         |
| Administration                              | 7,828,338             | -                    | 315,244                            | -                                | (7,513,094)                         |
| Pupil health                                | 939,919               | -                    | 188,229                            | -                                | (751,690)                           |
| Business services                           | 5,225,323             | -                    | -                                  | -                                | (5,225,323)                         |
| Operation of plant and maintenance services | 8,715,685             | -                    | 26,329                             | -                                | (8,689,356)                         |
| Student transportation services             | -                     | -                    | -                                  | -                                | -                                   |
| Support services - central                  | 5,727,424             | -                    | 252,767                            | -                                | (5,474,657)                         |
| <b>Total Support Services</b>               | <b>46,734,285</b>     | <b>-</b>             | <b>2,389,560</b>                   | <b>-</b>                         | <b>(44,344,725)</b>                 |
| Non-Instructional Services                  |                       |                      |                                    |                                  |                                     |
| Student activities                          | 344,706               | -                    | -                                  | -                                | (344,706)                           |
| Food services                               | -                     | -                    | -                                  | -                                | -                                   |
| Community services                          | 68,903                | -                    | 66,424                             | -                                | (2,479)                             |
| Facilities                                  | -                     | -                    | -                                  | -                                | -                                   |
| Interest on long-term debt                  | -                     | -                    | -                                  | -                                | -                                   |
| Other expense                               | -                     | -                    | -                                  | -                                | -                                   |
| Unallocated depreciation expense            | 5,565,998             | -                    | -                                  | -                                | (5,565,998)                         |
| <b>Total Non-Instructional Services</b>     | <b>5,979,607</b>      | <b>-</b>             | <b>66,424</b>                      | <b>-</b>                         | <b>(5,913,183)</b>                  |
| <b>Total Governmental Activities</b>        | <b>\$ 156,072,590</b> | <b>\$ -</b>          | <b>\$ 6,798,052</b>                | <b>\$ -</b>                      | <b>(149,274,538)</b>                |
| <b>General Revenues:</b>                    |                       |                      |                                    |                                  |                                     |
|   |                       |                      |                                    |                                  | 159,685,518                         |
| Payments from local educational agencies    |                       |                      |                                    |                                  | 1,576,363                           |
| Investment earnings                         |                       |                      |                                    |                                  | 22,402                              |
| Gain on disposal of capital assets          |                       |                      |                                    |                                  | 168,343                             |
| Miscellaneous income                        |                       |                      |                                    |                                  |                                     |
| <b>Total General Revenues</b>               |                       |                      |                                    |                                  | <b>161,452,626</b>                  |
| <b>Change in Net Position</b>               |                       |                      |                                    |                                  |                                     |
|   |                       |                      |                                    |                                  | 12,178,088                          |
| Net Position - July 1, 2019                 |                       |                      |                                    |                                  | 17,805,589                          |
| Net Position - June 30, 2020                |                       |                      |                                    |                                  | <b>\$ 29,983,677</b>                |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Balance Sheet – Governmental Fund**  
**June 30, 2020**

|  | <b>General Fund</b>   |
|--|-----------------------|
| <b><u>ASSETS</u></b>                       |                       |
| Cash and cash equivalents                  | \$ 90,106,463         |
| Investments                                | 10,155,783            |
| Intergovernmental receivables, net         | 16,430,520            |
| Other receivables                          | 26,521                |
| Deposits                                   | 218,532               |
| Prepays                                    | 577,708               |
| <b>Total Assets</b>                        | <b>\$ 117,515,527</b> |
| <b><u>LIABILITIES</u></b>                  |                       |
| Accounts payable                           | \$ 3,872,040          |
| Accrued salaries and benefits              | 1,912,374             |
| Intergovernmental payable                  | 8,578                 |
| Retirement payable                         | 4,159,164             |
| Claims and judgments payable               | 401                   |
| Other payables                             | 2,200                 |
| <b>Total Liabilities</b>                   | <b>9,954,757</b>      |
| <b><u>FUND BALANCE</u></b>                 |                       |
| Nonspendable                               |                       |
| Prepays and deposits                       | 796,240               |
| Spendable                                  |                       |
| Committed To:                              |                       |
| Future PSERS retirement rate increases     | 30,799,987            |
| Future healthcare cost increases           | 8,574,800             |
| Stabilization fund                         | 31,543,000            |
| Assigned To:                               |                       |
| Future OPEB liability                      | 1,038,564             |
| Future special education legal obligations | 114,041               |
| Future PSERS retirement rate increases     | 923,999               |
| Future healthcare cost increases           | 1,286,220             |
| Unassigned                                 | 32,483,919            |
| <b>Total Fund Balance</b>                  | <b>107,560,770</b>    |
| <b>Total Liabilities and Fund Balance</b>  | <b>\$ 117,515,527</b> |

*See accompanying notes to the financial statements.*



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position**  
**Fiscal Year Ended June 30, 2020**

**TOTAL FUND BALANCE - GOVERNMENTAL FUND** \$ 107,560,770

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.

|                                |              |
|--------------------------------|--------------|
| Cost of all capital assets     | 64,961,518   |
| Less: accumulated depreciation | (26,110,001) |

Note receivable is utilized in the governmental activities as a financial resource and is not reported as an asset in the governmental funds.

|                   |           |
|-------------------|-----------|
| Current portion   | 340,000   |
| Long-term portion | 4,760,000 |

Certain liabilities are not due and payable in the current period and therefore are not reported in the government funds.

|                              |               |
|------------------------------|---------------|
| Retainage payable            | (573,241)     |
| Net OPEB liability           | (7,593,491)   |
| Claims and judgments payable | (113,640)     |
| Net pension liability        | (144,183,998) |

|  |            |
|--|------------|
| Deferred outflows of resources related to the change in the School's net pension and OPEB liabilities, changes in assumptions, net difference between projected and actual investment earnings and payments made subsequent to the measurement date. | 33,413,722 |
|--|------------|

|   |             |
|---|-------------|
| Deferred inflows of resources related to the change in the School's net pension and OPEB liabilities, changes in proportion and expected and actual experience. | (5,625,204) |
|---|-------------|

|  |                  |
|--|------------------|
| The internal service fund is used by management to account for medical benefits of the School's employees. The assets and liabilities of the internal service fund are included in the governmental activities in the statement of net position. | <u>3,147,242</u> |
|--|------------------|

**TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES** **\$ 29,983,677**

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance – Governmental Fund**  
**Fiscal Year Ended June 30, 2020**

|   | <b>General Fund</b> |
|---|---------------------|
| <b><u>REVENUES</u></b>                      |                     |
| Local sources                               | \$ 163,185,634      |
| State sources                               | 1,124,740           |
| Federal sources                             | 3,917,902           |
| <b>Total Revenues</b>                       | 168,228,276         |
| <b><u>EXPENDITURES</u></b>                  |                     |
| Instructional services                      | 98,853,481          |
| Support services                            | 45,468,195          |
| Non-instructional services                  | 413,609             |
| Capital outlay                              | 7,730,877           |
| <b>Total Expenditures</b>                   | 152,466,162         |
| <b>Excess of Revenues Over Expenditures</b> | 15,762,114          |
| <b><u>OTHER FINANCING SOURCES</u></b>       |                     |
| Proceeds from disposal of capital assets    | 22,925              |
| <b>Net Change in Fund Balance</b>           | 15,785,039          |
| Fund Balance - July 1, 2019                 | 91,775,731          |
| Fund Balance - June 30, 2020                | \$ 107,560,770      |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Reconciliation of the Governmental Fund –**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance to the Statement of Activities**  
**Fiscal Year Ended June 30, 2020**

**NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND** \$ 15,785,039

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.

|                            |                    |           |
|----------------------------|--------------------|-----------|
| Add: capital outlays       | \$ 13,005,040      |           |
| Less: depreciation expense | <u>(5,565,998)</u> | 7,439,042 |

The governmental funds report proceeds from the sale of property and equipment as revenue. However, in the statement of activities, only the gain or loss (proceeds less depreciated cost) is recognized from the sale of capital assets. This is the amount by which depreciated cost exceeded sales proceeds. (523)

Certain items reported in the statement of activities do not require the use of current financial resources and therefore are not reported as expenditures in the governmental funds.

|                                       |  |              |
|---------------------------------------|--|--------------|
| Other postemployment benefits expense |  | (161,487)    |
| Pension expense                       |  | (10,752,033) |

Difference in amount expensed on the statement of activities for claims and judgments due to the timing of when the liability is recognized. 178,457

The internal service fund is used by management to account for medical benefits of the School's employees. The change in net position of the internal service is reported with governmental activities. (310,407)

**CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES** **\$ 12,178,088**

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Net Position – Proprietary Fund**  
**June 30, 2020**

|                            | <b>Governmental<br/>Activities -<br/>Internal Service<br/>Fund</b> | <b><u>Health<br/>Insurance Fund</u></b> |
|----------------------------|--|---|
| <b><u>ASSETS</u></b>       |  |   |
| Current Assets             |  |   |
| Cash and cash equivalents  | \$   | <u>4,102,207</u>                        |
| <b>Total Assets</b>        |  | 4,102,207                               |
| <b><u>LIABILITIES</u></b>  |  |   |
| Current Liabilities        |  |   |
| Accrued healthcare costs   |  | <u>954,965</u>                          |
| <b>Total Liabilities</b>   |  | <u>954,965</u>                          |
| <b><u>NET POSITION</u></b> |  |   |
| Unrestricted               | \$   | <u><u>3,147,242</u></u>                 |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Revenues, Expenses, and Changes in Net Position – Proprietary Fund**  
**Fiscal Year Ended June 30, 2020**

|                                   | <b>Governmental<br/>Activities -<br/>Internal Service<br/>Fund</b> |
|-----------------------------------|--|
|                                   | <b>Health Insurance<br/>Fund</b>                                   |
| <br>                              |  |
| <b><u>OPERATING REVENUES</u></b>  |  |
| Charges for services              | \$ <u>10,981,066</u>   |
| <b>Total Operating Revenues</b>   | 10,981,066   |
| <br>                              |  |
| <b><u>OPERATING EXPENSES</u></b>  |  |
| Cost of services                  | 10,393,757   |
| Administrative                    | <u>897,716</u>   |
| <b>Total Operating Expenses</b>   | <u>11,291,473</u>  |
| <b>Operating Loss</b>             | (310,407)  |
| <br>                              |  |
| <b><u>OPERATING TRANSFERS</u></b> |  |
| Transfers from general fund       | <u>-</u>   |
| <b>Change in Net Position</b>     | (310,407)  |
| <br>Net Position - July 1, 2019   | <br><u>3,457,649</u>   |
| <br>Net Position - June 30, 2020  | <br>\$ <u><u>3,147,242</u></u>                                     |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Cash Flows – Proprietary Fund**  
**Fiscal Year Ended June 30, 2020**

|   | <b>Governmental<br/>Activities -<br/>Internal Service<br/>Fund</b> | <b>Health Insurance<br/>Fund</b> |
|---|--|----------------------------------|
| <u>Cash Flows From Operating Activities</u>   |  |                                  |
| Receipts from interfund services provided   | \$ 10,981,066  |                                  |
| Payments to suppliers, net  |  | <u>(11,263,887)</u>              |
| <b>Net Cash Used In Operating Activities</b>  |  | <u>(282,821)</u>                 |
| <b>Net Decrease In Cash and Cash Equivalents</b>  |  | (282,821)                        |
| Cash and Cash Equivalents - July 1, 2019  |  | <u>4,385,028</u>                 |
| Cash and Cash Equivalents - June 30, 2020   | \$   | <u><u>4,102,207</u></u>          |
| <br><u>Reconciliation of Change in Net Position to Net Cash Used in<br/>Operating Activities:</u> |  |                                  |
| Operating Loss  | \$ (310,407)   |                                  |
| Adjustments to reconcile operating loss to net cash<br>used in operating activities:              |  |                                  |
| Changes in operating assets and liabilities   |  |                                  |
| Increase in accrued healthcare costs  |  | <u>27,586</u>                    |
| <b>Net Cash Used In Operating Activities</b>  | \$   | <u><u>(282,821)</u></u>          |

*See accompanying notes to the financial statements.*



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**

**Notes to the Financial Statements**

**Fiscal Year Ended June 30, 2020**

**NOTE 1 - REPORTING ENTITY**

The Pennsylvania Cyber Charter School (the School) was formed under the laws of the state of Pennsylvania to provide elementary and secondary education to students through a computer managed learning system designed to meet individual students' needs and styles.

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure that the financial statements of the School are not misleading. The primary government consists of all funds, departments, boards, and agencies that are not legally separate from the School. For the School, this includes general operations and the student related activities of the School.

Component units are legally separate organizations for which the School is financially accountable. The School is financially accountable for an organization if the School appoints a voting majority of the organization's governing board and (1) the School is able to significantly influence the programs or services performed or provided by the organization; or (2) the School is legally entitled to or can otherwise access the organization's resources; the School is legally obligated or has otherwise assumed the responsibility to finance the deficits of, or provide financial support to, the organization; or the School is obligated for the debt of the organization. Component units may also include organizations that are fiscally dependent on the School in that the School approves the budget or the issuance of debt. The School does not have any component units.

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The financial statements of the School have been prepared in accordance with generally accepted accounting principles (GAAP) in the United States of America. The Governmental Accounting Standards Board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations). The more significant accounting policies established by GAAP and used by the School are described below.

***A. Basis of Presentation***

The School's basic financial statements consist of government-wide statements, including a statement of net position and a statement of activities, and fund financial statements which provide a more detailed level of financial information.

**Government-wide financial statements** – The statement of net position and the statement of activities display information about the School. These statements include the financial activities of the overall government.

The statement of net position presents the financial condition of the governmental and business-type activities of the School at year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the School's governmental and business-type activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***A. Basis of Presentation (continued)***

Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to meeting the operational or capital requirements of a particular program and interest earned on grants that is required to be used to support a particular program. Revenues which are not classified as program revenues are presented as general revenues of the School, with certain limited exceptions. The comparison of direct expenses with program revenues identifies the extent to which each business activity or governmental function is self-financing or draws from the general revenues of the School.

The effect of interfund activity has been eliminated from the government-wide financial statements.

**Fund financial statements** – During the year, the School segregates transactions related to certain School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the School at this more detailed level. The focus of governmental and enterprise fund financial statements is on major funds. Each major fund is presented in a separate column. Non-major funds, if any, are aggregated and presented in a single column. The fiduciary funds, if any, are reported by type.

**Proprietary fund financial statements** – The focus of proprietary fund measurement is upon determination of operating income, changes in net position, financial position, and cash flows. The generally accepted accounting principles applicable are those similar to businesses in the private sector. The School reports the internal service fund as a proprietary fund. An internal service fund accounts for operations that provide services to other departments of the School on a cost reimbursement basis. The Health Insurance Fund accounts for the employees' self-insured medical, dental and vision benefits. Because the principal users of the internal services are the School's governmental activities, the financial statements of the internal service fund are consolidated into the governmental column when presented in the government-wide financial statements.

***B. Measurement Focus/Basis of Accounting***

The government-wide and proprietary fund 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. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The School uses funds to maintain its financial records during the year. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts. There are three categories of funds: governmental, proprietary and fiduciary.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***B. Measurement Focus/Basis of Accounting (continued)***

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. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, early retirement, post-employment healthcare benefits and pensions, are recorded only when payment is due.

The School reports the following major governmental fund:

*General Fund* - The General Fund is the operating fund of the School and is used to account for all financial resources except those required to be accounted for in another fund.

Additionally, the School reports the following proprietary fund type:

*Internal Service Fund* - accounts for risk management and health insurance costs provided to departments of the School.

***C. Budgetary Process***

The School passed an appropriated budget for the fiscal year ending June 30, 2020 with revenues totaling \$179,860,523 and expenditures totaling \$166,418,687.

The School is required by state law to adopt an annual budget for the General Fund. The budget is presented on the modified accrual basis of accounting, which is consistent with generally accepted accounting principles.

The following procedures are followed in establishing the budgetary data reflected in the financial statements:

1. The School prepares a budget for the next succeeding fiscal year. The operating budget includes proposed expenditures and the means of financing them.
2. The School adopts a proposed budget, after ten days' public notice of the meeting has been given.
3. Prior to July 1, the budget is legally enacted via resolution of the School.
4. The Budget for the general fund must be filed with the Office of Public Instruction within fifteen (15) days after the adoption of the budget.

***Final Budget:*** The final budget for each year must be adopted (via Board vote) by June 30 of the preceding school fiscal year.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***C. Budgetary Process (continued)***

Once the budget is approved, it can be amended at the Function and Fund level only by approval of a majority of the members of the School Board. Amendments are presented to the Board at their regular meetings. Each amendment must have Board approval. Such amendments are made before the fact, are reflected in the official minutes of the Board, and are not made after fiscal year-end as dictated by law.

***D. Cash and Cash Equivalents***

The School's cash and cash equivalents consist of cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

***E. Investments and Fair Value Measurement***

Investments are recorded at fair value, net asset value or amortized cost in accordance with GASB. Investments consist of certificates of deposit, bonds, or other short-term investments. The School complies with the investment guidelines set forth by the Pennsylvania School Code.

The School categorizes its fair value measurements within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

The School has the following recurring fair value measurements as of June 30, 2020:

- Direct obligations of the U.S. Governments, Government Sponsored Enterprise Securities and U.S. Treasury Securities are valued using quoted market prices (Level 1 inputs)
- Certificates of deposit are valued based on the cost of the investment plus interest receivable at the stated interest rate (Level 2 inputs)

Below is a summary of investments measured at fair value as of June 30, 2020:

|  |              |
|--|--------------|
| U.S. Treasury Bills                        | \$ 2,268,067 |
| Government Sponsored Enterprise Securities | \$ 2,535,581 |
| Certificates of Deposit                    | \$ 5,352,135 |

Money market funds totaling \$77,404,814 at June 30, 2020 included in cash and cash equivalents, are valued at net asset value per share as provided by GASB Statement No.72. Also included in cash and cash equivalents are \$250,498 of certificates of deposit measured at fair value. There are no restrictions on withdrawals and no deposit requirements.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***F. Interfund Balances***

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as “interfund receivables/payables.” These amounts are offset against each other in the governmental and business-type activities columns of the statement of net position, except for amounts due to/from other funds which are not presented in the statement of net position. There were no interfund transfers during the fiscal year ending June 30, 2020.

***G. Capital Assets***

General capital assets result from expenditures in the governmental funds. These assets are reported in the governmental activities’ column of the government-wide statement of net position but are not reported in the fund financial statements.

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated capital assets, donated works of art and similar items, and capital assets received in service concession arrangements are reported at acquisition value rather than fair value. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset’s life are not.

All reported capital assets except land and construction in progress are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method over the following useful lives:

| <b>Description</b>         | <b>Governmental Activities<br/>Estimated Lives</b> |
|----------------------------|--|
| Buildings and Improvements | 10 - 40 years                                      |
| Furniture and Equipment    | 3 - 15 years                                       |
| Computer Equipment         | 3 years  |

***H. Compensated Absences***

The School has no compensated absences as of June 30, 2020.

***I. Accrued Liabilities and Long-Term Obligations***

All payables, accrued liabilities and long-term obligations are reported in the government-wide financial statements.

In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds. However, claims and judgments, special termination benefits and contractually required pension contributions that will be paid from governmental funds are reported as a liability in the fund financial statements only to the extent that they are due for payment in the current year.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***J. 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. Investments are reported at fair value.

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

**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 (System). 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 annually issues a publicly available financial report that can be obtained at [www.psers.pa.gov](http://www.psers.pa.gov).

**Benefits provided**

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

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



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***J. Pension (continued)***

**Benefits provided (continued)**

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

**Contributions**

**Member Contributions:**

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

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

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

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

**Employer Contributions:**

The school districts contractually required contribution rate for fiscal year ended June 30, 2020 was 33.36% 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 \$14,876,151 for the fiscal year ended June 30, 2020.

THE PENNSYLVANIA CYBER CHARTER SCHOOL

Notes to the Financial Statements

Fiscal Year Ended June 30, 2020

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***K. Other Postemployment Benefits (OPEB)***

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 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.

Health Insurance Premium Assistance Program

The System provides Premium Assistance, which is a governmental cost sharing, multiple-employer OPEB plan 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 (HOP). As of June 30, 2019, there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

Retirees of the System can participate in the Premium Assistance program by satisfying the following criteria:

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

Pension Plan Description

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

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' HOP. As of June 30, 2019, there were no assumed future benefit increases to participating eligible retirees.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***K. Other Postemployment Benefits (OPEB) (continued)***

**Employer Contributions**

The School's contractually required contribution rate for fiscal year ended June 30, 2020 was 0.84% 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 \$373,571 for the fiscal year ended June 30, 2020.

***L. Fund Balance Classifications***

The GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions (GASB 54) effective for reporting periods beginning after June 15, 2010. The intention of GASB 54 is to provide a more structured classification of fund balance and to improve the usefulness of fund balance reporting to the users of the School's financial statements. The reporting standard establishes a hierarchy for fund balance classifications and the constraints imposed on the users of those resources.

GASB 54 provides for two major types of fund balances, which are nonspendable and spendable. Nonspendable fund balances are balances that cannot be spent because they are not expected to be converted to cash or they are legally or contractually required to remain intact. Examples of this classification are prepaid items, deposits and inventories.

In addition to the nonspendable fund balance, GASB 54 has provided a hierarchy of spendable fund balances, based on a hierarchy of spending constraints.

*Restricted* – Fund balances that are constrained by external parties, constitutional provisions, or enabling legislation.

*Committed* – Fund balances that contain self-imposed constraints of the government from its highest level of decision making authority (Board of Trustees). The board of trustees may commit fund balance for specific purposes pursuant to constraints imposed by formal actions taken, such as a majority vote or resolution. These committed amounts cannot be used for any other purpose unless the board of trustees removes or changes the specific use through the same type of formal action taken to establish the commitment. The board's action to commit fund balance needs to occur within the fiscal reporting period, no later than June 30<sup>th</sup>; however, the amount can be determined subsequent to the release of the financial statements.

*Assigned* – Fund balances that contain self-imposed constraints of the government to be used for a particular purpose. The School Board has delegated the Board Treasurer the authority to assign fund balance for specific purposes.

*Unassigned* – Fund balance of the general fund that is not constrained for any purpose.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***L. Fund Balance Classifications (continued)***

**Prioritization of Fund Balance Use**

When an expenditure is incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) amounts are available, it shall be the policy of the School to consider restricted amounts to have been reduced first. When an expenditure is incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used, it shall be the policy of the School that committed amounts would be reduced first, followed by assigned amounts and then unassigned amounts.

***M. Net Position***

Net position represents the difference between assets and deferred outflows and liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

***N. Use of Estimates***

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**NOTE 3 - CASH AND CASH EQUIVALENTS**

Under Section 440.1 of the Public School Code for 1949, as amended, the School is permitted to invest funds consistent with sound business practices in the following types of investments:

Obligations of (a) 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, (b) the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or (c) 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.

Deposits in savings accounts, time deposits, or share accounts of institutions insured by the Federal Deposit Insurance Corporation (FDIC) 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, is pledged by the depository.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 3 - CASH AND CASH EQUIVALENTS (continued)**

The deposit and investment policy of the School adheres to state statutes and prudent business practices. Deposits of the governmental funds are either maintained in demand deposits or savings accounts, certificates of deposit, or cash equivalents. 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. The following is a description of the School's deposit and investment risks:

*Custodial Credit Risk* – The risk that in the event of a bank failure, the School's deposits may not be returned to it. The School does not have a formal deposit policy for custodial credit risk. As of June 30, 2020, \$95,882,085 of the School's bank balance of \$99,470,521 was exposed to custodial credit risk, however this balance is collateralized in accordance with Act 72 of the Pennsylvania State Legislature which requires the institution to pool collateral for all governmental deposits and have the collateral held by an approved custodian in the institution's name. These deposits have a carrying amount of \$94,208,670 as of June 30, 2020.

*Concentration of Credit Risk* – School deposits greater than five percent of total School deposits were with First National Bank as follows, at June 30, 2020:

|                     |               |        |
|---------------------|---------------|--------|
| First National Bank | \$ 89,324,005 | 94.82% |
|---------------------|---------------|--------|

**NOTE 4 - INVESTMENTS**

*Interest Rate Risk* – Interest rate risk arises from investments and is defined as "the risk that changes in interest rates will adversely affect the fair value of the investment." According to the School's investment policy, the highest priority is safety of principal. Preservation of capital in the portfolio of investments are insured through the mitigation of credit risk and interest rate risk. Investments are to be made with the objective of attaining a market average rate of return through the budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs.

*Concentration of Credit Risk* – The School places no limit on the amount the School can invest in any one issuer. More than five percent of the School's investments are in the following investments:

|  |              |        |
|--|--------------|--------|
| U.S. Treasury Bills                        | \$ 2,268,067 | 22.33% |
| Government Sponsored Enterprise Securities | \$ 2,535,581 | 24.97% |
| Certificates of Deposit                    | \$ 5,352,135 | 52.70% |

*Credit Risk* – Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligation to the School. The School is authorized by the Pennsylvania School Code 440.1(c) to invest in:

- United States Treasury bills.
- Short-term obligations of the United States Government or its agencies or instrumentalities. Short-term obligations usually refer to investments of less than 12 months.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 4 - INVESTMENTS (continued)**

*Credit Risk* (continued)

- Deposits in savings accounts or time deposits or share accounts of institutions insured by the Federal Deposit Insurance Corporation (FDIC), or The Federal Savings and Loan Insurance Corporation, or The National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of 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, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities. Full faith and credit means the obligation is backed by the government's ability to levy taxes to repay debt. These investments include any bonds issued by the Commonwealth of Pennsylvania or any municipality or school district carrying the backing of the taxation powers of the governmental unit issuing the debt. Some investments of the federal government do not have full faith and credit backing. Fannie-Mae (FNMA) and Freddy-Mach (FNMC) bonds do not. Ginnie-Mae (GNMA) bonds do have full faith and credit backing.
- Shares of an investment company registered under the Investment Company Act of 1940 whose shares are registered under the Securities Act of 1933 provided that the following are met:
  - \* Only investments of that company are in the authorized investments for school funds listed in the categories above, and repurchase agreements fully collateralized by such investments.
  - \* The investment company is managed so as to maintain its shares as a constant net asset value in accordance with 17 CFR 270 2a-7 (relating to money market funds).
  - \* The investment company is rated in the highest category by a nationally recognized rating agency.

*Custodial Credit Risk* – is the risk that in the event of failure of the counterparty (e.g. broker-dealer) to a transaction, the School will not be able to recover the value of its investments in collateral securities that are held in the possession of another party. The School's balances of these investments at June 30, 2020, were not subject to custodial credit risk. These investments are collateralized, insured, or held by the counterparty's trust department or agent in the School's name.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 4 - INVESTMENTS (continued)**

|  | <u>Fair Value</u>    | <u>Rating</u> | <u>No<br/>Maturity Date</u> | <u>12 Months<br/>or Less</u> |
|--|----------------------|---------------|-----------------------------|------------------------------|
| Investments:                                       |                      |               |                             |                              |
| U.S. treasury bills                                | \$ 2,268,067         | AAA           | \$ -                        | \$ 2,268,067                 |
| Government sponsored enterprise securities         | 2,535,581            | AA+           | -                           | 2,535,581                    |
| Certificates of deposit                            | <u>5,352,135</u>     | not rated     | <u>-</u>                    | <u>5,352,135</u>             |
| <b>Total Investments</b>                           | 10,155,783           |               | -                           | 10,155,783                   |
| Cash and Cash Equivalents:                         |                      |               |                             |                              |
| Money market funds                                 | 77,404,814           | not rated     | 77,404,814                  | -                            |
| Certificates of deposit                            | <u>250,498</u>       | not rated     | <u>-</u>                    | <u>250,498</u>               |
| <b>Total Included in Cash and Cash Equivalents</b> | <u>77,655,312</u>    |               | <u>77,404,814</u>           | <u>250,498</u>               |
| <b>Total Assets Considered Investments</b>         | <u>\$ 87,811,095</u> |               | <u>\$ 77,404,814</u>        | <u>\$ 10,406,281</u>         |

**NOTE 5 - INTERGOVERNMENTAL RECEIVABLES**

Amounts due from other governments represent receivables earned by the School. At June 30, 2020, the following amounts were receivable from other governmental units.

|  | <u>Receivable</u>    |
|--|----------------------|
| Governmental Units:                          |                      |
| Federal - Grant Programs                     | \$ 1,892,054         |
| Local Educational Agencies, net of allowance | <u>14,538,466</u>    |
| Totals                                       | <u>\$ 16,430,520</u> |

Allowance for Doubtful Accounts

Receivables are stated at the amount the School expects to collect. The School maintains allowances for doubtful accounts for estimated losses resulting from the inability of local education agencies (LEAs) to make required payments. Based on management's assessment, the School provides for estimated uncollectible amounts through a charge to earnings and a credit to a valuation allowance. The allowance account was approximately \$6,758,000 as of June 30, 2020.

**NOTE 6 - NOTE RECEIVABLE**

On June 30, 2009, the School and the Lincoln Park Performing Arts Center (LPPAC) agreed to cancel a prepaid lease originally signed in May 2005. Additionally, LPPAC signed a promissory note agreeing to repay the School the remaining balance of \$8,500,000 in equal installments over a period of twenty-four years through June 30, 2034. As of June 30, 2020, the balance of this note receivable is \$5,100,000.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 7 - CAPITAL ASSETS**

A summary of capital assets recorded as of June 30, 2020 is as follows:

|   | Beginning<br>Balance | Increases           | Disposals/<br>Transfers | Ending Balance       |
|---|----------------------|---------------------|-------------------------|----------------------|
| Capital assets, not being depreciated:        |                      |                     |                         |                      |
| Land  | \$ 1,049,829         | \$ 51,802           | \$ -                    | \$ 1,101,631         |
| Construction in progress                      | 2,893,454            | 7,960,237           | -                       | 10,853,691           |
| Total capital assets, not being depreciated   | <u>3,943,283</u>     | <u>8,012,039</u>    | <u>-</u>                | <u>11,955,322</u>    |
| Capital assets, being depreciated:            |                      |                     |                         |                      |
| Buildings and improvements                    | 20,378,065           | 1,125,031           | -                       | 21,503,096           |
| Furniture and equipment                       | 4,342,308            | 1,200,254           | -                       | 5,542,562            |
| Computer equipment                            | 27,237,175           | 3,030,203           | (4,306,840)             | 25,960,538           |
| Total capital assets, being depreciated       | <u>51,957,548</u>    | <u>5,355,488</u>    | <u>(4,306,840)</u>      | <u>53,006,196</u>    |
| Accumulated depreciation for:                 |                      |                     |                         |                      |
| Buildings and improvements                    | (4,465,385)          | (829,846)           | -                       | (5,295,231)          |
| Furniture and equipment                       | (3,518,509)          | (341,668)           | -                       | (3,860,177)          |
| Computer equipment                            | (16,866,426)         | (4,394,484)         | 4,306,317               | (16,954,593)         |
| Total accumulated depreciation                | <u>(24,850,320)</u>  | <u>(5,565,998)</u>  | <u>4,306,317</u>        | <u>(26,110,001)</u>  |
| Total capital assets, being depreciated, net: | <u>27,107,228</u>    | <u>(210,510)</u>    | <u>(523)</u>            | <u>26,896,195</u>    |
| Governmental activities capital assets, net:  | <u>\$ 31,050,511</u> | <u>\$ 7,801,529</u> | <u>\$ (523)</u>         | <u>\$ 38,851,517</u> |

Depreciation expense of \$5,565,998 for the fiscal year ended June 30, 2020 was not allocated to the various functions because the property, plant and equipment serve all functions of the School.

In February 2019, the School entered into various contracts for architectural and construction services to renovate the 1200 Midland Avenue building. As of June 30, 2019, bids were awarded for general construction, HVAC, electrical, plumbing, architect and engineering services. Total commitments outstanding on these contracts as of June 30, 2020 were \$331,014.

**NOTE 8 - LINE OF CREDIT**

Effective June 30, 2020, the School has a \$20,000,000 revolving line of credit with First National Bank of Pennsylvania, which the School can borrow and repay funds on a secured basis at the 1-month LIBOR rate plus 1.50%. The agreement required that the School adhere to certain covenants and meet or exceed certain financial ratios. There was no balance outstanding as of June 30, 2020.

**NOTE 9 - NET PENSION LIABILITY**

At June 30, 2020, the School reported a liability of \$144,183,998 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2018 to June 30, 2019. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2020, the School's proportion was 0.3082%, which was an increase of 0.0205% from its proportionate share measured as of June 30, 2019.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 9 - NET PENSION LIABILITY (continued)**

For the fiscal year ended June 30, 2020, the School recognized pension expense of \$25,628,184. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

|   | <u>Deferred Outflows<br/>of Resources</u> | <u>Deferred Inflows<br/>of Resources</u> |
|---|---|--|
| Net difference between projected and actual investment earnings | \$ -                                      | \$ 413,000                               |
| Net difference between expected and actual experience           | 794,000                                   | 4,779,000                                |
| Change in proportions   | 14,894,000                                | -  |
| Change in assumptions   | 1,378,000                                 | -  |
| Contributions subsequent to the measurement date                | 14,876,151                                | -  |
| Total   | <u>\$ 31,942,151</u>                      | <u>\$ 5,192,000</u>                      |

The School reported \$14,876,151 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the fiscal year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Fiscal Year Ended June 30:

|            |                      |
|------------|----------------------|
| 2021       | \$ 7,224,000         |
| 2022       | 3,425,000            |
| 2023       | 971,000              |
| 2024       | 254,000              |
| Thereafter | -                    |
|            | <u>\$ 11,874,000</u> |

**Actuarial assumptions**

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

- The actuarial cost method is Entry Age Normal, Level Percent of Pay
- The Investment Rate of Return is 7.25%, including inflation of 2.75%
- Salary growth is 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 based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 9 - NET PENSION LIABILITY (continued)**

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

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

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

| <u>Asset Class</u>      | <u>Target<br/>Allocation</u> | <u>Long-Term<br/>Expected Real<br/>Rate of Return</u> |
|-------------------------|------------------------------|---|
| Global public equity    | 20.0%                        | 5.6%  |
| Fixed income            | 36.0%                        | 1.9%  |
| Commodities             | 8.0%                         | 2.7%  |
| Absolute return         | 10.0%                        | 3.4%  |
| Risk parity             | 10.0%                        | 4.1%  |
| Infrastructure/MLPs     | 8.0%                         | 5.5%  |
| Real estate             | 10.0%                        | 4.1%  |
| Alternative investments | 15.0%                        | 7.4%  |
| Cash                    | 3.0%                         | 0.3%  |
| Financing (LIBOR)       | -20.0%                       | 0.7%  |
|                         | <u>100.0%</u>                |   |

The above was PSERS' adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2019.

**Discount rate**

The discount rate used to measure the total pension liability was 7.25%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 9 - NET PENSION LIABILITY (continued)**

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate

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

|   | <u>1% Decrease</u> | <u>Current</u> | <u>Discount Rate</u> | <u>1% Increase</u> |
|---|--------------------|----------------|----------------------|--------------------|
|   | 6.25%              | 7.25%          | 7.25%                | 8.25%              |
| School's proportionate share of the net pension liability | \$ 179,597,007     | \$ 144,183,998 | \$                   | 114,197,876        |

Pension plan fiduciary net position

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

**NOTE 10 - NET OPEB LIABILITY**

**PSERS OPEB**

At June 30, 2020, the School reported a liability of \$6,554,927 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2019, and the total OPEB liability used to calculate the net pension liability was determined by rolling forward the System's total OPEB liability as of June 30, 2018 to June 30, 2019. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2020, the School's proportion was 0.3082%, which was an increase of 0.0205% from its proportionate share measured as of June 30, 2019.

For the fiscal year ended June 30, 2020, the School recognized OPEB expense of \$487,300. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to PSERS OPEB from the following sources:

|   | <u>Deferred Outflows</u> | <u>Deferred Inflows</u> |
|---|--------------------------|-------------------------|
|   | <u>of Resources</u>      | <u>of Resources</u>     |
| Net difference between projected and actual investment earnings | \$ 11,000                | \$ -                    |
| Net difference between expected and actual experience           | 37,000                   | -                       |
| Change in proportions   | 833,000                  | -                       |
| Change in assumptions   | 217,000                  | 195,000                 |
| Contributions subsequent to the measurement date                | 373,571                  | -                       |
| Total   | <u>\$ 1,471,571</u>      | <u>\$ 195,000</u>       |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**

**Notes to the Financial Statements**

**Fiscal Year Ended June 30, 2020**

**NOTE 10 - NET OPEB LIABILITY (continued)**

The School reported \$373,571 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net OPEB liability in the fiscal year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense (credit) as follows:

| Fiscal Year Ended June 30: |                   |
|----------------------------|-------------------|
| 2021                       | \$ 159,000        |
| 2022                       | 159,000           |
| 2023                       | 158,000           |
| 2024                       | 156,000           |
| 2025                       | 187,000           |
| Thereafter                 | 84,000            |
|                            | <u>\$ 903,000</u> |

**Actuarial assumptions**

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

- The actuarial cost method is Entry Age Normal, Level percent of pay
- The investment return is 2.79%, the S&P 20 Year Municipal Bond Rate
- Salary growth is expected to be 5%, 2.25% for real wage growth and merit and seniority increases, and 2.75% expected inflation
- Premium assistance reimbursement is capped at \$1,200 per year
- Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale
- Participation rates are assumed to be 50% for eligible retirees pre age 65, and 70% for eligible retirees post age 65.

The actuarial assumptions used in the June 30, 2017 valuation were based on the results of an actuarial experience study that was performed for the five-year period ending June 30, 2015.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2016 determined the employer contribution rate for fiscal year 2019
- The cost method was determined based on the amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date
- The asset valuation method is Market Value
- The participation rate is assumed to be 63% of eligible retirees electing premium assistance
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 10 - NET OPEB LIABILITY (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 PSERS Board. Under the program, as defined in the retirement code employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance account that are sufficient for the payment of Premium Assistance benefits for each succeeding year.

| <u>Asset Class</u>     | <u>Target<br/>Allocation</u> | <u>Long-Term<br/>Expected Real<br/>Rate of Return</u> |
|------------------------|------------------------------|---|
| Cash                   | 13.2%                        | 0.2%  |
| US Core Fixed Income   | 83.1%                        | 1.0%  |
| Non-US Developed Fixed | 3.7%                         | 0.0%  |
|                        | 100.0%                       |   |

The above was PSERS' adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2019.

Discount rate

The discount rate used to measure the total OPEB liability was 2.79%. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments; therefore, the plan is considered a "pay-as-you-go" plan. A discount rate of 2.79% which represents the S&P 20-year Municipal Bond Rate at June 30, 2019, was applied to all projected benefit payments to measure the total OPEB liability.

Sensitivity of the School's proportionate share of the net OPEB liability to changes in the discount rate

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

|   | 1% Decrease<br>1.79% | Current<br>Discount Rate<br>2.79% | 1% Increase<br>3.79% |
|---|----------------------|-----------------------------------|----------------------|
| School's proportionate share of<br>the net OPEB liability | \$ 7,467,489         | \$ 6,554,927                      | \$ 5,798,641         |

THE PENNSYLVANIA CYBER CHARTER SCHOOL

Notes to the Financial Statements

Fiscal Year Ended June 30, 2020

**NOTE 10 - NET OPEB LIABILITY (continued)**

Sensitivity of the School's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2019, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2019, 93,339 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2019, 780 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on healthcare cost trends as depicted below.

The following presents the net OPEB liability, calculated using current healthcare cost trends as well as what the net OPEB liability would be if the health cost trends were 1-percentage point lower or 1-percentage point higher than the current rate:

|   | 1% Decrease  | Current<br>Healthcare Cost<br>Trend Rate | 1% Increase  |
|---|--------------|--|--------------|
| School's proportionate share of<br>the net OPEB liability | \$ 6,553,919 | \$ 6,554,927                             | \$ 6,555,741 |

OPEB plan fiduciary net position

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

**The School's OPEB**

General Information about the OPEB Plan

*Plan description* – The School's defined benefit OPEB plan, The Pennsylvania Cyber Charter School – OPEB (PAC-OPEB), provides OPEB for all School employees retiring from the Pennsylvania Employees' Retirement System. PAC-OPEB is a single-employer defined benefit OPEB plan administered by the School. The School's board of trustees has the authority to establish and amend the benefit terms and financing requirements. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

*Benefits provided* – The retiree has the option to continue on the School's health care plan available to active employees at his/her own expense until the retiree reaches age 65. The retiree may also obtain coverage for his/her spouse at the retiree's expense.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 10 - NET OPEB LIABILITY (continued)**

*Employees covered by benefit terms* – At June 30, 2020, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments – None  
Inactive employees entitled to but not yet receiving benefit payments – None  
Active employees – 641

**Total OPEB Liability**

The School's total OPEB liability of \$1,038,564 was measured as of June 30, 2020, and was determined by an actuarial valuation as of July 1, 2018.

*Actuarial assumptions and other inputs* – The total OPEB liability in the July 1, 2018 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

A. **Economic**

Annual Trend Rates – 5%  
Inflation – 2.75%  
Discount rate – 3.50%  
Salary – 2.75%

The discount rate was based on the index rate for 20-year, tax exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

B. **Demographic Assumptions**

Death – RP-2014 Mortality Table

Mortality Improvement – Rates derived from the Long-Range Demographic Assumptions for the 2015 Social Security Administration's Trustee Report

Withdrawal – 150% of the rates of withdrawal used in the PSERS actuarial valuation as of June 30, 2018

Disablement – None Assumed

Retirement Age – If hired prior to July 1, 2011, earlier of age 60 with 25 years of PSERS service or age 62 with 5 years of PSERS service

If hired after June 30, 2011, the earlier of the date on which age plus services equals 92 (with a minimum of 35 years of service) or age 65

Participation – 15% of future retirees will elect to continue participating in the School's health plan upon retirement

Coverage Election Future retirees – 80% individual; 20% husband/wife

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 10 - NET OPEB LIABILITY (continued)**

**B. Demographic Assumptions (continued)**

Current retiree (if any) – Continue at current coverage level until end of eligibility period

Spouse Age – Female spouse assumed to be 3 years younger than male spouse

**C. Annual Premium Costs and Other Assumptions**

1. Methodology: Funding rates for medical coverage for the 2018/2019 Fiscal Year were provided by the School with a separate rate calculated for each type of coverage as shown below.

| Coverage Type   | Annual Rate  |
|-----------------|--------------|
| Single          | \$ 7,098.00  |
| Two Adult       | \$ 18,414.36 |
| Parent/Child    | \$ 16,581.36 |
| Parent/Children | \$ 16,581.36 |
| Family          | \$ 19,187.52 |

Benefits are self-insured. The funding rates recognize recent claims history, reinsurance premiums, administrative changes and trend adjustments to the 2018/2019 Fiscal Year. Equivalent age-adjusted costs were then developed using standard aging factors.

2. Age-Adjusted Costs: The following table shows the resulting assumed annual age-adjusted costs for sample ages:

| Age | Per Person Cost |
|-----|-----------------|
| 45  | \$ 7,147.00     |
| 50  | \$ 8,713.00     |
| 55  | \$ 10,891.00    |
| 60  | \$ 13,273.00    |
| 64  | \$ 15,043.00    |

The premium rates charged to the School for pre-65 medical benefits are related to the combined experience of active and retired lives. Generally, age tends to be a significant factor in average claims cost per person, so it would follow that the average amount for retiree claims will tend to be higher than the average amount of active claims. Therefore, there is an implicit subsidy for retirees.

To approximate the cost of the subsidy for the School's plan, an age-adjusted medical cost per covered retiree was developed. The use of this age-adjusted cost means that there could be a cost to the School even if the retiree paid the entire charged rate.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 10 - NET OPEB LIABILITY (continued)**

Changes in the Total OPEB liability

|  |    |                  |
|--|----|------------------|
| Total OPEB Liability - Beginning of Period         | \$ | 969,345          |
| Changes for the year:                              |    |                  |
| Service cost                                       |    | 47,235           |
| Benefit payments                                   |    | (13,364)         |
| Interest   |    | 35,348           |
| Changes in benefit terms                           |    | -                |
| Differences between expected and actual experience |    | -                |
| Changes in assumptions or other inputs             |    | -                |
|  |    | <hr/>            |
| Net Change in Total OPEB Liability                 |    | 69,219           |
|  |    | <hr/>            |
| Total OPEB Liability - End of Period               | \$ | <u>1,038,564</u> |

*Sensitivity of the total OPEB liability to changes in the discount rate.* The following presents the total OPEB liability of the School, as well as what the School's total OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (2.5%) or 1-percentage point higher (4.5%) than the current discount rate:

|                                      | <u>2.50%</u> | <u>3.50%</u> | <u>4.50%</u> |
|--------------------------------------|--------------|--------------|--------------|
| Total of the School's OPEB Liability | \$ 1,206,119 | \$ 1,038,564 | \$ 892,474   |

*Sensitivity of the total OPEB liability to changes in the healthcare cost trend rates.* The following presents the total OPEB liability of the School, as well as what the School's total OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage point lower (- 1% from the rates disclosed above) or 1-percentage point higher (+1% from the rates disclosed above) than the current healthcare cost trend rates:

|                                      | <u>1.00% Decrease</u> | <u>Current<br/>Healthcare Cost<br/>Trend Rate</u> | <u>1.00% Increase</u> |
|--------------------------------------|-----------------------|---|-----------------------|
| Total of the School's OPEB Liability | \$ 838,773            | \$ 1,038,564                                      | \$ 1,289,903          |

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

For the year ended June 30, 2020, the School recognized OPEB expense of \$61,123. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to this OPEB plan from the following sources:

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 10 - NET OPEB LIABILITY (continued)**

|  | Deferred Outflows<br>of Resources | Deferred Inflows<br>of Resources |
|--|-----------------------------------|----------------------------------|
| Net difference between expected<br>and actual experience | \$ -                              | \$ 137,687                       |
| Change in assumptions                                    | -                                 | 100,517                          |
| Total  | -                                 | 238,204                          |
| PSERS OPEB - Page 49                                     | 1,471,571                         | 195,000                          |
| Total OPEB \$  | 1,471,571                         | \$ 433,204                       |

Total OPEB expense for both OPEB plans was \$548,423 for the year ended June 30, 2020.

**NOTE 11 - OPERATING LEASES - LESSEE**

The School has various operating leases for office space that expire at various dates through November 2029, with optional renewable terms. Rental expense for these leases was approximately \$1,552,000 for the year ended June 30, 2020.

Future minimum lease payments under operating leases that have remaining noncancelable terms in excess of one year as of June 30, 2020, are:

| Fiscal Year Ending June 30,     |    |           |
|---------------------------------|----|-----------|
| 2021                            | \$ | 1,669,307 |
| 2022                            |    | 1,121,503 |
| 2023                            |    | 976,222   |
| 2024                            |    | 898,566   |
| 2025                            |    | 843,679   |
| Thereafter                      |    | 2,789,901 |
| Total Minimum Payments Required | \$ | 8,299,178 |

**NOTE 12 - CONTINGENCIES**

*Litigation* - The School is involved in various legal proceedings, claims and litigation arising from the ordinary course of business. Management intends to vigorously defend the asserted claims. While the outcome of these matters is currently not determinable, management does not expect the ultimate costs to resolve these matters will have a materially adverse effect on the School's financial position at June 30, 2020, beyond the aforementioned assignment of fund balance and recorded liability for claims and judgments.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2020**

**NOTE 12 - CONTINGENCIES (continued)**

*Grants* - The School is potentially liable for any expenditure that may be disallowed pursuant to the terms of grant programs. Management is not aware of any material items of noncompliance, which would result in the disallowance of program expenditures.

The School received financial assistance from federal and state agencies in the form of grants. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the general fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School at June 30, 2020.

**NOTE 13 - RISK MANAGEMENT**

As of July 1, 2008, the School has elected to self-fund the health and drug benefit program for its employees. Under the program, the School employs a third-party administrator and pays all medical claims through them. In addition, the School purchases individual and aggregate stop-loss insurance from a commercial carrier to protect it from catastrophic claims. Settled claims have not exceeded the aggregate stop-loss insurance coverage for the past year.

Changes in the estimate of the claims' liability are as follows:

|                                   |    |                     |
|-----------------------------------|----|---------------------|
| Liability balance - June 30, 2019 | \$ | 927,379             |
| Incurring claims and estimates    |    | 10,393,757          |
| Less:                             |    |                     |
| Claims paid during the period     |    | <u>(10,366,171)</u> |
| Liability balance - June 30, 2020 | \$ | <u>954,965</u>      |

**NOTE 14 - LONG-TERM LIABILITIES**

Long-term liability activity for the year ended June 30, 2020, was as follows:

|                              | Beginning<br>Balance  | Increases            | Decreases              | Ending<br>Balance     |
|------------------------------|-----------------------|----------------------|------------------------|-----------------------|
| Claims and Judgments Payable | \$ 292,098            | \$ 118,791           | \$ (296,848)           | \$ 114,041            |
| Net OPEB liability           | 6,967,743             | 999,319              | (373,571)              | 7,593,491             |
| Net Pension Liability        | <u>138,110,284</u>    | <u>20,949,865</u>    | <u>(14,876,151)</u>    | <u>144,183,998</u>    |
|                              | <u>\$ 145,370,125</u> | <u>\$ 22,067,975</u> | <u>\$ (15,546,570)</u> | <u>\$ 151,891,530</u> |

\$69,645 of the Claims and Judgments Payable noted above are considered current and due during the year ended June 30, 2020.

## **Required Supplementary Information**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Revenues, Expenditures, and Changes in Fund Balance, Budget and Actual – General Fund**  
**Fiscal Year Ended June 30, 2020**

**Required Supplementary Information**

|   | <u>Budgeted Amounts</u> |                       | <u>Actual<br/>(Budgetary Basis)</u> | <u>Variance with<br/>Final Budget</u> |
|---|-------------------------|-----------------------|-------------------------------------|---------------------------------------|
|   | <u>Original</u>         | <u>Final</u>          |                                     | <u>Positive (Negative)</u>            |
| <b>REVENUES</b>                                   |                         |                       |                                     |                                       |
| Local Revenues                                    | \$ 174,649,794          | \$ 174,649,794        | \$ 163,185,634                      | \$ (11,464,160)                       |
| State Program Revenues                            | 1,125,714               | 1,125,714             | 1,124,740                           | (974)                                 |
| Federal Program Revenues                          | 4,035,015               | 4,035,015             | 3,917,902                           | (117,113)                             |
| <b>TOTAL REVENUES</b>                             | <u>179,810,523</u>      | <u>179,810,523</u>    | <u>168,228,276</u>                  | <u>(11,582,247)</u>                   |
| <b>EXPENDITURES</b>                               |                         |                       |                                     |                                       |
| Regular Programs                                  | 70,372,411              | 70,372,411            | 66,418,639                          | 3,953,772                             |
| Special Programs                                  | 33,506,170              | 33,506,170            | 32,357,994                          | 1,148,176                             |
| Other Instructional Programs                      | 1,278,607               | 1,278,607             | 76,848                              | 1,201,759                             |
| Pupil Personnel Services                          | 12,858,061              | 12,858,061            | 11,304,767                          | 1,553,294                             |
| Instructional Staff Services                      | 5,775,192               | 5,775,192             | 4,851,322                           | 923,870                               |
| Administrative Services                           | 7,680,290               | 7,680,290             | 7,098,816                           | 581,474                               |
| Pupil Health                                      | 922,600                 | 922,600               | 800,321                             | 122,279                               |
| Business Services                                 | 5,310,864               | 5,310,864             | 5,073,813                           | 237,051                               |
| Operation & Maintenance of Plant Services         | 12,703,285              | 12,703,285            | 10,952,735                          | 1,750,550                             |
| Central & Other Support Services                  | 7,119,742               | 7,119,742             | 5,386,421                           | 1,733,321                             |
| Student Activities                                | 366,465                 | 366,465               | 344,706                             | 21,759                                |
| Community Services                                | 30,000                  | 30,000                | 68,903                              | (38,903)                              |
| Facilities Acquisition and Construction           | 8,470,000               | 8,470,000             | 7,730,877                           | 739,123                               |
| Debt Service                                      | 25,000                  | 25,000                | -                                   | 25,000                                |
| <b>TOTAL EXPENDITURES</b>                         | <u>166,418,687</u>      | <u>166,418,687</u>    | <u>152,466,162</u>                  | <u>13,952,525</u>                     |
| Excess (Deficiency) of Revenues Over Expenditures | 13,391,836              | 13,391,836            | 15,762,114                          | 2,370,278                             |
| <b>OTHER FINANCING SOURCES</b>                    |                         |                       |                                     |                                       |
| Proceeds from disposal of capital assets          | 50,000                  | 50,000                | 22,925                              | (27,075)                              |
| <b>TOTAL OTHER FINANCING SOURCES</b>              | <u>50,000</u>           | <u>50,000</u>         | <u>22,925</u>                       | <u>(27,075)</u>                       |
| Net Change in Fund Balance                        | 13,441,836              | 13,441,836            | 15,785,039                          | 2,343,203                             |
| <b>Fund Balance - July 1, 2019</b>                | <u>96,634,875</u>       | <u>96,634,875</u>     | <u>91,775,731</u>                   | <u>(4,859,144)</u>                    |
| <b>Fund Balance - June 30, 2020</b>               | <u>\$ 110,076,711</u>   | <u>\$ 110,076,711</u> | <u>\$ 107,560,770</u>               | <u>\$ (2,515,941)</u>                 |

*See independent auditor's report.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Schedule of Revenues, Expenditures, and Changes in Fund Balance,**  
**Budget and Actual – General Fund**  
**Fiscal Year Ended June 30, 2020**

**Notes to the Required Supplementary Information**

**NOTE 1 - BUDGETARY INFORMATION**

Budgets are adopted on a basis consistent with U.S. generally accepted accounting principles. Annual appropriated budgets are adopted for the general fund. All annual appropriations lapse at year-end.

*See independent auditor's report.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Proportionate Share of the Net Pension Liability and Related Ratios**  
**Last Ten Fiscal Years \***

**Required Supplementary Information**

|  | <u>2020</u>    | <u>2019</u>    | <u>2018</u>    | <u>2017</u>    | <u>2016</u>    |
|--|----------------|----------------|----------------|----------------|----------------|
| School's proportion of the net pension liability   | 0.3082%        | 0.2877%        | 0.2619%        | 0.2563%        | 0.2495%        |
| School's proportionate share of the net pension liability  | \$ 144,183,998 | \$ 138,110,284 | \$ 129,359,826 | \$ 127,107,450 | \$ 108,064,229 |
| School's covered payroll for the measurement date  | \$ 42,510,044  | \$ 38,737,124  | \$ 34,872,228  | \$ 33,199,764  | \$ 32,099,631  |
| School's proportionate share of the net pension liability as a percentage of its covered payroll | 339.18%        | 356.53%        | 370.95%        | 382.86%        | 336.65%        |
| Plan fiduciary net position as a percentage of the total net pension liability                   | 55.66%         | 54.00%         | 51.84%         | 50.14%         | 54.36%         |
|  | <u>2015</u>    | <u>2014</u>    |                |                |                |
| School's proportion of the net pension liability   | 0.2099%        | 0.1876%        |                |                |                |
| School's proportionate share of the net pension liability  | \$ 83,076,691  | \$ 76,796,414  |                |                |                |
| School's covered payroll for the measurement date  | \$ 26,783,846  | \$ 24,079,261  |                |                |                |
| School's proportionate share of the net pension liability as a percentage of its covered payroll | 310.17%        | 318.93%        |                |                |                |
| Plan fiduciary net position as a percentage of the total net pension liability                   | 57.24%         | 54.49%         |                |                |                |

This information is based off the measurement date of the Net Pension Liability of June 30, 2019 for 2020; June 30, 2018 for 2019; June 30, 2017 for 2018; June 30, 2016 for 2017; June 30, 2015 for 2016; June 30, 2014 for 2015; and June 30, 2013 for 2014.

\* Information for the prior three years was not available to report.

*See independent auditor's report.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Required Pension Contributions**  
**Last Ten Fiscal Years \***

**Required Supplementary Information**

|  | <u>2020</u>         | <u>2019</u>         | <u>2018</u>         | <u>2017</u>         | <u>2016</u>        |
|--|---------------------|---------------------|---------------------|---------------------|--------------------|
| Contractually required contribution                                  | \$ 14,876,151       | \$ 13,834,470       | \$ 12,295,163       | \$ 10,448,648       | \$ 8,578,819       |
| Contributions in relation to the contractually required contribution | <u>(14,876,151)</u> | <u>(13,834,470)</u> | <u>(12,295,163)</u> | <u>(10,448,648)</u> | <u>(8,578,819)</u> |
| Contribution deficiency (excess)                                     | <u>\$ -</u>         | <u>\$ -</u>         | <u>\$ -</u>         | <u>\$ -</u>         | <u>\$ -</u>        |
| School's covered payroll   | \$ 44,592,779       | \$ 42,510,044       | \$ 38,737,124       | \$ 34,872,228       | \$ 33,199,764      |
| Contributions as a percentage of covered payroll                     | 33.36%              | 32.60%              | 31.74%              | 29.20%              | 25.00%             |
|  | <u>2015</u>         | <u>2014</u>         |                     |                     |                    |
| Contractually required contribution                                  | \$ 6,637,835        | \$ 4,534,505        |                     |                     |                    |
| Contributions in relation to the contractually required contribution | <u>(6,637,835)</u>  | <u>(4,534,505)</u>  |                     |                     |                    |
| Contribution deficiency (excess)                                     | <u>\$ -</u>         | <u>\$ -</u>         |                     |                     |                    |
| School's covered payroll   | \$ 32,099,631       | \$ 26,783,846       |                     |                     |                    |
| Contributions as a percentage of covered payroll                     | 20.50%              | 16.00%              |                     |                     |                    |

\* Information for the prior three years was not available to report.

*See independent auditor's report.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Proportionate Share of the Net OPEB Liability and Related Ratios - PSERS**  
**Last Ten Fiscal Years \***

**Required Supplementary Information**

|  | <u>2020</u>   | <u>2019</u>   | <u>2018</u>   | <u>2017</u>   |
|--|---------------|---------------|---------------|---------------|
| School's proportion of the net OPEB liability  | 0.3082%       | 0.2877%       | 0.2619%       | 0.2563%       |
| School's proportionate share of the net OPEB liability   | \$ 6,554,927  | \$ 5,998,398  | \$ 5,336,460  | \$ 5,521,000  |
| School's covered payroll for the measurement date  | \$ 42,510,044 | \$ 38,737,124 | \$ 34,872,228 | \$ 33,199,764 |
| School's proportionate share of the net OPEB liability<br>as a percentage of its covered payroll | 15.42%        | 15.48%        | 15.30%        | 16.63%        |
| Plan fiduciary net position as a percentage of the<br>total net OPEB liability                   | 5.56%         | 5.56%         | 5.73%         | 5.47%         |

This information is based off the measurement date of the Net Pension Liability of June 30, 2019 for 2020, June 30, 2018 for 2019, June 30, 2017 for 2018, and June 30, 2016 for 2017.

\* GASB 75 was implemented during the fiscal year ended June 30, 2018. Information will continue to be gathered until ten fiscal years are presented.

*See independent auditor's report.*



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Required OPEB Contributions - PSERS**  
**Last Ten Fiscal Years \***

**Required Supplementary Information**

|   | <u>2020</u>           | <u>2019</u>           | <u>2018</u>           | <u>2017</u>           |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Contractually required contribution                                     | \$ 373,571            | \$ 361,771            | \$ 322,054            | \$ 289,439            |
| Contributions in relation to the<br>contractually required contribution | <u>(373,571)</u>      | <u>(361,771)</u>      | <u>(322,054)</u>      | <u>(289,439)</u>      |
| Contribution deficiency (excess)  | \$ <u>          -</u> | \$ <u>          -</u> | \$ <u>          -</u> | \$ <u>          -</u> |
| School's covered payroll  | \$ 44,592,779         | \$ 42,510,044         | \$ 38,737,124         | \$ 34,872,228         |
| Contributions as a percentage<br>of covered payroll                     | 0.84%                 | 0.83%                 | 0.83%                 | 0.83%                 |

\* GASB 75 was implemented during the fiscal year ended June 30, 2018. Information will continue to be gathered until ten fiscal years are presented.

*See independent auditor's report.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Changes in the School's Total OPEB Liability and Related Ratios**  
**Last Ten Fiscal Years \***

**Required Supplementary Information**

|   | <u>2020</u>         | <u>2019</u>       | <u>2018</u>         | <u>2017</u>         |
|---|---------------------|-------------------|---------------------|---------------------|
| Total OPEB Liability - Beginning of Period                      | \$ 969,345          | \$ 1,226,711      | \$ 1,108,560        | \$ 995,518          |
| Changes for the year:   |                     |                   |                     |                     |
| Service cost  | 47,235              | 45,971            | 83,228              | 81,000              |
| Benefit payments  | (13,364)            | (16,797)          | -                   | -                   |
| Interest  | 35,348              | 33,066            | 34,923              | 32,042              |
| Changes in benefit terms  | -                   | -                 | -                   | -                   |
| Differences between expected and actual experience              | -                   | (162,495)         | -                   | -                   |
| Changes in assumptions or other inputs                          | -                   | (157,111)         | -                   | -                   |
| Net Change in Total OPEB Liability                              | <u>69,219</u>       | <u>(257,366)</u>  | <u>118,151</u>      | <u>113,042</u>      |
| Total OPEB Liability - End of Period                            | <u>\$ 1,038,564</u> | <u>\$ 969,345</u> | <u>\$ 1,226,711</u> | <u>\$ 1,108,560</u> |
| <br>  |                     |                   |                     |                     |
| School's covered-employee payroll<br>for the measurement date   | \$ 44,468,363       | \$ 42,510,044     | \$ 38,737,124       | \$ 34,872,228       |
| <br>  |                     |                   |                     |                     |
| Percentage of the OPEB liability to<br>covered-employee payroll | 2.34%               | 2.28%             | 3.17%               | 3.18%               |

An actuarially determined contribution is not calculated. The School's current funding policy is to pay plan benefits when they become due. This is referred to as a pay-as-you-go plan. There are no assets accumulated in a trust that meet the criteria in paragraph 5 of GASB Statement 75.

\* GASB 75 was implemented during the fiscal year ended June 30, 2018. Information will continue to be gathered until ten fiscal years are presented.

*See independent auditor's report.*

# **STATISTICAL SECTION**

**STATISTICAL SECTION OVERVIEW**  
**(unaudited)**

The Statistical Section of the School's Comprehensive Annual Financial Report (CAFR) presents detailed information as a context for understanding what the information in the financial statements, note disclosures, and required supplementary information say about the School's overall financial outlook.

**Sections**

**Financial Trends**

These schedules contain trend information to help the reader understand how the School's financial performance and operations have changed over time.

**Revenue Capacity**

These schedules contain information to help the reader assess the School's most significant revenue source, local educational agencies.

**Debt Capacity**

These schedules present information to help the reader assess the affordability of the School's current levels of outstanding debt and the School's ability to issue additional debt in the future.

**Demographic and Economic Information**

These schedules offer demographic and economic indicators to help the reader understand the environment within which the School's financial activities take place.

**Operating Information**

These schedules contain service data to help the reader understand how the information in the School's financial report relates to the services the School provides and the activities it performs.

## **Financial Trends**

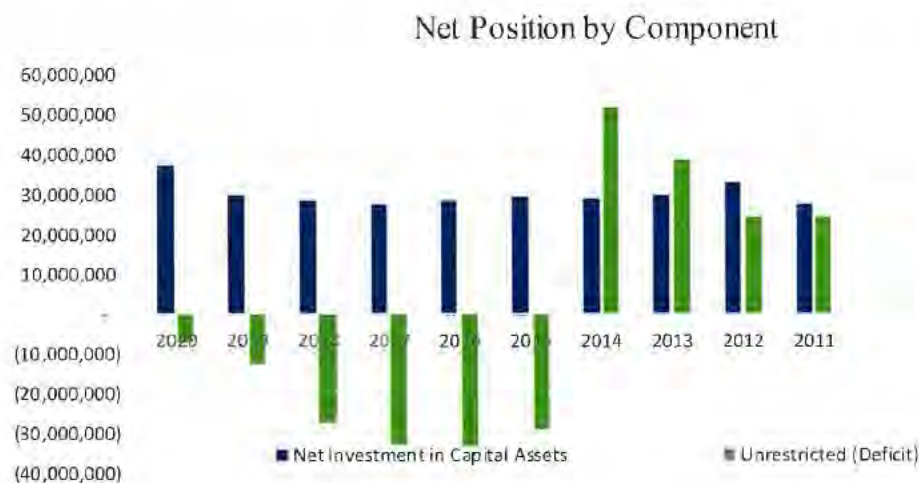
**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Net Position by Component**  
**Last Ten Fiscal Years**  
*(Accrual Basis of Accounting)*

|   | Fiscal Year                 |                             |                             |                              |                              |
|---|-----------------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|
|   | <u>2020</u>                 | <u>2019</u>                 | <u>2018</u>                 | <u>2017</u>                  | <u>2016</u>                  |
| Governmental Activities                           |                             |                             |                             |                              |                              |
| Net Investment in Capital Assets                  | \$ 37,263,451               | \$ 30,087,921               | \$ 28,516,362               | \$ 27,710,828                | \$ 28,556,543                |
| Unrestricted (Deficit)                            | <u>(7,279,774)</u>          | <u>(12,282,332)</u>         | <u>(27,183,179)</u>         | <u>(32,770,103)</u>          | <u>(33,228,542)</u>          |
| <b>Total Governmental Activities Net Position</b> | <b><u>\$ 29,983,677</u></b> | <b><u>\$ 17,805,589</u></b> | <b><u>\$ 1,333,183</u></b>  | <b><u>\$ (5,059,275)</u></b> | <b><u>\$ (4,671,999)</u></b> |
|   | <u>2015</u>                 | <u>2014</u>                 | <u>2013</u>                 | <u>2012</u>                  | <u>2011</u>                  |
| Governmental Activities                           |                             |                             |                             |                              |                              |
| Net Investment in Capital Assets                  | \$ 29,323,790               | \$ 29,049,581               | \$ 30,015,368               | \$ 32,892,292                | \$ 27,760,265                |
| Unrestricted (Deficit)                            | <u>(29,053,361)</u>         | <u>51,861,624</u>           | <u>38,770,692</u>           | <u>24,475,895</u>            | <u>24,103,420</u>            |
| <b>Total Governmental Activities Net Position</b> | <b><u>\$ 270,429</u></b>    | <b><u>\$ 80,911,205</u></b> | <b><u>\$ 68,786,060</u></b> | <b><u>\$ 57,368,187</u></b>  | <b><u>\$ 51,863,685</u></b>  |

Notes:

(1) Includes all funds (GAAP Basis)

(2) Beginning with fiscal year 2015 the School implemented GASB 68 and in fiscal 2018 GASB 75.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Changes in Net Position**  
**Last Ten Fiscal Years**  
*(Accrual Basis of Accounting)*

|  | <u>2020</u>          | <u>2019</u>          | <u>2018</u>          | <u>2017</u>        | <u>2016</u>           |
|--|----------------------|----------------------|----------------------|--------------------|-----------------------|
| Revenues   |                      |                      |                      |                    |                       |
| Program Revenues:                                |                      |                      |                      |                    |                       |
| Operating grants and contributions               | \$ 6,798,052         | \$ 6,396,567         | \$ 5,950,452         | \$ 5,285,176       | \$ 4,721,542          |
| General Revenues:                                |                      |                      |                      |                    |                       |
| Payments from local educational agencies         | 159,685,518          | 160,727,395          | 144,183,471          | 134,280,454        | 122,058,569           |
| Grants, subsidies & contributions not restricted | -                    | -                    | -                    | -                  | -                     |
| Investment earnings                              | 1,576,363            | 1,021,210            | 322,249              | 114,756            | 4,770                 |
| Gain/(loss) on disposal/sale of capital assets   | 22,402               | 13,539               | (68,118)             | (38,820)           | (427,617)             |
| Miscellaneous Income                             | 168,343              | 137,870              | 66,748               | 338,807            | 107,224               |
| <b>Total Revenue - Governmental Activities</b>   | <u>168,250,678</u>   | <u>168,296,581</u>   | <u>150,454,802</u>   | <u>139,980,373</u> | <u>126,464,488</u>    |
| Expenses   |                      |                      |                      |                    |                       |
| Instructional Services                           | 103,358,698          | 101,140,809          | 92,165,915           | 87,770,403         | 83,306,111            |
| Support Services                                 | 46,734,285           | 45,427,340           | 41,203,436           | 46,984,348         | 43,097,018            |
| Non-Instructional Services                       | 5,979,607            | 5,256,026            | 5,461,432            | 5,258,196          | 5,003,787             |
| <b>Total Expenses - Governmental Activities</b>  | <u>156,072,590</u>   | <u>151,824,175</u>   | <u>138,830,783</u>   | <u>140,012,947</u> | <u>131,406,916</u>    |
| <b>Change in Net Position</b>                    | <u>\$ 12,178,088</u> | <u>\$ 16,472,406</u> | <u>\$ 11,624,019</u> | <u>\$ (32,574)</u> | <u>\$ (4,942,428)</u> |

*(continued)*

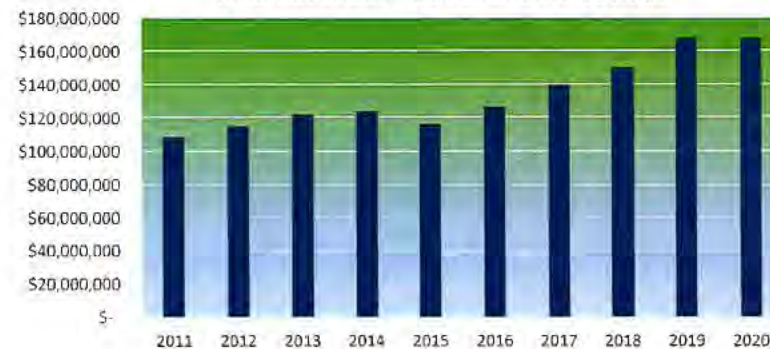


**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Changes in Net Position**  
**Last Ten Fiscal Years**  
*(Accrual Basis of Accounting)*

*(continued)*

|  | <u>2015</u>           | <u>2014</u>          | <u>2013</u>          | <u>2012</u>         | <u>2011</u>         |
|--|-----------------------|----------------------|----------------------|---------------------|---------------------|
| Revenues   |                       |                      |                      |                     |                     |
| Program Revenues:                                |                       |                      |                      |                     |                     |
| Operating grants and contributions               | \$ 4,773,044          | \$ 7,200,696         | \$ 6,237,629         | \$ 5,593,995        | \$ 5,931,969        |
| General Revenues:                                |                       |                      |                      |                     |                     |
| Payments from local educational agencies         | 111,244,689           | 116,662,399          | 113,404,383          | 109,448,196         | 102,751,035         |
| Grants, subsidies & contributions not restricted | -                     | 280,717              | 2,267,129            | -                   | -                   |
| Investment earnings                              | 2,385                 | 2,003                | 1,481                | 3,920               | 6,632               |
| Gain/(loss) on disposal/sale of capital assets   | (135,049)             | (342,119)            | (8,754)              | (177,563)           | 51,408              |
| Miscellaneous Income                             | 89,894                | 86,886               | 78,828               | 639,330             | 340,907             |
| <b>Total Revenue - Governmental Activities</b>   | <u>115,974,963</u>    | <u>123,890,582</u>   | <u>121,980,696</u>   | <u>115,507,878</u>  | <u>109,081,951</u>  |
| Expenses   |                       |                      |                      |                     |                     |
| Instructional Services                           | 76,714,190            | 71,132,686           | 69,154,302           | 70,160,962          | 63,628,560          |
| Support Services                                 | 42,568,031            | 34,912,231           | 35,065,503           | 34,289,856          | 32,447,596          |
| Non-Instructional Services                       | 5,053,723             | 5,720,520            | 6,343,018            | 5,552,558           | 5,753,082           |
| <b>Total Expenses - Governmental Activities</b>  | <u>124,335,944</u>    | <u>111,765,437</u>   | <u>110,562,823</u>   | <u>110,003,376</u>  | <u>101,829,238</u>  |
| <b>Change in Net Position</b>                    | <u>\$ (8,360,981)</u> | <u>\$ 12,125,145</u> | <u>\$ 11,417,873</u> | <u>\$ 5,504,502</u> | <u>\$ 7,252,713</u> |

Total Revenues - Government Activities



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Fund Balances - Governmental Fund**  
**Last Ten Fiscal Years**  
*(Modified Accrual Basis of Accounting)*

| General Fund |              |            |               |              |               |                |
|--------------|--------------|------------|---------------|--------------|---------------|----------------|
| Fiscal Year  | Nonspendable | Restricted | Committed     | Assigned     | Unassigned    | Total          |
| 2020         | \$ 796,240   | \$ -       | \$ 70,917,787 | \$ 3,362,824 | \$ 32,483,919 | \$ 107,560,770 |
| 2019         | 1,037,653    | -          | 71,412,727    | 5,556,505    | 13,768,846    | 91,775,731     |
| 2018         | 1,575,751    | -          | 37,825,382    | 6,528,300    | 21,282,733    | 67,212,166     |
| 2017         | 669,096      | -          | 36,108,829    | 1,455,045    | 10,875,350    | 49,108,320     |
| 2016         | 447,786      | -          | 34,088,700    | 100,172      | 4,802,058     | 39,438,716     |
| 2015         | 746,256      | -          | 26,751,649    | 2,771,402    | 6,935,949     | 37,205,256     |
| 2014         | 5,005,282    | -          | 19,465,002    | 10,609,017   | 7,992,510     | 43,071,811     |
| 2013         | 92,356       | -          | 13,837,259    | 8,580,348    | 7,362,611     | 29,872,574     |
| 2012         | 110,778      | -          | -             | 10,523,612   | 3,549,394     | 14,183,784     |
| 2011         | -            | -          | -             | 10,141,927   | 3,878,009     | 14,019,936     |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Changes in Fund Balance - Governmental Fund**  
**Last Ten Fiscal Years**  
*(Modified Accrual Basis of Accounting)*

|                                      | <u>2020</u>          | <u>2019</u>          | <u>2018</u>          | <u>2017</u>         | <u>2016</u>         |
|--------------------------------------|----------------------|----------------------|----------------------|---------------------|---------------------|
| <b>Revenues</b>                      |                      |                      |                      |                     |                     |
| Local Sources                        | \$ 163,185,634       | \$ 163,983,924       | \$ 146,565,449       | \$ 136,627,075      | \$ 123,950,552      |
| States Sources                       | 1,124,740            | 1,119,188            | 1,116,783            | 1,108,168           | 1,107,131           |
| Federal Sources                      | 3,917,902            | 3,519,929            | 3,180,689            | 2,623,951           | 2,174,421           |
| <b>Total Revenues</b>                | <u>168,228,276</u>   | <u>168,623,041</u>   | <u>150,862,921</u>   | <u>140,359,194</u>  | <u>127,232,104</u>  |
| <b>Expenditures</b>                  |                      |                      |                      |                     |                     |
| Instruction                          | 98,853,481           | 98,906,157           | 92,128,042           | 86,591,799          | 82,739,667          |
| Support Services                     | 45,468,195           | 42,154,068           | 40,165,289           | 44,695,099          | 41,165,031          |
| Non-Instructional Services           | 413,609              | 402,080              | 347,677              | 278,137             | 195,943             |
| Miscellaneous                        | -                    | -                    | -                    | -                   | -                   |
| Capital Outlay                       | 7,730,877            | 2,620,561            | 141,922              | 53,928              | 8,728               |
| Debt Service                         | -                    | -                    | -                    | -                   | -                   |
| <b>Total Expenditures</b>            | <u>152,466,162</u>   | <u>144,082,866</u>   | <u>132,782,930</u>   | <u>131,618,963</u>  | <u>124,109,369</u>  |
| <b>Other Financing Sources</b>       |                      |                      |                      |                     |                     |
| Proceeds of Extended Term Financing  | -                    | -                    | -                    | -                   | -                   |
| Sale of Capital Assets               | 22,925               | 23,390               | 23,855               | 29,373              | 10,469              |
| <b>Total Other Financing Sources</b> | <u>22,925</u>        | <u>23,390</u>        | <u>23,855</u>        | <u>29,373</u>       | <u>10,469</u>       |
| <b>Net Change in Fund Balance</b>    | <u>\$ 15,785,039</u> | <u>\$ 24,563,565</u> | <u>\$ 18,103,846</u> | <u>\$ 8,769,604</u> | <u>\$ 3,133,204</u> |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Changes in Fund Balance - Governmental Fund**  
**Last Ten Fiscal Years**  
*(Modified Accrual Basis of Accounting)*

(continued)

|                                      | <u>2015</u>           | <u>2014</u>          | <u>2013</u>          | <u>2012</u>        | <u>2011</u>        |
|--------------------------------------|-----------------------|----------------------|----------------------|--------------------|--------------------|
| Revenues                             |                       |                      |                      |                    |                    |
| Local Sources                        | \$ 113,150,202        | \$ 118,623,519       | \$ 117,352,869       | \$ 111,599,141     | \$ 104,659,691     |
| States Sources                       | 1,164,081             | 3,812,352            | 2,542,145            | 1,878,478          | 2,545,847          |
| Federal Sources                      | 2,135,730             | 2,136,830            | 2,434,436            | 2,547,823          | 2,165,005          |
| <b>Total Revenues</b>                | <u>116,450,013</u>    | <u>124,572,701</u>   | <u>122,329,450</u>   | <u>116,025,442</u> | <u>109,370,543</u> |
| Expenditures                         |                       |                      |                      |                    |                    |
| Instruction                          | 78,615,465            | 74,914,906           | 71,838,049           | 74,206,881         | 69,518,737         |
| Support Services                     | 42,531,721            | 36,246,568           | 34,609,161           | 36,216,215         | 33,664,808         |
| Non-Instructional Services           | 175,919               | 130,395              | 132,870              | 86,416             | 169,391            |
| Miscellaneous                        | -                     | 40,991               | 20,540               | 84,709             | 10,388             |
| Capital Outlay                       | 1,015,710             | 228,127              | 7,804                | 5,151,360          | 5,665,893          |
| Debt Service                         | -                     | 8,461                | 2,052,670            | 137,805            | 209,556            |
| <b>Total Expenditures</b>            | <u>122,338,815</u>    | <u>111,569,448</u>   | <u>108,661,094</u>   | <u>115,883,386</u> | <u>109,238,773</u> |
| Other Financing Sources              |                       |                      |                      |                    |                    |
| Proceeds of Extended Term Financing  | -                     | -                    | 2,000,000            | -                  | -                  |
| Sale of Capital Assets               | 22,503                | 195,984              | 20,434               | 21,792             | 66,820             |
| <b>Total Other Financing Sources</b> | <u>22,503</u>         | <u>195,984</u>       | <u>2,020,434</u>     | <u>21,792</u>      | <u>66,820</u>      |
| <b>Net Change in Fund Balance</b>    | <u>\$ (5,866,299)</u> | <u>\$ 13,199,237</u> | <u>\$ 15,688,790</u> | <u>\$ 163,848</u>  | <u>\$ 198,590</u>  |

## **Demographic and Economic Information**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Demographic and Economic Statistics**  
**Last Ten Calendar Years**

| Calendar<br>Year | Population | Personal Income             |           | Per Capita |            | Unemployment<br>Rate |
|------------------|------------|-----------------------------|-----------|------------|------------|----------------------|
|                  |            | (Expressed In<br>Thousands) | Income    | Employed   | Unemployed |                      |
| 2019             | 12,801,989 | \$ 742,924,296              | \$ 58,032 | 6,208,000  | 284,000    | 4.4%                 |
| 2018             | 12,800,922 | 717,255,286                 | 56,032    | 6,151,000  | 273,000    | 4.2%                 |
| 2017             | 12,787,641 | 681,658,520                 | 53,306    | 6,113,000  | 313,000    | 4.9%                 |
| 2016             | 12,782,275 | 662,352,876                 | 51,818    | 6,102,000  | 347,000    | 5.4%                 |
| 2015             | 12,784,826 | 644,445,802                 | 50,407    | 6,074,000  | 339,000    | 5.3%                 |
| 2014             | 12,788,313 | 619,387,125                 | 48,434    | 6,018,000  | 374,000    | 5.9%                 |
| 2013             | 12,776,309 | 592,972,739                 | 46,412    | 5,968,000  | 475,000    | 7.4%                 |
| 2012             | 12,767,118 | 587,521,891                 | 46,018    | 5,957,000  | 506,000    | 7.8%                 |
| 2011             | 12,745,815 | 563,434,875                 | 44,205    | 5,889,000  | 507,000    | 7.9%                 |
| 2010             | 12,711,160 | 534,469,857                 | 42,047    | 5,841,000  | 540,000    | 8.5%                 |

**Sources:** Personal income is provided by the Bureau of Economic Analysis, U.S. Department of Commerce ([www.bea.gov/index.htm](http://www.bea.gov/index.htm)) through estimates released September 2018.

Population data is obtained from the Bureau of Economic Analysis, U.S. Department of Commerce website at <http://www.bea.gov/index.htm>, whose source is the U.S. Bureau of Census' mid-year population estimate.

Employment data was obtained from the PA Dept. of Labor and Industry at:  
<https://paworkstats.geosolinc.com/vosnet/analyzer/results.aspx?enc=HofuwY22SoLTS/uC+bpmi7ntbB42L7XyypLjx+HEeK0=>

**Notes:**

(1) Population data is presented as of July 1 of the calendar year. The U.S. Bureau of Census' mid-year population estimate include revisions to the annual population estimate back to the calendar year of the most recent Census (2010 calendar year). Therefore, the totals shown may differ from year to year.

(2) Personal income data is provided as of the calendar year. Various calendar years differ from the totals presented.

(3) Information is for the Commonwealth of Pennsylvania.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Employment by Industry**  
**Current Calendar Year and Nine Years Prior**

| Industry                                      | 2019           |                    |                           | 2010           |                    |                           |
|---|----------------|--------------------|---------------------------|----------------|--------------------|---------------------------|
|   | Establishments | Average Employment | Total Wage                | Establishments | Average Employment | Total Wage                |
| Accommodation and Food Services               | 28,475         | 478,166            | \$ 9,300,975,294          | 26,257         | 412,530            | \$ 6,258,982,247          |
| Administrative and Waste Services             | 18,200         | 322,045            | 12,383,198,916            | 16,287         | 272,103            | 8,494,047,179             |
| Agriculture, Forestry, Fishing & Hunting      | 2,351          | 25,013             | 918,329,374               | 1,844          | 22,916             | 651,305,702               |
| Arts, Entertainment, and Recreation           | 5,435          | 103,178            | 3,541,826,976             | 4,681          | 91,730             | 2,588,134,152             |
| Construction                                  | 29,303         | 269,127            | 18,331,076,776            | 28,486         | 225,026            | 11,855,467,961            |
| Educational Services                          | 9,064          | 484,699            | 28,482,347,743            | 8,388          | 514,566            | 24,194,840,668            |
| Finance and Insurance                         | 18,326         | 267,300            | 26,029,179,269            | 18,294         | 255,737            | 18,344,654,714            |
| Health Care and Social Assistance             | 53,666         | 1,090,104          | 57,045,275,611            | 54,090         | 935,027            | 40,059,923,593            |
| Information                                   | 5,439          | 90,505             | 8,428,231,395             | 4,778          | 96,672             | 6,058,429,866             |
| Management of Companies and Enterprises       | 4,829          | 136,094            | 18,457,130,720            | 2,477          | 117,398            | 11,873,682,638            |
| Manufacturing                                 | 14,435         | 575,459            | 36,973,745,534            | 15,066         | 561,114            | 30,123,414,111            |
| Mining, Quarrying, and Oil and Gas Extraction | 1,275          | 28,043             | 2,527,611,641             | 1,222          | 26,004             | 1,776,792,279             |
| Other Services, Ex. Public Admin              | 33,122         | 203,687            | 7,178,037,646             | 30,693         | 185,013            | 5,120,153,043             |
| Professional and Technical Services           | 41,741         | 367,729            | 36,396,015,815            | 34,627         | 308,332            | 23,794,008,479            |
| Public Administration                         | 5,143          | 237,356            | 14,931,476,038            | 4,899          | 253,636            | 12,855,977,346            |
| Real Estate and Rental and Leasing            | 10,984         | 65,421             | 4,093,763,705             | 9,438          | 58,957             | 2,740,161,355             |
| Retail Trade                                  | 40,909         | 614,434            | 18,587,339,407            | 42,233         | 630,019            | 15,761,589,138            |
| Transportation and Warehousing                | 11,645         | 315,199            | 15,819,576,524            | 10,052         | 249,553            | 10,473,751,371            |
| Utilities                                     | 1,367          | 34,608             | 3,434,783,692             | 1,264          | 31,925             | 2,551,572,766             |
| Wholesale Trade                               | 23,412         | 217,417            | 17,845,016,305            | 24,219         | 223,984            | 14,678,762,801            |
| <b>Total - All Industries</b>                 | <b>359,121</b> | <b>5,925,584</b>   | <b>\$ 340,704,938,381</b> | <b>339,295</b> | <b>5,472,242</b>   | <b>\$ 250,255,651,409</b> |

**Sources:** Information was obtained from the Center for Workforce Information & Analysis, Pennsylvania Department of Labor and Industry website at [www.paworkstats.pa.gov](http://www.paworkstats.pa.gov).



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Principal Employers**  
**Current Year and Nine Years Prior**

| <u>Employer</u>                  | <u>2020<br/>Rank</u> | <u>2011<br/>Rank</u> |
|----------------------------------|----------------------|----------------------|
| Wal-Mart Associates Inc.         | 1                    | 1                    |
| Trustees of the University of PA | 2                    | 3                    |
| City of Philadelphia             | 3                    | 2                    |
| Giant Food Stores LLC            | 4                    | 6                    |
| Pennsylvania State University    | 5                    | 5                    |
| School District of Philadelphia  | 6                    | 4                    |
| UPMC Presbyterian Shadyside      | 7                    | 7                    |
| United Parcel Services Inc.      | 8                    | 9                    |
| PNC Bank NA                      | 9                    | 10                   |
| University of Pittsburgh         | 10                   | 8                    |

**Source:** Pennsylvania Department of Labor and Industry  
The Department is not able to provide the number of employees due to confidentiality restrictions.

## **Operating Information**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Full-Time Equivalent Employees by Function/Category**  
**Last Ten Fiscal Years**

|                            | <u>2020</u> | <u>2019</u> | <u>2018</u> | <u>2017</u> | <u>2016</u> |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Function</b>            |             |             |             |             |             |
| Teacher/Instructor         | 476         | 469         | 437         | 416         | 386         |
| Student Support            | 129         | 126         | 124         | 123         | 125         |
| Academic Staff Support     | 47          | 54          | 55          | 54          | 54          |
| Academic Leadership        | 19          | 19          | 20          | 21          | 21          |
| Non-Academic Staff Support | 41          | 37          | 38          | 32          | 29          |
| Executive                  | 6           | 6           | 6           | 6           | 6           |
| <b>Total</b>               | <u>718</u>  | <u>711</u>  | <u>680</u>  | <u>652</u>  | <u>621</u>  |
|                            |             |             |             |             |             |
|                            | <u>2015</u> | <u>2014</u> | <u>2013</u> | <u>2012</u> | <u>2011</u> |
| <b>Function</b>            |             |             |             |             |             |
| Teacher/Instructor         | 409         | 338         | 338         | 364         | 307         |
| Student Support            | 134         | 131         | 131         | 95          | 102         |
| Academic Staff Support     | 67          | 60          | 60          | 41          | 44          |
| Academic Leadership        | 21          | 20          | 20          | 18          | 17          |
| Non-Academic Staff Support | 29          | 24          | 24          | 23          | 31          |
| Executive                  | 7           | 6           | 6           | 11          | 6           |
| <b>Total</b>               | <u>667</u>  | <u>579</u>  | <u>579</u>  | <u>552</u>  | <u>507</u>  |

**Source:** PA Cyber Charter School records.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Teacher Salaries**  
**Last Ten Fiscal Years**

| <u>Fiscal Year</u> | <u>Minimum<br/>Salary</u> | <u>Maximum<br/>Salary</u> | <u>Average<br/>Salary</u> |
|--------------------|---------------------------|---------------------------|---------------------------|
| 2020               | \$ 44,500                 | \$ 84,800                 | \$ 60,339                 |
| 2019               | 44,000                    | 82,730                    | 57,016                    |
| 2018               | 42,000                    | 83,522                    | 56,150                    |
| 2017               | 40,000                    | 79,584                    | 54,125                    |
| 2016               | 40,300                    | 75,501                    | 52,525                    |
| 2015               | 34,000                    | 73,349                    | 47,442                    |
| 2014               | 37,286                    | 73,349                    | 49,442                    |
| 2013               | 24,750                    | 68,310                    | 42,447                    |
| 2012               | 23,750                    | 78,414                    | 40,816                    |
| 2011               | 23,750                    | 67,810                    | 42,490                    |

**Source:** PA Cyber Charter School records.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Operating Statistics**  
**Last Ten Fiscal Years**

| <u>Fiscal Year</u> | <u>FTE Enrollment</u> | <u>Governmental Activities Expenses</u> | <u>Cost per Pupil</u> | <u>Percentage Change</u> | <u>Teaching Staff</u> | <u>Pupil/Teacher Ratio</u> |
|--------------------|-----------------------|---|-----------------------|--------------------------|-----------------------|----------------------------|
| 2020               | 10,520                | \$ 156,072,590                          | \$ 14,835.80          | 3.55%                    | 476                   | 22:1                       |
| 2019               | 10,597                | 151,824,175                             | 14,327.09             | 7.46%                    | 469                   | 23:1                       |
| 2018               | 10,413                | 138,830,783                             | 13,332.45             | -2.16%                   | 437                   | 24:1                       |
| 2017               | 10,275                | 140,012,947                             | 13,626.56             | 2.71%                    | 416                   | 25:1                       |
| 2016               | 9,905                 | 131,406,916                             | 13,266.73             | 2.50%                    | 386                   | 26:1                       |
| 2015               | 9,606                 | 124,335,944                             | 12,943.57             | 24.80%                   | 409                   | 23:1                       |
| 2014               | 10,776                | 111,765,437                             | 10,371.70             | 2.58%                    | 338                   | 32:1                       |
| 2013               | 10,935                | 110,562,823                             | 10,110.91             | 0.00%                    | 338                   | 32:1                       |
| 2012               | 10,880                | 110,003,376                             | 10,110.60             | -0.77%                   | 364                   | 30:1                       |
| 2011               | 9,994                 | 101,829,238                             | 10,189.04             | 24.30%                   | 307                   | 33:1                       |

**Source:** PA Cyber Charter School records.

**Notes:**

(1) Includes all funds. (GAAP Basis)

(2) Beginning with fiscal year 2015, the School implemented GASB 68 and in fiscal 2018 GASB 75 which impacted Governmental Activities Expenses.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Enrollment by County**  
**Last Ten Fiscal Years**

| County          | 2020         |                       | 2019         |                       | 2018         |                       | 2017         |                       | 2016         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Adams           | 105          | 0.77%                 | 115          | 0.78%                 | 123          | 0.84%                 | 122          | 0.85%                 | 114          | 0.83%                 |
| Allegheny       | 1,611        | 11.75%                | 1,691        | 11.49%                | 1,892        | 12.89%                | 1,910        | 13.29%                | 1,786        | 12.97%                |
| Armstrong       | 119          | 0.87%                 | 110          | 0.75%                 | 105          | 0.72%                 | 106          | 0.74%                 | 94           | 0.68%                 |
| Beaver          | 541          | 3.95%                 | 613          | 4.17%                 | 597          | 4.07%                 | 565          | 3.93%                 | 544          | 3.95%                 |
| Bedford         | 25           | 0.18%                 | 38           | 0.26%                 | 27           | 0.18%                 | 35           | 0.24%                 | 40           | 0.29%                 |
| Berks           | 226          | 1.65%                 | 279          | 1.90%                 | 278          | 1.89%                 | 287          | 2.00%                 | 256          | 1.86%                 |
| Blair           | 123          | 0.90%                 | 130          | 0.88%                 | 143          | 0.97%                 | 129          | 0.90%                 | 121          | 0.88%                 |
| Bradford        | 52           | 0.38%                 | 56           | 0.38%                 | 56           | 0.38%                 | 64           | 0.45%                 | 64           | 0.46%                 |
| Bucks           | 210          | 1.53%                 | 260          | 1.77%                 | 260          | 1.77%                 | 252          | 1.75%                 | 216          | 1.57%                 |
| Butler          | 472          | 3.44%                 | 482          | 3.28%                 | 453          | 3.09%                 | 453          | 3.15%                 | 451          | 3.28%                 |
| Cambria         | 114          | 0.83%                 | 146          | 0.99%                 | 143          | 0.97%                 | 117          | 0.81%                 | 146          | 1.06%                 |
| Cameron         | 3            | 0.02%                 | 5            | 0.03%                 | 8            | 0.05%                 | 12           | 0.08%                 | 10           | 0.07%                 |
| Carbon          | 61           | 0.45%                 | 67           | 0.46%                 | 61           | 0.42%                 | 60           | 0.42%                 | 45           | 0.33%                 |
| Centre          | 112          | 0.82%                 | 120          | 0.82%                 | 106          | 0.72%                 | 91           | 0.63%                 | 113          | 0.82%                 |
| Chester         | 56           | 0.41%                 | 73           | 0.50%                 | 83           | 0.57%                 | 101          | 0.70%                 | 118          | 0.86%                 |
| Clarion         | 84           | 0.61%                 | 105          | 0.71%                 | 100          | 0.68%                 | 90           | 0.63%                 | 93           | 0.68%                 |
| Clearfield      | 111          | 0.81%                 | 107          | 0.73%                 | 100          | 0.68%                 | 91           | 0.63%                 | 121          | 0.88%                 |
| Clinton         | 61           | 0.45%                 | 63           | 0.43%                 | 54           | 0.37%                 | 40           | 0.28%                 | 71           | 0.52%                 |
| Columbia        | 65           | 0.47%                 | 63           | 0.43%                 | 62           | 0.42%                 | 56           | 0.39%                 | 52           | 0.38%                 |
| Crawford        | 251          | 1.83%                 | 271          | 1.84%                 | 294          | 2.00%                 | 299          | 2.08%                 | 292          | 2.12%                 |
| Cumberland      | 236          | 1.72%                 | 244          | 1.66%                 | 291          | 1.98%                 | 295          | 2.05%                 | 282          | 2.05%                 |
| Dauphin         | 489          | 3.57%                 | 524          | 3.56%                 | 476          | 3.24%                 | 474          | 3.30%                 | 459          | 3.33%                 |
| Delaware        | 395          | 2.88%                 | 452          | 3.07%                 | 422          | 2.88%                 | 412          | 2.87%                 | 382          | 2.77%                 |
| Elk             | 23           | 0.17%                 | 8            | 0.05%                 | 6            | 0.04%                 | 9            | 0.06%                 | 12           | 0.09%                 |
| Erie            | 781          | 5.70%                 | 869          | 5.91%                 | 919          | 6.26%                 | 838          | 5.83%                 | 790          | 5.74%                 |
| Fayette         | 429          | 3.13%                 | 447          | 3.04%                 | 444          | 3.03%                 | 448          | 3.12%                 | 424          | 3.08%                 |
| Forest          | 4            | 0.03%                 | 9            | 0.06%                 | 5            | 0.03%                 | 5            | 0.03%                 | 5            | 0.04%                 |
| Franklin        | 109          | 0.80%                 | 133          | 0.90%                 | 146          | 0.99%                 | 132          | 0.92%                 | 110          | 0.80%                 |
| Fulton          | 10           | 0.07%                 | 16           | 0.11%                 | 13           | 0.09%                 | 10           | 0.07%                 | 9            | 0.07%                 |
| Greene          | 101          | 0.74%                 | 101          | 0.69%                 | 86           | 0.59%                 | 74           | 0.51%                 | 52           | 0.38%                 |
| <b>Subtotal</b> | <b>6,979</b> | <b>50.92%</b>         | <b>7,597</b> | <b>51.62%</b>         | <b>7,753</b> | <b>52.83%</b>         | <b>7,577</b> | <b>52.71%</b>         | <b>7,272</b> | <b>52.82%</b>         |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Enrollment by County**  
**Last Ten Fiscal Years**

(continued)

| County          | 2020         |                       | 2019         |                       | 2018         |                       | 2017         |                       | 2016         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Huntingdon      | 39           | 0.28%                 | 39           | 0.27%                 | 43           | 0.29%                 | 52           | 0.36%                 | 30           | 0.22%                 |
| Indiana         | 144          | 1.05%                 | 135          | 0.92%                 | 141          | 0.96%                 | 152          | 1.06%                 | 153          | 1.11%                 |
| Jefferson       | 66           | 0.48%                 | 88           | 0.60%                 | 76           | 0.52%                 | 79           | 0.55%                 | 63           | 0.46%                 |
| Juniata         | 16           | 0.12%                 | 30           | 0.20%                 | 29           | 0.20%                 | 18           | 0.13%                 | 12           | 0.09%                 |
| Lackawanna      | 73           | 0.53%                 | 72           | 0.49%                 | 67           | 0.46%                 | 71           | 0.49%                 | 86           | 0.62%                 |
| Lancaster       | 390          | 2.85%                 | 383          | 2.60%                 | 382          | 2.60%                 | 443          | 3.08%                 | 430          | 3.12%                 |
| Lawrence        | 190          | 1.39%                 | 185          | 1.26%                 | 171          | 1.17%                 | 174          | 1.21%                 | 175          | 1.27%                 |
| Lebanon         | 145          | 1.06%                 | 163          | 1.11%                 | 124          | 0.85%                 | 120          | 0.83%                 | 129          | 0.94%                 |
| Lehigh          | 358          | 2.61%                 | 374          | 2.54%                 | 353          | 2.41%                 | 337          | 2.34%                 | 309          | 2.24%                 |
| Luzerne         | 416          | 3.04%                 | 354          | 2.41%                 | 299          | 2.04%                 | 282          | 1.96%                 | 199          | 1.45%                 |
| Lycoming        | 139          | 1.01%                 | 185          | 1.26%                 | 205          | 1.40%                 | 196          | 1.36%                 | 153          | 1.11%                 |
| McKean          | 33           | 0.24%                 | 35           | 0.24%                 | 30           | 0.20%                 | 16           | 0.11%                 | 25           | 0.18%                 |
| Mercer          | 185          | 1.35%                 | 188          | 1.28%                 | 183          | 1.25%                 | 172          | 1.20%                 | 180          | 1.31%                 |
| Mifflin         | 20           | 0.15%                 | 34           | 0.23%                 | 27           | 0.18%                 | 33           | 0.23%                 | 21           | 0.15%                 |
| Monroe          | 208          | 1.52%                 | 233          | 1.58%                 | 248          | 1.69%                 | 266          | 1.85%                 | 248          | 1.80%                 |
| Montgomery      | 191          | 1.39%                 | 200          | 1.36%                 | 236          | 1.61%                 | 206          | 1.43%                 | 207          | 1.50%                 |
| Montour         | 10           | 0.07%                 | 14           | 0.10%                 | 15           | 0.10%                 | 10           | 0.07%                 | 4            | 0.03%                 |
| Northampton     | 330          | 2.41%                 | 359          | 2.44%                 | 323          | 2.20%                 | 287          | 2.00%                 | 289          | 2.10%                 |
| Northumberland  | 152          | 1.11%                 | 155          | 1.05%                 | 153          | 1.04%                 | 167          | 1.16%                 | 124          | 0.90%                 |
| Perry           | 78           | 0.57%                 | 104          | 0.71%                 | 93           | 0.63%                 | 118          | 0.82%                 | 102          | 0.74%                 |
| Philadelphia    | 871          | 6.36%                 | 876          | 5.95%                 | 826          | 5.63%                 | 774          | 5.38%                 | 699          | 5.08%                 |
| Pike            | 37           | 0.27%                 | 46           | 0.31%                 | 43           | 0.29%                 | 39           | 0.27%                 | 44           | 0.32%                 |
| Potter          | 4            | 0.03%                 | 5            | 0.03%                 | 9            | 0.06%                 | 11           | 0.08%                 | 8            | 0.06%                 |
| Schuylkill      | 105          | 0.77%                 | 121          | 0.82%                 | 106          | 0.72%                 | 89           | 0.62%                 | 91           | 0.66%                 |
| Snyder          | 60           | 0.44%                 | 55           | 0.37%                 | 57           | 0.39%                 | 47           | 0.33%                 | 44           | 0.32%                 |
| Somerset        | 125          | 0.91%                 | 129          | 0.88%                 | 144          | 0.98%                 | 181          | 1.26%                 | 160          | 1.16%                 |
| Sullivan        | 11           | 0.08%                 | 9            | 0.06%                 | 13           | 0.09%                 | 10           | 0.07%                 | 11           | 0.08%                 |
| Susquehanna     | 37           | 0.27%                 | 57           | 0.39%                 | 45           | 0.31%                 | 56           | 0.39%                 | 64           | 0.46%                 |
| Tioga           | 31           | 0.23%                 | 28           | 0.19%                 | 26           | 0.18%                 | 32           | 0.22%                 | 45           | 0.33%                 |
| <b>Subtotal</b> | <b>4,464</b> | <b>32.57%</b>         | <b>4,656</b> | <b>31.64%</b>         | <b>4,467</b> | <b>30.44%</b>         | <b>4,438</b> | <b>30.87%</b>         | <b>4,105</b> | <b>29.82%</b>         |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Enrollment by County**  
**Last Ten Fiscal Years**

(continued)

| County       | 2020          |                       | 2019          |                       | 2018          |                       | 2017          |                       | 2016          |                       |
|--------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|
|              | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment |
| Union        | 25            | 0.18%                 | 28            | 0.19%                 | 38            | 0.26%                 | 53            | 0.37%                 | 46            | 0.33%                 |
| Venango      | 120           | 0.88%                 | 137           | 0.93%                 | 126           | 0.86%                 | 141           | 0.98%                 | 121           | 0.88%                 |
| Warren       | 70            | 0.51%                 | 66            | 0.45%                 | 55            | 0.37%                 | 55            | 0.38%                 | 67            | 0.49%                 |
| Washington   | 466           | 3.40%                 | 492           | 3.34%                 | 521           | 3.55%                 | 487           | 3.39%                 | 541           | 3.93%                 |
| Wayne        | 20            | 0.15%                 | 27            | 0.18%                 | 20            | 0.14%                 | 24            | 0.17%                 | 27            | 0.20%                 |
| Westmoreland | 971           | 7.09%                 | 1,014         | 6.89%                 | 997           | 6.79%                 | 933           | 6.49%                 | 972           | 7.06%                 |
| Wyoming      | 19            | 0.14%                 | 29            | 0.20%                 | 23            | 0.16%                 | 30            | 0.21%                 | 28            | 0.20%                 |
| York         | 571           | 4.17%                 | 670           | 4.55%                 | 674           | 4.59%                 | 637           | 4.43%                 | 588           | 4.27%                 |
| <b>Total</b> | <b>13,705</b> | <b>100.00%</b>        | <b>14,716</b> | <b>100.00%</b>        | <b>14,674</b> | <b>100.00%</b>        | <b>14,375</b> | <b>100.00%</b>        | <b>13,767</b> | <b>100.00%</b>        |

(continued)



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Enrollment by County**  
**Last Ten Fiscal Years**

(continued)

| County          | 2015         |                       | 2014         |                       | 2013         |                       | 2012         |                       | 2011         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Adams           | 115          | 0.85%                 | 132          | 0.93%                 | 113          | 0.80%                 | 115          | 0.81%                 | 89           | 0.71%                 |
| Allegheny       | 1,747        | 12.93%                | 1,854        | 13.02%                | 1,786        | 12.71%                | 1,835        | 12.85%                | 1,543        | 12.39%                |
| Armstrong       | 103          | 0.76%                 | 120          | 0.84%                 | 125          | 0.89%                 | 123          | 0.86%                 | 96           | 0.77%                 |
| Beaver          | 548          | 4.06%                 | 548          | 3.85%                 | 630          | 4.48%                 | 856          | 5.99%                 | 611          | 4.91%                 |
| Bedford         | 46           | 0.34%                 | 51           | 0.36%                 | 48           | 0.34%                 | 46           | 0.32%                 | 46           | 0.37%                 |
| Berks           | 218          | 1.61%                 | 247          | 1.74%                 | 282          | 2.01%                 | 265          | 1.86%                 | 200          | 1.61%                 |
| Blair           | 145          | 1.07%                 | 165          | 1.16%                 | 142          | 1.01%                 | 182          | 1.27%                 | 133          | 1.07%                 |
| Bradford        | 74           | 0.55%                 | 83           | 0.58%                 | 89           | 0.63%                 | 72           | 0.50%                 | 64           | 0.51%                 |
| Bucks           | 209          | 1.55%                 | 215          | 1.51%                 | 229          | 1.63%                 | 247          | 1.73%                 | 299          | 2.40%                 |
| Butler          | 445          | 3.29%                 | 492          | 3.46%                 | 528          | 3.76%                 | 503          | 3.52%                 | 448          | 3.60%                 |
| Cambria         | 117          | 0.87%                 | 133          | 0.93%                 | 140          | 1.00%                 | 155          | 1.09%                 | 117          | 0.94%                 |
| Cameron         | 3            | 0.02%                 | 3            | 0.02%                 | 9            | 0.06%                 | 7            | 0.05%                 | 8            | 0.06%                 |
| Carbon          | 55           | 0.41%                 | 63           | 0.44%                 | 63           | 0.45%                 | 76           | 0.53%                 | 58           | 0.47%                 |
| Centre          | 126          | 0.93%                 | 111          | 0.78%                 | 119          | 0.85%                 | 92           | 0.64%                 | 67           | 0.54%                 |
| Chester         | 136          | 1.01%                 | 155          | 1.09%                 | 160          | 1.14%                 | 190          | 1.33%                 | 212          | 1.70%                 |
| Clarion         | 102          | 0.76%                 | 86           | 0.60%                 | 92           | 0.65%                 | 94           | 0.66%                 | 61           | 0.49%                 |
| Clearfield      | 142          | 1.05%                 | 160          | 1.12%                 | 156          | 1.11%                 | 149          | 1.04%                 | 124          | 1.00%                 |
| Clinton         | 68           | 0.50%                 | 61           | 0.43%                 | 64           | 0.46%                 | 61           | 0.43%                 | -            | 0.00%                 |
| Columbia        | 80           | 0.59%                 | 80           | 0.56%                 | 73           | 0.52%                 | 61           | 0.43%                 | 66           | 0.53%                 |
| Crawford        | 284          | 2.10%                 | 267          | 1.88%                 | 268          | 1.91%                 | 226          | 1.58%                 | 191          | 1.53%                 |
| Cumberland      | 287          | 2.12%                 | 287          | 2.02%                 | 243          | 1.73%                 | 220          | 1.54%                 | 210          | 1.69%                 |
| Dauphin         | 438          | 3.24%                 | 439          | 3.08%                 | 459          | 3.27%                 | 402          | 2.81%                 | 320          | 2.57%                 |
| Delaware        | 369          | 2.73%                 | 373          | 2.62%                 | 467          | 3.32%                 | 554          | 3.88%                 | 367          | 2.95%                 |
| Elk             | 20           | 0.15%                 | 27           | 0.19%                 | 32           | 0.23%                 | 15           | 0.11%                 | 18           | 0.14%                 |
| Erie            | 699          | 5.18%                 | 617          | 4.33%                 | 527          | 3.75%                 | 417          | 2.92%                 | 333          | 2.67%                 |
| Fayette         | 396          | 2.93%                 | 385          | 2.70%                 | 318          | 2.26%                 | 268          | 1.88%                 | 292          | 2.34%                 |
| Forest          | 3            | 0.02%                 | 7            | 0.05%                 | 5            | 0.04%                 | 3            | 0.02%                 | 5            | 0.04%                 |
| Franklin        | 104          | 0.77%                 | 115          | 0.81%                 | 110          | 0.78%                 | 127          | 0.89%                 | 117          | 0.94%                 |
| Fulton          | 15           | 0.11%                 | 17           | 0.12%                 | 17           | 0.12%                 | 21           | 0.15%                 | 20           | 0.16%                 |
| Greene          | 52           | 0.38%                 | 66           | 0.46%                 | 80           | 0.57%                 | 80           | 0.56%                 | 61           | 0.49%                 |
| <b>Subtotal</b> | <b>7,146</b> | <b>52.91%</b>         | <b>7,359</b> | <b>51.69%</b>         | <b>7,374</b> | <b>52.48%</b>         | <b>7,462</b> | <b>52.24%</b>         | <b>6,176</b> | <b>49.59%</b>         |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Enrollment by County**  
**Last Ten Fiscal Years**

(continued)

| County          | 2015         |                       | 2014         |                       | 2013         |                       | 2012         |                       | 2011         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Huntingdon      | 18           | 0.13%                 | 18           | 0.13%                 | 13           | 0.09%                 | 11           | 0.08%                 | 6            | 0.05%                 |
| Indiana         | 132          | 0.98%                 | 140          | 0.98%                 | 149          | 1.06%                 | 126          | 0.88%                 | 110          | 0.88%                 |
| Jefferson       | 32           | 0.24%                 | 38           | 0.27%                 | 33           | 0.23%                 | 43           | 0.30%                 | 48           | 0.39%                 |
| Juniata         | 14           | 0.10%                 | 16           | 0.11%                 | 17           | 0.12%                 | 26           | 0.18%                 | 18           | 0.14%                 |
| Lackawanna      | 93           | 0.69%                 | 124          | 0.87%                 | 153          | 1.09%                 | 178          | 1.25%                 | 160          | 1.28%                 |
| Lancaster       | 454          | 3.36%                 | 443          | 3.11%                 | 448          | 3.19%                 | 466          | 3.26%                 | 473          | 3.80%                 |
| Lawrence        | 177          | 1.31%                 | 192          | 1.35%                 | 187          | 1.33%                 | 203          | 1.42%                 | 221          | 1.77%                 |
| Lebanon         | 152          | 1.13%                 | 169          | 1.19%                 | 155          | 1.10%                 | 152          | 1.06%                 | 139          | 1.12%                 |
| Lehigh          | 312          | 2.31%                 | 328          | 2.30%                 | 261          | 1.86%                 | 292          | 2.04%                 | 291          | 2.34%                 |
| Luzerne         | 225          | 1.67%                 | 261          | 1.83%                 | 244          | 1.74%                 | 229          | 1.60%                 | 204          | 1.64%                 |
| Lycoming        | 146          | 1.08%                 | 186          | 1.31%                 | 203          | 1.44%                 | 185          | 1.30%                 | 217          | 1.74%                 |
| McKean          | 32           | 0.24%                 | 51           | 0.36%                 | 34           | 0.24%                 | 29           | 0.20%                 | 31           | 0.25%                 |
| Mercer          | 171          | 1.27%                 | 182          | 1.28%                 | 148          | 1.05%                 | 143          | 1.00%                 | 128          | 1.03%                 |
| Mifflin         | 17           | 0.13%                 | 29           | 0.20%                 | 33           | 0.23%                 | 26           | 0.18%                 | 12           | 0.10%                 |
| Monroe          | 284          | 2.10%                 | 325          | 2.28%                 | 311          | 2.21%                 | 373          | 2.61%                 | 382          | 3.07%                 |
| Montgomery      | 222          | 1.64%                 | 250          | 1.76%                 | 271          | 1.93%                 | 316          | 2.21%                 | 286          | 2.30%                 |
| Montour         | 8            | 0.06%                 | 10           | 0.07%                 | 12           | 0.09%                 | 6            | 0.04%                 | 5            | 0.04%                 |
| Northampton     | 272          | 2.01%                 | 328          | 2.30%                 | 287          | 2.04%                 | 311          | 2.18%                 | 245          | 1.97%                 |
| Northumberland  | 156          | 1.15%                 | 141          | 0.99%                 | 147          | 1.05%                 | 125          | 0.88%                 | 133          | 1.07%                 |
| Perry           | 118          | 0.87%                 | 108          | 0.76%                 | 105          | 0.75%                 | 106          | 0.74%                 | 74           | 0.59%                 |
| Philadelphia    | 551          | 4.08%                 | 591          | 4.15%                 | 550          | 3.91%                 | 634          | 4.44%                 | 595          | 4.78%                 |
| Pike            | 50           | 0.37%                 | 53           | 0.37%                 | 60           | 0.43%                 | 69           | 0.48%                 | 61           | 0.49%                 |
| Potter          | 10           | 0.07%                 | 4            | 0.03%                 | 5            | 0.04%                 | 3            | 0.02%                 | 4            | 0.03%                 |
| Schuylkill      | 97           | 0.72%                 | 124          | 0.87%                 | 109          | 0.78%                 | 113          | 0.79%                 | 105          | 0.84%                 |
| Snyder          | 45           | 0.33%                 | 55           | 0.39%                 | 44           | 0.31%                 | 32           | 0.22%                 | 11           | 0.09%                 |
| Somerset        | 185          | 1.37%                 | 154          | 1.08%                 | 160          | 1.14%                 | 168          | 1.18%                 | 141          | 1.13%                 |
| Sullivan        | 17           | 0.13%                 | 26           | 0.18%                 | 31           | 0.22%                 | 29           | 0.20%                 | 26           | 0.21%                 |
| Susquehanna     | 84           | 0.62%                 | 102          | 0.72%                 | 100          | 0.71%                 | 99           | 0.69%                 | 104          | 0.84%                 |
| Tioga           | 55           | 0.41%                 | 66           | 0.46%                 | 65           | 0.46%                 | 40           | 0.28%                 | 31           | 0.25%                 |
| <b>Subtotal</b> | <b>4,129</b> | <b>30.57%</b>         | <b>4,514</b> | <b>31.71%</b>         | <b>4,335</b> | <b>30.85%</b>         | <b>4,533</b> | <b>31.73%</b>         | <b>4,261</b> | <b>34.21%</b>         |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Enrollment by County**  
**Last Ten Fiscal Years**

(continued)

| County       | 2015          |                       | 2014          |                       | 2013          |                       | 2012          |                       | 2011          |                       |
|--------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|
|              | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment |
| Union        | 58            | 0.43%                 | 53            | 0.37%                 | 61            | 0.43%                 | 54            | 0.38%                 | 50            | 0.40%                 |
| Venango      | 131           | 0.97%                 | 150           | 1.05%                 | 134           | 0.95%                 | 125           | 0.88%                 | 139           | 1.12%                 |
| Warren       | 47            | 0.35%                 | 43            | 0.30%                 | 46            | 0.33%                 | 35            | 0.25%                 | 26            | 0.21%                 |
| Washington   | 474           | 3.51%                 | 483           | 3.39%                 | 530           | 3.77%                 | 500           | 3.50%                 | 448           | 3.60%                 |
| Wayne        | 28            | 0.21%                 | 35            | 0.25%                 | 47            | 0.33%                 | 49            | 0.34%                 | 41            | 0.33%                 |
| Westmoreland | 898           | 6.65%                 | 936           | 6.57%                 | 914           | 6.50%                 | 929           | 6.50%                 | 737           | 5.92%                 |
| Wyoming      | 28            | 0.21%                 | 33            | 0.23%                 | 27            | 0.19%                 | 31            | 0.22%                 | 59            | 0.47%                 |
| York         | 568           | 4.21%                 | 630           | 4.43%                 | 584           | 4.16%                 | 566           | 3.96%                 | 518           | 4.16%                 |
| <b>Total</b> | <b>13,507</b> | <b>100.00%</b>        | <b>14,236</b> | <b>100.00%</b>        | <b>14,052</b> | <b>100.00%</b>        | <b>14,284</b> | <b>100.00%</b>        | <b>12,455</b> | <b>100.00%</b>        |

Source: PA Cyber Charter School records.

**Notes:**

(1) Total Student enrollment, not FTEs.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**School Building Information**  
**June 30, 2020**

| <u>Property Name</u>         | <u>Purchase Date</u> | <u>Building<br/>Square Footage</u> | <u>Enrollment</u> |
|------------------------------|----------------------|------------------------------------|-------------------|
| 652 Midland Avenue Building  | 3/10/2008            | 30,500                             | N/A               |
| 900 Midland Avenue Building  | 4/18/2005            | 12,400                             | N/A               |
| 617 Midland Avenue Building  | 8/8/2005             | 16,500                             | N/A               |
| 735 Midland Avenue Building  | 6/1/2010             | 27,860                             | N/A               |
| 1200 Midland Avenue Building | 6/16/2010            | 33,200                             | N/A               |
| 520 Railroad Avenue Building | 6/30/2011            | 3,000                              | N/A               |

**Source:** PA Cyber Charter School records.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2020**

| <u>General Liability Coverage</u>   | <b>Philadelphia Indemnity Insurance Company</b> |
|---|---|
| <b>Policy Number</b>  | <b>PHPK2143207</b>                              |
| <b>Policy Period</b>  | <b>6/30/20-6/30/21</b>                          |
| General Aggregate   | \$3,000,000                                     |
| Products/Completed Operations   | \$3,000,000                                     |
| Personal & Advertising Injury   | \$1,000,000                                     |
| Each Occurrence   | \$1,000,000                                     |
| Fire Damage Liability   | \$1,000,000                                     |
| Medical Payments  | \$5,000   |
| <b>Employee Benefits Liability:</b>   |   |
| -Each Employee  | \$1,000,000                                     |
| -Aggregate  | \$3,000,000                                     |
| -Deductible   | \$1,000   |
| -Retroactive Date   | 2/20/2015                                       |
| <b>Sexual Misconduct &amp; Molestation:</b>                                   |   |
| -Occurrence   | \$1,000,000                                     |
| -Aggregate  | \$3,000,000                                     |
| <b>Commercial Auto Liability:</b>   |   |
| Auto Liability  | \$1,000,000                                     |
| Uninsured Motorists   | \$1,000,000                                     |
| Underinsured Motorists  | \$1,000,000                                     |
| Personal Injury Protection  |   |
| -Comprehensive Deductible   | \$500   |
| -Collision Deductible   | \$1,000   |
| School Employees as Insured's   | Included  |
| Volunteers as Insured's   | Included  |
| Electronic Equipment Coverage   | Included  |
| Auto Physical Damage  | Included  |
| <b><u>Educators Legal Liability</u></b>                                       | <b>Ironshore Specialty Insurance Company</b>    |
| <b>(Includes Directors &amp; Officers and Employment Practices Liability)</b> |   |
| <b>Policy Number</b>  | <b>DO7NAB0739001</b>                            |
| <b>Policy Period</b>  | <b>6/30/20-6/30/21</b>                          |
| Pending and Prior Date  | <b>2/20/2002</b>                                |
| -Occurrence   | \$1,000,000                                     |
| -Aggregate  | \$1,000,000                                     |
| Directors & Officers Deductible   | \$25,000  |
| Employment Practices Liability Deductible                                     | \$75,000  |
| Educators Legal Liability Deductible  | \$75,000  |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2020**

(continued)

| <u>Property Coverage</u>                | <b>Hartford Fire Insurance Company</b>    |
|---|---|
| <b>Policy Number</b>                    | <b>13 UUN BM5820K1</b>                    |
| <b>Policy Period</b>                    | <b>6/30/20-6/30/21</b>                    |
| Blanket Building & Personal Property    | \$29,333,154                              |
| -Coinsurance                            | No Penalty                                |
| -Cause of Loss                          | Special                                   |
| -Valuation                              | RC-Agreed Value                           |
| -Deductible                             | \$5,000                                   |
| Business Income Limit                   | \$2,509,680                               |
| Extra Expense                           | Included in Business Interruption Limit   |
| Equipment Breakdown                     | Included                                  |
| Fine Arts                               | \$50,000                                  |
| Computer Equipment                      | Included                                  |
| -Laptop/Portable Computers              | Included                                  |
| Computer Equipment Disturbance          | \$0                                       |
| Back-up of Sewers or Drains             | Included                                  |
| Accounts Receivable                     | \$250,000                                 |
| Valuable Papers & Records               | \$250,000                                 |
| Unnamed Premises                        | \$100,000                                 |
| Employment/Faculty Personal Effects     | \$50,000                                  |
| Student Personal Effects                | \$100,000                                 |
| <br><b>Inland Marine Coverage:</b>      |   |
| Computer Hardware-Mobile and Stationary |   |
| Computer Software                       |   |
| Extra Expense                           | Included in Property Limits               |
| In Transit Coverage                     |   |
| Unnamed Location                        |   |
| -Deductible                             |   |
| <br><u>Crime Coverage</u>               | <br><b>Hiscox Insurance Company, Inc.</b> |
| <b>Policy Number</b>                    | <b>UC21423440.20</b>                      |
| <b>Policy Period</b>                    | <b>6/30/20-6/30/21</b>                    |
| Employee Theft                          | \$1,000,000                               |
| Third Parties' Property                 | \$1,000,000                               |
| ERISA                                   | \$1,000,000                               |
| Forgery of Checks                       | \$1,000,000                               |
| Payment Cards                           | \$1,000,000                               |
| Counterfeit                             | \$1,000,000                               |
| Inside Premises                         | \$1,000,000                               |
| Outside Transit                         | \$1,000,000                               |
| Computer Tech Fraud                     | \$1,000,000                               |
| Computer Funds Transfer                 | \$1,000,000                               |
| Cyber Deception                         | \$100,000                                 |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2020**

(continued)

| <u>Privacy &amp; Information Security (Cyber Liability)</u>   | <b>Beazley Insurance Company, Inc.</b> |
|---|--|
| <b>Policy Number</b>  | <b>V14F02200701</b>                    |
| <b>Policy Period</b>  | <b>6/30/20-6/30/21</b>                 |
| Breach Response - Notified Individuals<br>(In Addition to Policy Aggregate Limit of Liability)              | \$250,000                              |
| Breach Response - Legal Forensic & Public Relations<br>(In Addition to Policy Aggregate Limit of Liability) | \$2,000,000                            |
| First Party Loss - Business Interruption Loss -<br>Security Breach  | \$2,000,000                            |
| System Failure  | \$2,000,000                            |
| First Party Loss - Dependent Business Loss -<br>Security Breach   | \$1,000,000                            |
| System Failure  | \$1,000,000                            |
| First Party Loss - Cyber Extortion Loss   | \$2,000,000                            |
| First Party Loss - Data Recovery Loss   | \$2,000,000                            |
| Liability - Data & Network Liability  | \$2,000,000                            |
| Liability - Regulatory Defense & Penalties  | \$2,000,000                            |
| Liability - Payments Cards Liabilities & Costs  | \$2,000,000                            |
| Liability - Regulatory Defense & Penalties  | \$2,000,000                            |
| Policy Aggregate Limit of Liability   | \$2,000,000                            |
| -Retention Legal, Forensic & Public Relations/Crisis Mgmt.  | \$10,000 (\$5,000 Legal)               |
| -Retention Cyber Extortion Loss   | \$25,000                               |

| <u>Workers Compensation Coverage</u> | <b>Twin City Fire Insurance Company of Hartford</b> |
|--------------------------------------|---|
| <b>Policy Number</b>                 | <b>13 WE BU2378</b>                                 |
| <b>Policy Period</b>                 | <b>6/30/20-6/30/21</b>                              |
| Employer's Liability Limits          | \$1,000,000   |
|                                      | \$1,000,000   |
|                                      | \$1,000,000   |
| <u>Classification:</u>               | <u>Payroll</u>                                      |
| School: Professional Employees       | On file with Company                                |

**3A STATES:** CA, AZ, AR, PA, CO, MI, DE, FL, TN, NJ, CT,  
MD, WV, NC, GA, NY, VA, NV, NH, IL, MN, MA, LA, KY

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2020**

(continued)

| <u><b>Umbrella/Excess Coverage</b></u>                                | <b>United Educators Insurance Company</b> |
|---|---|
| <b>Policy Number</b>  | <b>Y72-25U</b>                            |
| <b>Policy Period</b>  | <b>6/30/20-6/30/21</b>                    |
| Limits of Liability - Each Occurrence                                 | \$10,000,000                              |
| Limits of Liability - Aggregate                                       | \$10,000,000                              |
| Self Insured Retention  | \$0                                       |
| General Liability   | Included                                  |
| Employee Benefits   | Included                                  |
| Sexual Abuse & Molestation  | \$10,000,000                              |
| Educators Legal Liability   | Included                                  |
| Directors & Officers Liability  | Excluded                                  |
| Employment Practices Liability  | Excluded                                  |
| Auto Liability  | Included                                  |
| Employer's Liability  | Included                                  |
| <br>  |   |
| <u><b>Business Travel Accident</b></u>                                | <b>Federal Insurance Company</b>          |
| <b>Policy Number</b>  | <b>9907-58-43</b>                         |
| <b>Policy Period</b>  | <b>6/30/20-6/30/21</b>                    |
| 24 Hour Business Travel - (Employees)                                 | \$250,000                                 |
| Business Travel Family - (Spouse/Domestic Partner of Insured Person)  | \$75,000                                  |
| Business Travel Family - Dependent Children of Primary Insured Person | \$50,000                                  |



# **SINGLE AUDIT REPORTS SECTION**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Expenditures of Federal Awards**  
**Fiscal Year Ended June 30, 2020**

| Federal Grantor/Project Title   | Source Code | Federal CFDA Number | Pass Through Grantor's Number | Grant Period From-To | Program or Award Amount | Total Received (Paid) For Year | Accrued (Deferred) Revenue July 1, 2019 | Revenue Recognized | Expenditures | Accrued (Deferred) Revenue June 30, 2020 |
|---|-------------|---------------------|-------------------------------|----------------------|-------------------------|--------------------------------|---|--------------------|--------------|--|
| <b>U.S. Department of Education</b>   |             |                     |                               |                      |                         |                                |   |                    |              |  |
| Passed through the PA Department of Education:  |             |                     |                               |                      |                         |                                |   |                    |              |  |
| Title I - Improving Basic Programs  | I           | 84.010              | 013-19-0996                   | 07/01/18 - 09/30/19  | \$ 2,870,712            | \$ 181,785                     | \$ 181,785                              | \$ -               | \$ -         | \$ -                                     |
| Title I - Improving Basic Programs  | I           | 84.010              | 013-20-0996                   | 07/01/19 - 09/30/20  | 2,897,929               | 2,897,929                      | -                                       | 2,897,929          | 2,897,929    | *  |
| Title I SIG - Program Improv-Set Aside  | I           | 84.010              | 042-19-0996                   | 08/01/19 - 09/30/20  | 389,028                 | 389,028                        | -                                       | 389,028            | 389,028      | *  |
| <b>Total CFDA Number 84.010</b>   |             |                     |                               |                      |                         | 3,468,742                      | 181,785                                 | 3,286,957          | 3,286,957    | -  |
| Title II - Improving Teacher Quality  | I           | 84.367              | 020-19-0996                   | 07/01/18 - 09/30/19  | 376,653                 | 20,173                         | 20,173                                  | -                  | -            | -  |
| Title II - Improving Teacher Quality  | I           | 84.367              | 020-20-0996                   | 07/01/19 - 09/30/20  | 358,364                 | 366,942                        | -                                       | 358,364            | 358,364      | (8,578)                                  |
| <b>Total CFDA Number 84.367</b>   |             |                     |                               |                      |                         | 387,115                        | 20,173                                  | 358,364            | 358,364      | (8,578)                                  |
| Title IV - Student Support and Academic Enrichment  | I           | 84.424              | 144-19-0996                   | 07/01/18 - 09/30/19  | 193,019                 | 25,736                         | 25,736                                  | -                  | -            | -  |
| Title IV - Student Support and Academic Enrichment  | I           | 84.424              | 144-20-0996                   | 07/01/19 - 09/30/20  | 214,855                 | 214,855                        | -                                       | 214,855            | 214,855      | -  |
| <b>Total CFDA Number 84.424</b>   |             |                     |                               |                      |                         | 240,591                        | 25,736                                  | 214,855            | 214,855      | -  |
| CARES Act - ESSER Fund Local  | I           | 84.425              | 200-20-0996                   | 03/13/20 - 09/30/21  | 2,316,518               | -                              | -                                       | 15,000             | 15,000       | 15,000                                   |
| <b>Total CFDA Number 84.425</b>   |             |                     |                               |                      |                         | -                              | -                                       | 15,000             | 15,000       | 15,000                                   |
| <b>Total U.S. Department of Education passed through the PA Department of Education</b>                           |             |                     |                               |                      |                         | 4,096,448                      | 227,694                                 | 3,875,176          | 3,875,176    | 6,422                                    |
| Passed through the Pennsylvania Commission on Crime and Delinquency:  |             |                     |                               |                      |                         |                                |   |                    |              |  |
| COVID-19 School Health and Safety   | I           | 87.741              |                               | 03/01/20 - 10/30/20  | 90,000                  | -                              | -                                       | 42,307             | 42,307       | 42,307                                   |
| <b>Total CFDA Number 87.741</b>   |             |                     |                               |                      |                         | -                              | -                                       | 42,307             | 42,307       | 42,307                                   |
| <b>Total U.S. Department of Education passed through the Pennsylvania Commission on Crime and Delinquency</b>     |             |                     |                               |                      |                         | -                              | -                                       | 42,307             | 42,307       | 42,307                                   |
| Passed through the Beaver Valley Intermediate Unit:   |             |                     |                               |                      |                         |                                |   |                    |              |  |
| IDEA 619 B Pass Through   | I           | 84.173              | 27                            | 07/01/18 - 06/30/19  | 2,835                   | 2,835                          | 2,835                                   | -                  | -            | -  |
| IDEA 619 B Pass Through   | I           | 84.173              | 27                            | 07/01/19 - 06/30/20  | 2,694                   | -                              | -                                       | 2,694              | 2,694        | 2,694                                    |
| <b>Total CFDA Number 84.173</b>   |             |                     |                               |                      |                         | 2,835                          | 2,835                                   | 2,694              | 2,694        | 2,694                                    |
| IDEA  | I           | 84.027              | 27                            | 07/01/18 - 06/30/19  | 1,701,948               | 850,974                        | 850,974                                 | -                  | -            | -  |
| IDEA  | I           | 84.027              | 27                            | 07/01/19 - 06/30/20  | 1,745,942               | -                              | -                                       | 1,745,942          | 1,745,942    | 1,745,942                                |
| IDEA - ESY  | I           | 84.027              | 27                            | 07/01/18 - 06/30/19  | 6,775                   | 6,775                          | -                                       | 6,775              | 6,775        | -  |
| <b>Total CFDA Number 84.027</b>   |             |                     |                               |                      |                         | 857,749                        | 850,974                                 | 1,752,717          | 1,752,717    | 1,745,942                                |
| <b>Total U.S. Department of Education passed through the Intermediate Unit (Special Education Cluster "IDEA")</b> |             |                     |                               |                      |                         | 860,584                        | 853,809                                 | 1,755,411          | 1,755,411    | 1,748,636                                |
| <b>U.S. Department of Health and Human Services</b>   |             |                     |                               |                      |                         |                                |   |                    |              |  |
| Passed through the PA Department of Human Services:   |             |                     |                               |                      |                         |                                |   |                    |              |  |
| Medical Assistance Reimbursement for Administrative Claiming  | I           | 93.778              | 044-00-7657                   | 07/01/19 - 06/30/20  | \$ 419                  | 419                            | -                                       | 419                | 419          | -  |
| <b>Total U.S. Department of Health and Human Services</b>   |             |                     |                               |                      |                         | 419                            | -                                       | 419                | 419          | -  |
| <b>Total Federal Assistance</b>   |             |                     |                               |                      |                         | \$ 4,957,451                   | \$ 1,081,503                            | \$ 5,673,313       | \$ 5,673,313 | \$ 1,797,365                             |

Source Codes:

I=Indirect Funding; F=Federal Share; S=State Share

Footnotes:

\* Selected for testing

*See independent auditor's report and accompanying notes to the schedule of expenditures of federal awards.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Schedule of Expenditures of Federal Awards**  
**Fiscal Year Ended June 30, 2020**

**NOTE 1 - BASIS OF ACCOUNTING**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Pennsylvania Cyber Charter School (The School) and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Federal Regulations, Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in fund balance or cash flows of the School. The Schedule of Expenditures of Federal Awards is based upon information provided by the various funding sources to the School and other information available at the time this schedule was prepared.

**NOTE 2 - BUDGETARY DATA**

The School passed, and had approved by the appropriate agency, budgets for the fiscal year ending June 30, 2020 for all federal programs.

**NOTE 3 - RECONCILIATION**

|   |                     |
|---|---------------------|
| Federal Awards per Schedule of Expenditures of Federal Awards | \$ 5,673,313        |
| Pass-through Awards Recorded in Local Revenue                 | <u>(1,755,411)</u>  |
| Per Financial Statement                                       | <u>\$ 3,917,902</u> |

**NOTE 4 - INDIRECT COST RATE**

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

*See independent auditor's report.*



Lisa M. Altschaffl, CPA  
 Jeffrey P. Anzovino, CPA, MSA  
 Cole F. Beehner, CPA  
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Joseph E. Petrillo, CPA  
 Stacey A. Sanders, CPA, CSEP  
 Daniel W. Wilkins, CPA

**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**

**Independent Auditor's Report**

To the Board of Trustees  
 Pennsylvania Cyber Charter School

We have audited, 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, the financial statements of the governmental activities, the business-type activities and each major fund of Pennsylvania Cyber Charter School as of and for the fiscal year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Pennsylvania Cyber Charter School's basic financial statements, and have issued our report thereon dated December 21, 2020.

***Internal Control over Financial Reporting***

In planning and performing our audit of the financial statements, we considered Pennsylvania Cyber Charter School'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 Pennsylvania Cyber Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control.

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

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

*(continued)*

**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**

**Independent Auditor's Report**

*(continued)*

***Compliance and Other Matters***

As part of obtaining reasonable assurance about whether Pennsylvania Cyber Charter School'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.

*Deluzio & Company, LLP*

Greensburg, Pennsylvania  
December 21, 2020





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**Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance in Accordance with the Uniform Guidance**

**Independent Auditor's Report**

To the Board of Trustees  
 Pennsylvania Cyber Charter School

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

We have audited Pennsylvania Cyber Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Pennsylvania Cyber Charter School's major federal programs for the fiscal year ended June 30, 2020. Pennsylvania Cyber Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

***Auditor's Responsibility***

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

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

(continued)

**Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance in Accordance with the Uniform Guidance**

**Independent Auditor's Report**

*(continued)*

**Opinion on Each Major Federal Program**

In our opinion, Pennsylvania Cyber Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2020.

**Report on Internal Control over Compliance**

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

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

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

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

*Deluzio & Company, LLP*

Greensburg, Pennsylvania  
December 21, 2020



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Findings and Questioned Costs**  
**Fiscal Year Ended June 30, 2020**

**Section I – Summary of Auditor’s Results**

**Financial Statements**

Type of auditor’s report issued: Unmodified

Internal control over financial reporting:  
 Material weaknesses identified?  Yes  No  
 Significant deficiencies identified not considered to be material weaknesses?  Yes  None reported

Noncompliance material to financial statements noted?  Yes  No

**Federal Awards**

Internal control over major programs:  
 Material weaknesses identified?  Yes  No  
 Significant deficiencies identified not considered to be material weaknesses?  Yes  None reported

Type of auditor’s report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?  Yes  No

Identification of major programs:

| <u>Name of Federal Program or Cluster</u> | <u>CFDA Numbers</u> |
|---|---------------------|
| Title I                                   | 84.010              |

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee?  Yes  No

**Section II – Financial Statement Findings**

This section identifies the significant deficiencies, material weaknesses and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*.

**None**

(continued)



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Findings and Questioned Costs**  
**Fiscal Year Ended June 30, 2020**

*(continued)*

**Section III – Federal Award Findings and Questioned Costs**

This section identifies the audit findings to be reported by 2 CFR 200 Section 516(a) of the Uniform Guidance (e.g. report significant deficiencies, material weaknesses and instances of noncompliance, including questioned costs), as well as any abuse findings involving federal awards that are material to a major program.

**None**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Prior Audit Findings**  
**Fiscal Year Ended June 30, 2020**

**Prior Year Findings**

This section identifies the audit findings to be reported in the prior year by 2 CFR 200 Section 516(a) of the Uniform Guidance (e.g. report significant deficiencies, material weaknesses and instances of noncompliance, including questioned costs), as well as any abuse findings involving federal awards that are material to a major program.

**None**

**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: Pennsylvania Cyber CS

Chief Executive Officer: Dr. Michael Conti

Special Education Director/Coordinator: Alan Friedman

BSE Special Education Adviser: Nancy Stanley

Date of Report: May 23, 2017

Date Final Report Sent to LEA: May 04, 2015

**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: May 19, 2015

| Y | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|--|---|-------------------------|-------------|
|   |   |    |    |         |     | <b>Topical Area 1: Policies, Practices, and Procedures</b>   |   |                         |             |
| Y |   |    |    |         |     | 1. <b>FSA-ASSISTIVE TECHNOLOGY AND SERVICES</b><br><br>Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP  |   |                         |             |
| Y |   |    |    |         |     | 1A. <b>FSA-HEARING AIDS</b><br><br>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. <b>FSA-POSITIVE BEHAVIOR SUPPORT</b><br><br>Standard: LEA complies with the positive behavior support policy requirements.  |   |                         |             |
| Y |   |    |    |         |     | 3. <b>FSA-CHILD FIND</b><br><br>Standard: LEA demonstrates compliance with annual public notice requirements.  |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action<br>Evidence of Change | Timelines and<br>Resources | Closed<br>Date |
|---|---|----|----|---------|-----|---|--|----------------------------|----------------|
| Y |   |    |    |         |     | 4. <b>FSA-CONFIDENTIALITY</b><br><br>Standard The LEA is in compliance with confidentiality requirements.   |  |                            |                |
|   |   | X  |    |         |     | 5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b><br><br>Standard: The LEA uses dispute resolution processes for program improvement.  |  |                            |                |
|   |   | X  |    |         |     | 8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b><br><br>Standard: The LEA adheres to procedural requirements in suspending students with disabilities.  |  |                            |                |
| Y |   |    |    |         |     | 10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b><br><br>Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.                      |  |                            |                |
| Y |   |    |    |         |     | 11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b><br><br>Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.  |  |                            |                |
| Y |   |    |    |         |     | 12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>  |  |                            |                |
| Y |   |    |    |         |     | 13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>   |  |                            |                |
| Y |   |    |    |         |     | 15. <b>FSA-PARENT TRAINING</b><br><br>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. |  |                            |                |
|   |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent)</b>   |  |                            |                |
|   |   |    |    |         |     | 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 | DK | Not Obs | % #                        | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|---|---|-------------------------|-------------|
|    |   |    |    |         | 4<br>1<br>0<br>0<br>5<br>1 | Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply  |   |                         |             |
|    |   |    |    |         | 3<br>1<br>0<br>1<br>5<br>1 | 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.<br><br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply |   |                         |             |
| Y  |   |    |    |         |                            | 18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b><br><br><b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.  |   |                         |             |
| Y  |   |    |    |         |                            | 19. <b>FSA-PERSONNEL TRAINING</b><br><br><b>Standard:</b> In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.                 |   |                         |             |
|    |   |    |    |         |                            | <b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>  |   |                         |             |
| 9  | 2 | 0  |    |         |                            | GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?  |   |                         |             |
| 10 | 1 | 0  |    |         |                            | GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?  |   |                         |             |
| 9  | 1 | 1  |    |         |                            | GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?  |   |                         |             |
| 9  | 2 | 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 | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 3  | 4 | 4  |    |         |     | GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?  |   |                         |             |
| 12 | 0 | 0  |    |         |     | SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?  |   |                         |             |
|    |   | X  |    |         |     | 20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b><br><br><b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.  |   |                         |             |
| Y  |   |    |    |         |     | 21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b><br><br><b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation |   |                         |             |
|    |   |    |    |         |     | <b>Topical Area 2: Delivery of Service</b>   |   |                         |             |
| Y  |   |    |    |         |     | 17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b><br><br><b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.  |   |                         |             |
| Y  |   |    |    |         |     | 17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b><br><br><b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.  |   |                         |             |
| Y  |   |    |    |         |     | 22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b><br><br><b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.   |   |                         |             |

| Y | N | NA | DK | Not Obs | % #   | Citation  | Required Corrective Action Evidence of Change   | Timelines and Resources   | Closed Date |
|---|---|----|----|---------|---|---|---|---|-------------|
|   | N |    |    |         |   | <p>23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b></p> <p><b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.</p> | <p>The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.</p> <p>The LEA will reconvene the IEP team for these students to determine compensatory education for time lost.</p> <p>Evidence of results: BSE will review the NOREPS of the students identified as needing compensatory education and the action taken by the IEP team.</p> | <p>06/03/2015<br/>LEA, IU 27 TAC, PaTTAN Pgh, and BSE as needed</p> | 06/03/2015  |
|   |   |    |    |         |   | <b>CLASSROOM OBSERVATIONS</b>   |   |   |             |
| 0 | 0 | 0  |    | 0       |   | CO 1. Is the instruction provided to the student individualized as required by his/her IEP?   |   |   |             |
| 0 | 0 | 0  |    | 0       |   | CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?  |   |   |             |
| 0 | 0 | 0  |    | 0       |   | CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?  |   |   |             |
| 0 | 0 | 0  |    | 0       |   | CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?  |   |   |             |
| 0 | 0 | 0  |    | 0       |   | CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?  |   |   |             |
| 0 | 0 | 0  |    | 0       |   | CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?  |   |   |             |
| 0 | 0 | 0  |    | 0       |   | CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?   |   |   |             |
|   |   |    |    |         |   | <b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>  |   |   |             |
|   |   |    |    |         | <p>7 Always</p> <p>2 Sometimes</p> <p>0 Rarely</p> <p>0 Never</p> <p>0 Don't Know</p> <p>2 Does not Apply</p> | P 55. My child does classroom work in a regular classroom with students without disabilities.   |   |   |             |



| Y  | N | NA | DK | Not Obs | % #                        | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|--|---|-------------------------|-------------|
|    |   |    |    |         | 4<br>3<br>2<br>0<br>0<br>2 | 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. |   |                         |             |
|    |   |    |    |         | 1<br>4<br>3<br>2<br>0<br>1 | 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.                        |   |                         |             |
|    |   |    |    |         | 8<br>1<br>1<br>1<br>0<br>0 | P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.                                     |   |                         |             |
| 11 | 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?   |   |                         |             |
| 11 | 0 | 0  |    |         |                            | GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?  |   |                         |             |
| 11 | 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?                              |   |                         |             |
| 11 | 0 | 0  |    |         |                            | GE 73. Are you and the special education personnel working collaboratively to implement this student's program?  |   |                         |             |
| 10 | 1 | 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?                                      |   |                         |             |
| 10 | 1 | 0  |    |         |                            | GE 80. Is the student making progress within the general education curriculum?   |   |                         |             |



| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 10 | 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?<br><br>Grades are good & student is making progress in the curriculum.<br>Co-teaching provides accommodations.<br>Good practice in writing, completing & submitting assignments, good reading comprehension for more concrete/literal aspects.<br>Physical education provides health benefits.<br>Physical education provides health benefits.<br>Student is doing better socially. Improving communication.<br><br>Through class participation, student is doing well in curriculum. Student is not submitting work though.<br>The student takes the initiative to seek help & tries hard.<br>Is liked by classmates for sense of humor.<br>Student's writing has improved greatly. Is an excellent writer.<br>There is a marked improvement in peer interaction. |   |                         |             |
| 0  | 0 | 10 |    |         |     | GE 80c. If no, what does this student need that he/she is not receiving in your class?<br>A more structured schedule, direct instruction, regular/consistent progress monitoring & assessment.   |   |                         |             |
| 10 | 0 | 1  |    |         |     | GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?  |   |                         |             |
| 10 | 0 | 1  |    |         |     | GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?   |   |                         |             |
| 0  | 0 | 11 |    |         |     | GE 85b. If no, what training or support would assist you?  |   |                         |             |
| 9  | 0 | 2  |    |         |     | GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?  |   |                         |             |
| 12 | 0 | 0  |    |         |     | SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?  |   |                         |             |
| 12 | 0 | 0  |    |         |     | 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?  |   |                         |             |
| 6  | 5 | 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?  |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action<br>Evidence of Change | Timelines and<br>Resources | Closed<br>Date |
|----|---|----|----|---------|-----|---|--|----------------------------|----------------|
| 0  | 0 | 6  |    |         |     | SE 95c. If yes, what reasons were discussed for recommending removal?<br>To take advantage of the social skills curriculum.<br>Needs academic support & does not work on own.<br>Intensity & severity of disability.<br>Nature & severity of disability.<br>Low grade level work.<br>Remove for Cyber Chats, social interaction group.<br>Because of disability.  |  |                            |                |
| 0  | 0 | 6  |    |         |     | SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?<br>The time was based on the need for social skills instruction.<br>Academic needs.<br>Core content is in program. Receives PE with non-disabled peers.<br>Intensity of supports needed, scheduling of typical peers.<br>.5 hours in general ed because the school day is 5.5 hours.<br>Cyber Chats is offered once per week, so based on availability. |  |                            |                |
| 12 | 0 | 0  |    |         |     | 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?   |  |                            |                |
| 12 | 0 | 0  |    |         |     | SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?   |  |                            |                |
| 9  | 0 | 3  |    |         |     | SE 97. Have necessary supports been offered and/or provided to enable that participation?   |  |                            |                |
| 7  | 0 | 5  |    |         |     | SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?   |  |                            |                |
| 12 | 0 | 0  |    |         |     | SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?   |  |                            |                |
| 11 | 0 | 1  |    |         |     | SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?   |  |                            |                |



| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change  | Timelines and Resources   | Closed Date |
|----|---|----|----|---------|-----|---|--|---|-------------|
| 10 | 2 | 0  |    |         |     | SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom? |  |   |             |
|    |   |    |    |         |     | <b>Topical Area 3 Performance Indicators</b>  |  |   |             |
| Y  |   |    |    |         |     | 5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b><br><br><b>Standard:</b> The LEA uses dispute resolution processes for program improvement.   |  |   |             |
|    | N |    |    |         |     | 6. <b>FSA-GRADUATION RATES (SPP)</b><br><br><b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.  | The LEA will submit an improvement plan to address meeting the SPP target for graduation rates.<br>Evidence of Results: The LEA will submit the improvement plan by December 15, 2015.                             | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh and BSE staff as needed. | 12/10/2015  |
|    | N |    |    |         |     | 7. <b>FSA-DROPOUT RATES (SPP)</b><br><br><b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.   | The LEA will submit an improvement plan to address meeting the SPP target for drop-out rates.<br>Evidence of Results: The LEA will submit the improvement plan by December 15, 2015.                               | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh and BSE staff as needed. | 12/10/2015  |
|    |   | X  |    |         |     | 8A. <b>FSA-SUSPENSION RATES</b><br><br><b>Standard:</b> The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.                    |  |   |             |
| Y  |   |    |    |         |     | 11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b><br><br><b>Standard:</b> Students with disabilities are provided for in the least restrictive environment   |  |   |             |
|    | N |    |    |         |     | 16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b><br><br><b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.                         | The LEA will submit an improvement plan to address meeting the SPP target for participation in state and local assessments.<br>Evidence of Results: The LEA will submit the improvement plan by December 15, 2015. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh and BSE as needed        | 12/10/2015  |
| Y  |   |    |    |         |     | 16A. <b>FSA-LOCAL ASSESSMENT</b>  |  |   |             |
|    |   |    |    |         |     | <b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>  |  |   |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action<br>Evidence of Change  | Timelines and<br>Resources   | Closed<br>Date |
|----|---|----|----|---------|-----|---|---|--|----------------|
|    |   |    |    |         |     | <b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>                |   |  |                |
|    |   |    |    |         |     | <b>PERMISSION TO EVALUATE (File Reviews)</b>                                      |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 153. PTE-Consent Form is present in the student file                           |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 154. Demographic data  |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 155. Reason(s) for referral for evaluation                                     |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 156. Proposed types of tests and assessments                                   |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 157. Contact person's name and contact information                             |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 158. Parent signature or documentation of reasonable efforts to obtain consent |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 159. Parent has selected a consent option                                      |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 159a. NOREP/Prior Written Notice was issued                                    |   |  |                |
|    |   |    |    |         |     | <b>PERMISSION TO REEVALUATE (File Reviews)</b>                                    |   |  |                |
| 11 | 0 | 1  |    |         |     | FR 194. PTRE-Consent Form is present in the student file                          |   |  |                |
| 11 | 0 | 1  |    |         |     | FR 195. Demographic data  |   |  |                |
| 11 | 0 | 1  |    |         |     | FR 196. Reason for reevaluation   |   |  |                |
| 11 | 0 | 1  |    |         |     | FR 197. Types of assessment tools, tests and procedures to be used                |   |  |                |
| 11 | 0 | 1  |    |         |     | FR 198. Contact person's name and contact information                             |   |  |                |
| 8  | 1 | 3  |    |         | 11% | FR 199. Parent has selected a consent option                                      | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected student files for compliance and training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC,<br>PaTTAN Pgh and<br>BSE staff as<br>needed. | 04/20/2016     |
| 9  | 1 | 2  |    |         | 10% | FR 200. Parent signature or documentation of reasonable efforts to obtain consent | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected student files for compliance and training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC,<br>PaTTAN Pgh and<br>BSE staff as<br>needed. | 04/20/2016     |



| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action<br>Evidence of Change  | Timelines and Resources  | Closed Date |
|---|---|----|----|---------|-----|---|---|--|-------------|
| 3 | 9 | 0  |    |         | 75% | FR 200a. NOREP/Prior Written Notice was issued  | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected student files for compliance and training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC,<br>PaTTAN Pgh and<br>BSE staff as<br>needed. | 04/20/2016  |
|   |   |    |    |         |     | <b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>   |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 201. Agreement to Waive Reevaluation is present in the student file  |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR) |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 203. Reason reevaluation is not necessary at this time is included   |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 204. Contact person's name and contact information   |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 205. Parent has selected a consent option  |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 206. Parent signature  |   |  |             |
|   |   |    |    |         |     | <b>EVALUATION REPORT (INITIAL) (File Reviews)</b>   |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 160. ER is present in the student file   |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 161. Evaluation was completed within timelines   |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)                                |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 163. Demographic data  |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 164. Date report was provided to parent  |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 165. Reason(s) for referral  |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form   |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)  |   |  |             |
| 0 | 0 | 12 |    |         |     | FR 168. Teacher observations and observations by related service providers, when appropriate  |   |  |             |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 0 | 0 | 12 |    |         |     | FR 169. Recommendations by teachers   |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education  |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc. |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)  |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 173. Lack of appropriate instruction in reading  |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 174. Lack of appropriate instruction in math   |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 175. Limited English proficiency   |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 176. Present levels of academic achievement  |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 177. Present levels of functional performance  |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 178. Behavioral information  |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 179. Conclusions   |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 180. Disability Category   |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 181. Recommendations for consideration by the IEP team   |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 182. Evaluation Team Participants documented   |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 183. For students evaluated for SLD documentation of Agree/Disagree  |   |                         |             |
| 0 | 0 | 12 |    |         |     | FR 184. Documentation that the student does not achieve adequately for age, etc.  |   |                         |             |



| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change   | Timelines and Resources   | Closed Date |
|----|---|----|----|---------|-----|--|---|---|-------------|
| 0  | 0 | 12 |    |         |     | FR 185. Indication of process(es) used to determine eligibility  |   |   |             |
| 0  | 0 | 12 |    |         |     | FR 186. Instructional strategies used and student-centered data collected  |   |   |             |
| 0  | 0 | 12 |    |         |     | FR 187. Educationally relevant medical findings, if any  |   |   |             |
| 0  | 0 | 12 |    |         |     | FR 188. Effects of the student's environment, culture, or economic background  |   |   |             |
| 0  | 0 | 12 |    |         |     | FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable   |   |   |             |
| 0  | 0 | 12 |    |         |     | FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents   |   |   |             |
| 0  | 0 | 12 |    |         |     | FR 191. Observation in the student's learning environment  |   |   |             |
| 0  | 0 | 12 |    |         |     | FR 192. Other data if needed   |   |   |             |
| 0  | 0 | 12 |    |         |     | FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team  |   |   |             |
|    |   |    |    |         |     | <b>REEVALUATION REPORT (File Reviews)</b>  |   |   |             |
| 12 | 0 | 0  |    |         |     | FR 207. RR is present in the student file  |   |   |             |
| 9  | 2 | 1  |    |         | 18% | FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR) | LEA will provide training to staff on maintaining mandated timelines for documents.<br>Evidence of Results: BSE will review selected student files to determine compliance and training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh and BSE staff as needed. | 04/20/2016  |
| 12 | 0 | 0  |    |         |     | 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)  |   |   |             |
| 12 | 0 | 0  |    |         |     | FR 210. Demographic data   |   |   |             |
| 12 | 0 | 0  |    |         |     | FR 211. Date IEP team reviewed existing evaluation data  |   |   |             |
| 12 | 0 | 0  |    |         |     | FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education  |   |   |             |



| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change  | Timelines and Resources                                      | Closed Date |
|----|---|----|----|---------|-----|--|--|--|-------------|
| 12 | 0 | 0  |    |         |     | FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)                                 |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 214. Aptitude and achievement tests   |  |  |             |
| 11 | 0 | 1  |    |         |     | FR 215. Current classroom based assessments and local and/or state assessments   |  |  |             |
| 11 | 0 | 1  |    |         |     | FR 216. Observations by teacher(s) and related service provider(s) when appropriate  |  |  |             |
| 11 | 1 | 0  |    |         | 8%  | FR 217. Teacher recommendations  | LEA will provide training to staff in completion of documents.<br>Evidence of Results: BSE will review selected student files to determine compliance. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE as needed. | 04/20/2016  |
| 12 | 0 | 0  |    |         |     | FR 218. Lack of appropriate instruction in reading   |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 219. Lack of appropriate instruction in math  |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 220. Limited English proficiency  |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 221. Conclusion regarding need for additional data is indicated   |  |  |             |
| 8  | 0 | 4  |    |         |     | FR 222. Reasons additional data are not needed are included  |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 223. Determination whether the child has a disability and requires special education  |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 224. Disability category(ies)   |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 225. Summary of findings includes student's educational strengths and needs   |  |  |             |
| 11 | 0 | 1  |    |         |     | FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs  |  |  |             |
| 4  | 0 | 8  |    |         |     | FR 228. Interpretation of additional data  |  |  |             |
| 0  | 0 | 12 |    |         |     | FR 229. Documentation that the student does not achieve adequately for age, etc.   |  |  |             |
| 0  | 0 | 12 |    |         |     | FR 230. Indication of process(es) used to determine eligibility  |  |  |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 0  | 0 | 12 |    |         |     | FR 231. Instructional strategies used and student-centered data collected   |   |                         |             |
| 0  | 0 | 12 |    |         |     | FR 232. Educationally relevant medical findings, if any   |   |                         |             |
| 0  | 0 | 12 |    |         |     | FR 233. Effects of the student's environment, culture, or economic background   |   |                         |             |
| 0  | 0 | 12 |    |         |     | FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable  |   |                         |             |
| 0  | 0 | 12 |    |         |     | FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents  |   |                         |             |
| 0  | 0 | 12 |    |         |     | FR 236. Observation in the student's learning environment   |   |                         |             |
| 0  | 0 | 12 |    |         |     | FR 237. Other data if needed  |   |                         |             |
| 0  | 0 | 12 |    |         |     | FR 238. Statement for all 6 items   |   |                         |             |
| 12 | 0 | 0  |    |         |     | FR 239. Documentation of Evaluation Team Participants   |   |                         |             |
| 1  | 0 | 11 |    |         |     | FR 240. Documentation that team members Agree/Disagree  |   |                         |             |
|    |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>   |   |                         |             |
| 11 | 0 | 0  | 0  |         |     | P 24. Have you been asked to provide information for your child's evaluation/reevaluation?  |   |                         |             |
| 11 | 0 | 0  | 0  |         |     | P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?  |   |                         |             |
| 9  | 0 | 1  | 1  |         |     | P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?  |   |                         |             |
| 2  | 0 | 9  | 0  |         |     | P 27. If your child was not reevaluated when required (every 2 years for children with mental 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  | 7 | 4  | 0  |         |     | P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?   |   |                         |             |
| 0  | 0 | 11 | 0  |         |     | P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?   |   |                         |             |



| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change   | Timelines and Resources  | Closed Date |
|----|---|----|----|---------|-----|---|---|--|-------------|
| 0  | 0 | 11 | 0  |         |     | P 53. Were the results of the IEE included in the school's Evaluation Report for your child?  |   |  |             |
| 3  | 0 | 9  |    |         |     | SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?   |   |  |             |
|    |   |    |    |         |     | <b>Topical Area 5: IEP Process and Content</b>  |   |  |             |
|    |   |    |    |         |     | <b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>  |   |  |             |
| 12 | 0 | 0  |    |         |     | FR 241. Invitation is present in the student file   |   |  |             |
| 12 | 0 | 0  |    |         |     | FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)   |   |  |             |
| 12 | 0 | 0  |    |         |     | FR 243. Demographic data  |   |  |             |
| 12 | 0 | 0  |    |         |     | FR 244. Purpose(s) of the meeting   |   |  |             |
| 1  | 6 | 5  |    |         | 86% | FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)   | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected student files for compliance and training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PATTAN Pgh, and BSE staff as needed. | 04/20/2016  |
| 0  | 0 | 12 |    |         |     | 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 |   |  |             |
| 1  | 6 | 5  |    |         | 86% | FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)  | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected student files for compliance and training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PATTAN Pgh, and BSE staff as needed. | 04/20/2016  |
| 12 | 0 | 0  |    |         |     | FR 248. Invited IEP team members  |   |  |             |
| 11 | 1 | 0  |    |         | 8%  | FR 249. Date/time/location of meeting   | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected student files for compliance and training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PATTAN Pgh, and BSE staff as needed. | 04/20/2016  |
| 8  | 4 | 0  |    |         | 33% | FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation  | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected student files for compliance and training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PATTAN Pgh, and BSE staff as needed. | 04/20/2016  |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change  | Timelines and Resources  | Closed Date |
|----|---|----|----|---------|-----|---|--|--|-------------|
|    |   |    |    |         |     | <b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>                      |  |  |             |
| 0  | 0 | 12 |    |         |     | FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file |  |  |             |
| 0  | 0 | 12 |    |         |     | FR 252. Demographic data  |  |  |             |
| 0  | 0 | 12 |    |         |     | FR 253. Form designates IEP team member(s) for whom attendance is not necessary                             |  |  |             |
| 0  | 0 | 12 |    |         |     | FR 254. Form designates which members will submit written input prior to the meeting                        |  |  |             |
| 0  | 0 | 12 |    |         |     | FR 255. Parent written consent is documented  |  |  |             |
|    |   |    |    |         |     | FR 256. The team members excused:   |  |  |             |
|    |   |    |    |         | 0   | a. General Education Teacher  |  |  |             |
|    |   |    |    |         | 0   | b. Special Education Teacher  |  |  |             |
|    |   |    |    |         | 0   | c. Local Education Agency Representative  |  |  |             |
|    |   |    |    |         |     | <b>IEP CONTENT (File Reviews)</b>   |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 257. IEP is present in the student file  |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 258. IEP was completed within timelines  |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 259. Demographic data  |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 260. IEP implementation date   |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 261. Anticipated duration of services and programs   |  |  |             |
| 2  | 0 | 10 |    |         |     | FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting    |  |  |             |
|    |   |    |    |         |     | <b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>   |  |  |             |
| 10 | 2 | 0  |    |         | 17% | FR 263. Parents   | LEA will provide training to staff on documenting attempts to engage parents in meetings.<br>Evidence of Results: BSE will review selected student files and sign in sheets to determine compliance. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE staff as needed. | 04/20/2016  |



| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action<br>Evidence of Change  | Timelines and<br>Resources   | Closed<br>Date |
|----|---|----|----|---------|-----|--|---|--|----------------|
| 3  | 4 | 5  |    |         | 57% | FR 264. Student  | LEA will provide training to staff on documenting attempts to engage students in meetings.<br>Evidence of Results: BSE will review selected student files and sign in sheets to determine compliance. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE staff as needed. | 04/20/2016     |
| 11 | 0 | 1  |    |         |     | FR 265. General Education Teacher  |   |  |                |
| 12 | 0 | 0  |    |         |     | FR 266. Special Education Teacher  |   |  |                |
| 12 | 0 | 0  |    |         |     | FR 267. Local Education Agency Representative  |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 270. Community Agency Representative  |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 271. Teacher of the Gifted  |   |  |                |
| 0  | 0 | 12 |    |         |     | 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   |   |  |                |
| 12 | 0 | 0  |    |         |     | FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year  |   |  |                |
|    |   |    |    |         |     | <b>SPECIAL CONSIDERATIONS (File Reviews)</b>   |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate                          |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 275. If the student is deaf or hard of hearing, a communication plan  |   |  |                |
| 6  | 0 | 6  |    |         |     | FR 276. If the student has communication needs, needs must be addressed in the IEP   |   |  |                |
| 2  | 0 | 10 |    |         |     | FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP   |   |  |                |
| 0  | 0 | 12 |    |         |     | FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE  |   |  |                |
| 3  | 1 | 8  |    |         | 25% | 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 | LEA will providing training to staff on completion of special consideration page of the IEP documents.<br>Evidence of Results: BSE will review selected student files and training sign in sheets.    | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh and BSE staff as needed.  | 04/20/2016     |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change  | Timelines and Resources                                      | Closed Date |
|----|---|----|----|---------|-----|--|--|--|-------------|
| 3  | 0 | 9  |    |         |     | FR 280. If the student has other special considerations, these are addressed in the IEP  |  |  |             |
|    |   |    |    |         |     | <b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>  |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 281. Student's present levels of academic achievement   |  |  |             |
| 11 | 1 | 0  |    |         | 8%  | FR 282. Student's present levels of functional performance   | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected student files for compliance and the training sign in sheets.            | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE as needed. | 04/20/2016  |
| 6  | 1 | 5  |    |         | 14% | FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)                            | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected student files for compliance and the training sign in sheets.            | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE as needed. | 04/20/2016  |
| 11 | 0 | 1  |    |         |     | FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)  |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 285. How the student's disability affects involvement and progress in the general education curriculum  |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 286. Strengths  |  |  |             |
| 12 | 0 | 0  |    |         |     | FR 287. Academic, developmental, and functional needs related to student's disability  |  |  |             |
|    |   |    |    |         |     | <b>TRANSITION SERVICES (File Reviews)</b>  |  |  |             |
| 5  | 2 | 5  |    |         | 29% | FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment   | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected transition IEPs to determine compliance and the training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE as needed. | 04/20/2016  |
| 4  | 3 | 5  |    |         | 43% | FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living              | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected transition IEPs to determine compliance and the training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE as needed. | 04/20/2016  |
| 4  | 1 | 7  |    |         | 20% | FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected transition IEPs to determine compliance and the training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE as needed. | 04/20/2016  |



| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action<br>Evidence of Change   | Timelines and<br>Resources                                   | Closed<br>Date |
|----|---|----|----|---------|-----|---|--|--|----------------|
| 5  | 2 | 5  |    |         | 29% | FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service                                    | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected transition IEPs to determine compliance and the training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE as needed. | 04/20/2016     |
| 5  | 2 | 5  |    |         | 29% | FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)                                   | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected transition IEPs to determine compliance and the training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE as needed. | 04/20/2016     |
| 4  | 3 | 5  |    |         | 43% | FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)   | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected transition IEPs to determine compliance and the training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE as needed. | 04/20/2016     |
| 5  | 2 | 5  |    |         | 29% | FR 292c. Annual goals are related to the student's transition services  | LEA will provide training to staff on completion of documents.<br>Evidence of Results: BSE will review selected transition IEPs to determine compliance and the training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE as needed. | 04/20/2016     |
|    |   |    |    |         |     | <b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS<br/>(File Review)</b>   |  |  |                |
| 10 | 0 | 2  |    |         |     | 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 | 6  |    |         |     | FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations                        |  |  |                |
| 2  | 0 | 10 |    |         |     | FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams                                  |  |  |                |
| 2  | 0 | 10 |    |         |     | FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate   |  |  |                |
| 2  | 0 | 10 |    |         |     | FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)                                    |  |  |                |
| 11 | 0 | 1  |    |         |     | FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)   |  |  |                |
| 10 | 0 | 2  |    |         |     | FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations                  |  |  |                |



| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change  | Timelines and Resources   | Closed Date |
|----|---|----|----|---------|-----|--|--|---|-------------|
| 0  | 0 | 12 |    |         |     | 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                          |  |   |             |
| 0  | 0 | 12 |    |         |     | FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate   |  |   |             |
|    |   |    |    |         |     | <b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>  |  |   |             |
| 11 | 1 | 0  |    |         | 8%  | FR 302. Measurable Annual Goals  | LEA will provide training to staff on writing measurable goals for IEPs.<br>Evidence of Results: BSE will review selected student files for compliance and training sign in sheets.    | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE staff as needed | 04/20/2016  |
| 12 | 0 | 0  |    |         |     | FR 303. Description of how student progress toward meeting goals will be measured  |  |   |             |
| 12 | 0 | 0  |    |         |     | FR 304. Description of when periodic reports on progress will be provided to parents   |  |   |             |
| 7  | 5 | 0  |    |         | 42% | FR 305. Documentation of progress reporting on Annual Goals  | LEA will provide training to staff on writing progress monitoring for IEPs.<br>Evidence of Results: BSE will review selected student files for compliance and training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE staff as needed | 04/20/2016  |
| 4  | 0 | 8  |    |         |     | FR 306. Short Term Objectives  |  |   |             |
|    |   |    |    |         |     | <b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>  |  |   |             |
| 12 | 0 | 0  |    |         |     | FR 307. Program Modifications and Specially-Designed Instruction   |  |   |             |
| 12 | 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 |  |   |             |
| 12 | 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 | 12 |    |         |     | 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   |  |   |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 7  | 0 | 5  |    |         |     | FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services   |   |                         |             |
| 7  | 0 | 5  |    |         |     | 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           |   |                         |             |
| 12 | 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   |   |                         |             |
| 8  | 0 | 4  |    |         |     | FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP |   |                         |             |
| 0  | 0 | 12 |    |         |     | FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability  |   |                         |             |
| 12 | 0 | 0  |    |         |     | FR 316. A conclusion regarding student eligibility for ESY  |   |                         |             |
| 12 | 0 | 0  |    |         |     | FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination   |   |                         |             |
| 4  | 0 | 8  |    |         |     | 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  |   |                         |             |
| 4  | 0 | 8  |    |         |     | FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services  |   |                         |             |
|    |   |    |    |         |     | <b>EDUCATIONAL PLACEMENT (File Reviews)</b>   |   |                         |             |
| 12 | 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  |   |                         |             |
| 12 | 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   |   |                         |             |
| 12 | 0 | 0  |    |         |     | FR 322. Type of support, by amount (itinerant, supplemental, full-time)   |   |                         |             |
| 12 | 0 | 0  |    |         |     | FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.  |   |                         |             |
| 12 | 0 | 0  |    |         |     | FR 324. Location of student's program (name of LEA where the IEP will be implemented)   |   |                         |             |



| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action<br>Evidence of Change | Timelines and<br>Resources | Closed<br>Date |
|----|---|----|----|---------|-----|---|--|----------------------------|----------------|
| 12 | 0 | 0  |    |         |     | FR 325. Location of student's program (name of School Building where the IEP will be implemented)   |  |                            |                |
| 6  | 0 | 6  |    |         |     | FR 326 If child will not be attending his/her neighborhood school, reason why not   |  |                            |                |
|    |   |    |    |         |     | <b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>  |  |                            |                |
| 12 | 0 | 0  |    |         |     | FR 327. Completed Section A or Section B  |  |                            |                |
|    |   |    |    |         |     | <b>IEP DEVELOPMENT</b>  |  |                            |                |
|    |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>   |  |                            |                |
| 11 | 0 | 0  | 0  |         |     | P 28. Were you invited to participate in your child's most recent IEP team meeting?   |  |                            |                |
| 11 | 0 | 0  | 0  |         |     | P 29. Did you participate in developing the current IEP for your child?   |  |                            |                |
| 11 | 0 | 0  | 0  |         |     | P 30. Was the meeting held at a time and location that was convenient for you?  |  |                            |                |
| 7  | 0 | 4  | 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?  |  |                            |                |
| 10 | 0 | 1  | 0  |         |     | P 32. Was the input you provided considered in the development of your child's current IEP?   |  |                            |                |
| 8  | 2 | 1  | 0  |         |     | P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?  |  |                            |                |
| 0  | 0 | 9  | 0  |         |     | P 32b. If no, what training or support would assist you?<br><br>Would like to know what to expect when student participates in school meeting.<br>What is available & options for my child. I want my child challenged. |  |                            |                |
| 11 | 0 | 0  | 0  |         |     | P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?   |  |                            |                |
| 10 | 1 | 0  | 0  |         |     | P 35. Was the current IEP developed at the IEP meeting?   |  |                            |                |
| 11 | 0 | 0  | 0  |         |     | P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?  |  |                            |                |
| 11 | 0 | 0  | 0  |         |     | P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?   |  |                            |                |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 0  | 0 | 11 | 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 | 11 | 0  |         |     | P 39. Was written input from the excused IEP team member(s) available to you before the meeting?   |   |                         |             |
|    |   | 10 | 0  |         | 1   | P 65. If you did not participate in your child's IEP meeting, what kept you from participating?<br>g. other Work   |   |                         |             |
| 3  | 0 | 8  |    |         |     | GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?   |   |                         |             |
| 1  | 6 | 4  |    |         |     | GE 75. Did you recommend any needed supports to implement the current IEP for this student?  |   |                         |             |
| 1  | 0 | 10 |    |         |     | GE 76. Were those recommendations considered by the IEP team?  |   |                         |             |
| 11 | 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?  |   |                         |             |
| 7  | 4 | 0  |    |         |     | GE 87. Do you provide progress monitoring data as part of the IEP development process?   |   |                         |             |
|    |   |    |    |         |     | <b>IEP CONTENT</b>   |   |                         |             |
|    |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>   |   |                         |             |
| 11 | 0 | 0  | 0  |         |     | P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel? |   |                         |             |
| 11 | 0 | 0  | 0  |         |     | 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.  |   |                         |             |
| 11 | 0 | 0  |    |         |     | GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?  |   |                         |             |
| 11 | 0 | 0  |    |         |     | GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?  |   |                         |             |
| 11 | 0 | 0  |    |         |     | GE 83. Is the current IEP appropriate to meet this student's educational needs?  |   |                         |             |



| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 12 | 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?  |   |                         |             |
| 12 | 0 | 0  |    |         |     | SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?   |   |                         |             |
| 12 | 0 | 0  |    |         |     | SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?   |   |                         |             |
| 11 | 0 | 1  |    |         |     | SE 104. If appropriate, are the student's annual goals based on functional performance?  |   |                         |             |
| 12 | 0 | 0  |    |         |     | SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?  |   |                         |             |
| 10 | 0 | 2  |    |         |     | 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?                            |   |                         |             |
| 11 | 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? |   |                         |             |
| 10 | 0 | 2  |    |         |     | 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?  |   |                         |             |
| 12 | 0 | 0  |    |         |     | SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?  |   |                         |             |
| 11 | 1 | 0  |    |         |     | SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?  |   |                         |             |
| 0  | 0 | 1  |    |         |     | SE 117b. If yes, in what ways?   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % #                        | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|--|---|-------------------------|-------------|
|    |   |    |    |         |                            | <p>Having the opportunity to work with non-disabled peers to develop social skills &amp; the development of more appropriate learning habits.</p> <p>Social interaction &amp; classroom participation.</p> <p>Exposure to general ed curriculum &amp; time spent with non-disabled peers.</p> <p>Academically, student's work is aligned with the standards &amp; we see both emotional &amp; functional progress.</p> <p>Keyboarding skills have improved. Reading &amp; math are showing progress. Student is very happy &amp; motivated. Showing great progress.</p> <p>More communicative, interacting with others, engaged, seems happy.</p> <p>Being with non-disabled peers.</p> <p>Socially, grades improvement, progress.</p> <p>Interaction, being challenged.</p> <p>Student has no academic needs, no reason to be excluded.</p> <p>Grade level instruction, working with peers, regular curriculum access are all beneficial. Student feels part of the group &amp; participates with them.</p> |   |                         |             |
| 0  | 0 | 11 |    |         |                            | SE 117c. If no, what does this student need that he/she is not receiving?<br>The student is not turning in school work.  |   |                         |             |
| 12 | 0 | 0  |    |         |                            | SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?  |   |                         |             |
|    |   |    |    |         |                            | <b>IEP IMPLEMENTATION</b>  |   |                         |             |
|    |   |    |    |         |                            | <b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>   |   |                         |             |
| 11 | 0 | 0  | 0  |         |                            | P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?   |   |                         |             |
| 11 | 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?  |   |                         |             |
|    |   |    |    |         | 9<br>1<br>1<br>0<br>0<br>0 | P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply   |   |                         |             |



| Y  | N | NA | DK | Not Obs | % #                        | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|---|---|-------------------------|-------------|
|    |   |    |    |         | 9<br>0<br>0<br>0<br>0<br>2 | P 58. My child's progress is reported to me by the school in a manner that I understand.<br><br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply  |   |                         |             |
| 11 | 0 | 0  | 0  |         |                            | P 64. My child is receiving the supports and services agreed upon at the IEP meeting.   |   |                         |             |
| 8  | 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 | 1  |    |         |                            | GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?  |   |                         |             |
| 0  | 0 | 11 |    |         |                            | 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?  |   |                         |             |
| 0  | 0 | 11 |    |         |                            | 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 | 11 |    |         |                            | GE 79c. If yes, what reasons were discussed for recommending removal?   |   |                         |             |
| 0  | 0 | 11 |    |         |                            | GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?   |   |                         |             |
| 2  | 0 | 9  |    |         |                            | 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?   |   |                         |             |
| 5  | 0 | 6  |    |         |                            | GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP   |   |                         |             |
| 4  | 0 | 7  |    |         |                            | GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP? |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 12 | 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?                            |   |                         |             |
| 12 | 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?  |   |                         |             |
| 12 | 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?   |   |                         |             |
| 12 | 0 | 0  |    |         |     | SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?  |   |                         |             |
| 9  | 0 | 3  |    |         |     | SE 113. If required, were the testing accommodations included in this student's current IEP implemented?   |   |                         |             |
| 11 | 1 | 0  |    |         |     | SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?   |   |                         |             |
| 12 | 0 | 0  |    |         |     | SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?  |   |                         |             |
|    |   |    |    |         |     | <b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>  |   |                         |             |
| 1  | 0 | 10 | 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? |   |                         |             |
| 10 | 0 | 0  | 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?           |   |                         |             |
| 10 | 1 | 0  | 0  |         |     | P 44. Did you receive an explanation of what would make your child eligible for ESY services?  |   |                         |             |
| 9  | 0 | 2  | 0  |         |     | P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?  |   |                         |             |
| 0  | 0 | 11 | 0  |         |     | P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?                        |   |                         |             |



| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 3  | 0 | 8  | 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?   |   |                         |             |
| 12 | 0 | 0  |    |         |     | SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?   |   |                         |             |
| 5  | 0 | 7  |    |         |     | 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?  |   |                         |             |
| 1  | 0 | 11 |    |         |     | 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? |   |                         |             |
| 1  | 0 | 11 |    |         |     | 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?   |   |                         |             |
| 1  | 0 | 11 |    |         |     | 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?  |   |                         |             |
| 1  | 0 | 11 |    |         |     | SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?  |   |                         |             |
| 1  | 0 | 11 |    |         |     | SE 122e. If yes, are needed supplementary aids and services being provided to this student?   |   |                         |             |
| 1  | 0 | 11 |    |         |     | SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?  |   |                         |             |
|    |   |    |    |         |     | <b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>  |   |                         |             |
| 4  | 2 | 4  | 1  |         |     | P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?  |   |                         |             |
| 9  | 2 | 0  | 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  | 8 | 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 | 8  | 0  |         |     | P 50c. If yes, what reasons were discussed for recommending removal?  |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
|    |   |    |    |         |     | The student remembers what to do.<br>The student's needs, individualized skills & program.<br>Needs   |   |                         |             |
| 0  | 0 | 8  | 0  |         |     | P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?<br>Team<br>How much student needs to work on specific skills.<br>IEP team.   |   |                         |             |
| 7  | 3 | 1  | 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?  |   |                         |             |
| 10 | 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?<br><br>Feels better about self, more self-esteem.<br>I like the structure of the program & the fast pace of instruction.<br>The school helps the student feel not different or stupid.<br>Extra time is always given, they've been great in helping student when needed, or with homework & is doing great with everything.<br>Comprehensive approach, not only following one theory but doing what is needed, individualized work, communication, play & imagination.<br>My child used to be unmotivated in school. Now gets up & wants to do school work.<br>Starting to work well with others, learning to compromise & better social skills.<br>Student can handle the general ed curriculum & it is appropriate.<br>Student interacts with other children at Open Chat & works well with them.<br>Regular ed program doesn't hold student back. |   |                         |             |
| 0  | 0 | 11 | 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.   |   |                         |             |



| Y  | N | NA | DK | Not Obs | % #                        | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|--|---|-------------------------|-------------|
|    |   |    |    |         | 5<br>0<br>0<br>0<br>1<br>5 | Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply   |   |                         |             |
|    |   |    |    |         | 9<br>0<br>0<br>0<br>1<br>1 | P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply   |   |                         |             |
| 8  | 0 | 4  |    |         |                            | SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?  |   |                         |             |
| 9  | 0 | 3  |    |         |                            | 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? |   |                         |             |
|    |   |    |    |         |                            | (File Reviews)   |   |                         |             |
| 12 | 0 | 0  |    |         |                            | FR 328. NOREP/PWN is present in the student file   |   |                         |             |
| 12 | 0 | 0  |    |         |                            | FR 329. Demographic data   |   |                         |             |
| 12 | 0 | 0  |    |         |                            | FR 330. Type of action taken   |   |                         |             |
| 12 | 0 | 0  |    |         |                            | FR 331. A description of the action proposed or refused by the LEA   |   |                         |             |
| 12 | 0 | 0  |    |         |                            | FR 332. An explanation of why the LEA proposed or refused to take the action   |   |                         |             |
| 12 | 0 | 0  |    |         |                            | FR 333. A description of the other options the IEP team considered and the reason why those options were rejected  |   |                         |             |
| 12 | 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 | 2  |    |         |                            | FR 335. Description of other factor(s) relevant to LEA's proposal or refusal   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change   | Timelines and Resources  | Closed Date |
|----|---|----|----|---------|-----|--|---|--|-------------|
| 12 | 0 | 0  |    |         |     | FR 336. Educational placement recommended (including amount and type)  |   |  |             |
| 10 | 2 | 0  |    |         | 17% | FR 337. Signature of school district superintendent or charter school CEO or designee  | LEA will provide training to staff on completion of the NOREP.<br>Evidence of Results: BSE will review selected student files for compliance and the training sign in sheets.   | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE staff as needed. | 04/20/2016  |
| 10 | 2 | 0  |    |         | 17% | 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.)           | LEA will provide training to staff on completion of the NOREP which includes documenting attempts to obtain consent.<br>Evidence of Results: BSE will review selected student files for compliance and the training sign in sheets. | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE staff as needed. | 04/20/2016  |
| 10 | 0 | 2  |    |         |     | FR 339. Parent has selected a consent option   |   |  |             |
| 11 | 1 | 0  |    |         | 8%  | FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP  | LEA will provide training to staff on completion of the NOREP.<br>Evidence of Results: BSE will review selected student files for compliance and the training sign in sheets.   | 05/03/2016<br>LEA, IU 27 TAC, PaTTAN Pgh, and BSE staff as needed. | 04/20/2016  |
|    |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent)</b>  |   |  |             |
| 0  | 0 | 11 | 0  |         |     | P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected? |   |  |             |
|    |   |    |    |         | 8   | 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.                     |   |  |             |
|    |   |    |    |         | 0   | Always   |   |  |             |
|    |   |    |    |         | 0   | Sometimes  |   |  |             |
|    |   |    |    |         | 0   | Rarely   |   |  |             |
|    |   |    |    |         | 0   | Never  |   |  |             |
|    |   |    |    |         | 1   | Don't Know   |   |  |             |
|    |   |    |    |         | 2   | Does not Apply   |   |  |             |
|    |   |    |    |         |     | <b>Topical Area 7: Additional Interview Responses</b>  |   |  |             |
|    |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>  |   |  |             |
|    |   |    |    |         |     | P 54. I am a partner with school personnel when we plan my child's education program.  |   |  |             |



| Y | N | NA | DK | Not Obs | % #                         | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----------------------------|---|---|-------------------------|-------------|
|   |   |    |    |         | 10<br>1<br>0<br>0<br>0<br>0 | Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply  |   |                         |             |
|   |   | 0  | 0  |         | 3<br>2<br>1<br>4<br>5       | P 66. Tell me anything you really like about your child's special education program.<br>g. staff open to suggestions, good communication<br>i. support services<br>j. student ratios<br>k. staff's understanding and attitude<br>n. other<br>The patience of school staff.<br>Everyone is easy to talk to & helpful. They take extra time to help the student.<br>Student is so proud of self & learning, is in a really suitable program & we are all seeing progress, is engaged, success is on student's terms.<br>Child feels less pressure & enjoys school.<br>I only like therapy services. |   |                         |             |
|   |   | 6  | 1  |         | 1<br>3                      | P 67. Tell me anything you would like to change about the program.<br>i. support services<br>n. other<br>Would like a more flexible instructional schedule which would allow my child to participate in a local academic support group.<br>More student-teacher contact, one on one interactions.<br>The social group should be in person, not on-line.   |   |                         |             |
|   |   | 0  | 0  |         | 4<br>6<br>1                 | P 68. The school explains what options parents have if the parent disagrees with a decision of the school.<br>b. Strongly agree<br>c. Agree<br>d. Disagree  |   |                         |             |
|   |   |    |    |         |                             | P 69. Additional comments about your child's program.   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
|    |   |    |    |         |     | <p>I think IEPs are too long, but not in a negative way. The Cyber School program focuses on addressing child's educational needs rather than focusing on state assessment preparation which parent says previous school did.</p> <p>We're really happy with everything. The student is on track to graduate on time.</p> <p>Thanks to the staff.</p> <p>We are very pleased with this flexible approach &amp; all the support student is receiving.</p> <p>Child's diagnosis &amp; programming is too broad.</p> <p>Without option of a Cyber School, my child would have had a very hard time in school My child is doing well at home with on-line class.</p> <p>School doesn't have a good process for contact with parent &amp; student.</p> <p>This is the best option. Student has fewer distractions - not distracted by social issues Easy to get help</p> <p>The student is doing very well.</p> |   |                         |             |
| 12 | 0 | 0  |    |         |     | SE 101. Do you hold the required certification to implement this student's program?  |   |                         |             |
| 12 | 0 | 0  |    |         |     | SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?  |   |                         |             |
| 0  | 0 | 12 |    |         |     | SE 101b. If no, what training or support would assist you?   |   |                         |             |
|    |   |    |    |         |     | <b>Topical Area 8: Student Interview Results</b>   |   |                         |             |
|    |   |    | 0  |         |     | S 126. What kind of support are you currently receiving?   |   |                         |             |
|    |   |    |    |         | 1   | a. Learning Support  |   |                         |             |
|    |   |    |    |         | 1   | b. Speech/Language Support   |   |                         |             |
|    |   |    |    |         | 1   | d. Life Skills Support   |   |                         |             |
|    |   |    |    |         | 4   | k. Don't Know  |   |                         |             |
| 6  | 0 | 0  | 0  |         |     | S 127. Is this support enough to help you be successful in your school program?  |   |                         |             |
|    |   |    |    |         |     | S 128. How satisfied are you with your high school educational program?  |   |                         |             |
|    |   |    |    |         | 5   | Very   |   |                         |             |
|    |   |    |    |         | 1   | Somewhat   |   |                         |             |
|    |   |    |    |         | 0   | A Little   |   |                         |             |
|    |   |    |    |         | 0   | Not at All   |   |                         |             |
|    |   |    |    |         | 0   | Don't Know   |   |                         |             |
|    |   |    |    |         |     | S 129. What do you like best about the program?  |   |                         |             |

| Y | N | NA | DK | Not Obs | % #                              | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|----------------------------------|---|---|-------------------------|-------------|
|   |   |    |    |         |                                  | <p>Working from home &amp; working at my own pace.<br/> The school offers a wide range of classes.<br/> I like it very much They make things much better than public school.<br/> I used to not get any help at all. It's great to have the extra help &amp; not just do a whole bunch of homework.<br/> Social studies, science &amp; math. I like that I don't have to go anywhere.<br/> Get to be home more often.</p>                     |   |                         |             |
|   |   |    |    |         |                                  | <p>S 130. What do you like least about the program?</p> <p>Tech support: when my laptop breaks it takes a long time to get it fixed.<br/> Homework<br/> No complaints.<br/> I need help with reading.<br/> Nothing, but would like more field trips.<br/> Not much. I like it all.</p>  |   |                         |             |
|   |   |    |    |         | <p>5<br/>0<br/>1<br/>0<br/>0</p> | <p>S 131. How satisfied are you with your special education supports/services?</p> <p>Very<br/> Somewhat<br/> A Little<br/> Not at All<br/> Don't Know</p>  |   |                         |             |
|   |   |    |    |         |                                  | <p>S 132. What do you like best about the special education supports/services?</p> <p>Don't use the support very much, like to work on my own.<br/> Extra time given for assignment completion.<br/> I can ask for help &amp; actually get it when I ask. I can re-do assignments &amp; there are people who can help.<br/> Very nice, sweet &amp; kind.<br/> I like it ok.<br/> I'm pretty smart in math, get help in social situations.</p> |   |                         |             |
|   |   |    |    |         |                                  | <p>S 133. What do you like least about the special education supports/services?</p> <p>Don't know.<br/> Nothing<br/> Nothing. No complaints.<br/> Nothing<br/> Nothing<br/> Not much.</p>   |   |                         |             |



| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action<br>Evidence of Change | Timelines and<br>Resources | Closed<br>Date |
|---|---|----|----|---------|-----|---|--|----------------------------|----------------|
|   |   |    |    |         |     | S 134. How much time do you spend with students who do not have disabilities?<br>0 Too Much<br>3 Enough<br>0 A Little<br>0 Not Enough<br>3 Don't Know   |  |                            |                |
| 1 | 5 | 0  | 0  |         |     | S 135. Do you participate in any extra-curricular activities?   |  |                            |                |
|   |   |    |    |         |     | S 136. If yes, which ones<br><br>Dance class, basketball.   |  |                            |                |
|   |   |    |    |         |     | S 137. If no, why not<br><br>Would rather have a job & work, currently looking for a job.<br>Not interested.<br>I am busy with my family.<br>Nothing I really like.<br>There is nothing for me close to home. |  |                            |                |
| 4 | 2 |    | 0  |         |     | S 138. Were you invited to participate in the last IEP meeting?<br><br>Other  |  |                            |                |
| 3 | 2 |    | 1  |         |     | S 139. Did you participate in the last IEP meeting?<br><br>Other  |  |                            |                |
| 1 | 0 |    | 5  |         |     | S 140. Do you have a post secondary transition program?<br><br>Other  |  |                            |                |
| 1 | 1 |    | 4  |         |     | S 141. Do you have an employment transition program?<br><br>Other   |  |                            |                |
| 1 | 1 |    | 4  |         |     | S 142. Do you have a community living transition program?<br><br>Other  |  |                            |                |
| 1 | 1 |    | 4  |         |     | S 143. Did you assist in the development of the transition program?<br><br>Other  |  |                            |                |
| 1 | 0 |    | 5  |         |     | S 144. Is that transition plan being followed?<br><br>Other   |  |                            |                |
| 4 | 1 |    | 1  |         |     | S 145. Did you discuss what you would do after graduation or finishing high school?<br><br>Other  |  |                            |                |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
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|   |   |    | 0  |         |     | S 146. Which of the following agencies participate in your IEP development?<br>a. Office of Vocational Rehabilitation<br>e. None<br>g. Don't Know |   |                         |             |
| 1 | 1 |    | 2  |         |     | S 147. If any agency participated in your IEP did they assist you or provide services?<br>Other   |   |                         |             |
|   |   |    |    |         |     | S 148. Comments<br><br>OVR will help me after high school.  |   |                         |             |
| 3 | 3 | 0  | 0  |         |     | S 149. Do you participate in any activities in the community?   |   |                         |             |
|   |   |    |    |         |     | S 150. If yes, which ones?<br><br>Church youth group, volunteers, conferences, working with family.<br>YMCA. Community trips.<br>Church           |   |                         |             |
|   |   |    |    |         |     | S 151. If no, why not?<br><br>Wants to get a job & work.<br>I don't want to.  |   |                         |             |
|   |   |    |    |         |     | S 152. Are there any other agencies that could help you within the community?<br>I don't know.<br>No<br>Don't know.                               |   |                         |             |
|   |   |    |    |         |     | <b>Topical Area 9: Other Non-compliance Issues</b>  |   |                         |             |
|   |   |    |    |         |     | <b>Topical Area 10: Other Improvement Plan Issues</b>   |   |                         |             |



| Y | N | NA | DK | Not Obs | % # | Citation                                     | Required Corrective Action Evidence of Change  | Timelines and Resources   | Closed Date |
|---|---|----|----|---------|-----|--|--|---|-------------|
|   |   |    |    |         |     | LEA graduation rate is below the state rate. | LEA will provide training opportunities to staff and program changes to improve graduation rates. Those include increasing credit recovery courses, increase pull out learning support, monitoring attendance, adjust school year to more traditional pacing, and increase program offerings. Evidence of Change: BSE advisor will review graduation rates for signs of improvement toward the state rate and determine a need for additional improvement plans.   | 06/30/2017<br><br>LEA, IU 27 TAC, State-wide IUs, CTCs, OVR Early Reach Coordinator, service providers, technical schools, universities, and community colleges, PaTTAN consultants, and BSE staff as needed. | 05/22/2017  |
|   |   |    |    |         |     | LEA drop out rate is above the state rate.   | LEA will provide training opportunities to staff and program changes to reduce drop out rates. Those include increasing credit recovery courses, increase pull out learning support, monitoring attendance, adjust school year to more traditional pacing, hold truancy elimination plan meetings with families and increase program offerings. Evidence of Change: BSE adviser will review drop out rates for signs of improvement toward the state rate and determine the need for additional improvement plans. | 06/30/2017<br><br>LEA, IU 27 TAC, State-wide IUs, CTCs, OVR Early Reach Coordinator, service providers, technical schools, universities, and community colleges, PaTTAN consultants, and BSE staff as needed. | 05/22/2017  |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change  | Timelines and Resources   | Closed Date |
|---|---|----|----|---------|-----|---|--|---|-------------|
|   |   |    |    |         |     | LEA participation rate for students taking the PSSA and PASA is below the state rate. | LEA will improve the participation rate of students in special education taking state assessments. The LEA has added a position of Special Education Assessment Coordinator to increase communication to families in advance regarding scheduling testing times. The LEA will utilize the entire testing window for testing and make up sessions, all special education teachers will travel across the state to one of 31 testing sites to increase the opportunities for participation in group testing and individual testing sessions.<br>Evidence of Results: BSE advisor will review the participation rate of special education students in state assessments for signs of improvement and determine the need for additional improvement plans. | 06/30/2017<br><br>LEA, IU 27 TAC, PaTTAN Consultants and BSE staff as needed. | 05/22/2017  |



# **Executive Summary BSE Compliance Monitoring Review of the Pennsylvania Cyber CS**

## **PART I SUMMARY OF FINDINGS**

### **A. Review Process**

Prior to the Bureau's monitoring the week of November 9, 2020, the Pennsylvania Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

### **B. General Findings**

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

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

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

### **C. Overall Findings**

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

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

| <b>FSA</b>  | <b>In Compliance</b> | <b>Out of Compliance</b> |
|---|----------------------|--------------------------|
| Assistive Technology and Services; Hearing Aids   | 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  | 0                    | 0                        |
| Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation | 1                    | 0                        |
| SPP/APR Indicator 13 (Transition)   | 1                    | 0                        |
| Disproportionate Representation that is the Result of Inappropriate Identification                          | 1                    | 0                        |

| <b>IMPROVEMENT PLAN REQUIRED*</b>  | <b>Yes</b> | <b>No</b> |
|--|------------|-----------|
| Effective Use of Dispute Resolution  | 0          | 1         |
| Graduation Rates (SPP)   | 1          | 0         |
| Dropout Rates (SPP)  | 1          | 0         |
| Suspensions (Rates)  | 0          | 0         |
| Least Restrictive Environment (LRE) (SPP)  | 1          | 0         |
| Participation in PSSA and PASA (SPP)   | 1          | 0         |
| Participation in Charter-Wide Assessment   | 0          | 1         |
| Public School Enrollment   | 0          | 1         |
| 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 Pennsylvania Cyber CS is as follows:

| <b>Sections of the FILE REVIEW</b>   | <b>In Compliance</b> | <b>Out of Compliance</b> | <b>NA</b>  |
|--|----------------------|--------------------------|------------|
| Essential Student Documents Are Present and Were Prepared Within Timelines | 85                   | 1                        | 74         |
| Evaluation/Reevaluation: Process and Content                               | 233                  | 0                        | 547        |
| Individualized Education Program: Process and Content                      | 495                  | 0                        | 305        |
| Procedural Safeguards: Process and Content                                 | 105                  | 15                       | 0          |
| <b>TOTALS</b>  | <b>918</b>           | <b>16</b>                | <b>926</b> |

### 3. TEACHER AND PARENT INTERVIEWS

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

|   | <b># Yes Responses</b> | <b># No Responses</b> | <b># of Other Responses</b> |
|---|------------------------|-----------------------|-----------------------------|
| Program Implementation: General Ed Teacher Interviews | 144                    | 14                    | 81                          |
| Program Implementation: Special Ed Teacher Interviews | 302                    | 7                     | 151                         |
| Program Implementation: Parent Interviews             | 118                    | 13                    | 65                          |
| <b>TOTALS</b>   | <b>564</b>             | <b>34</b>             | <b>297</b>                  |

### 4. CLASSROOM OBSERVATIONS

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

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

### 5. EDUCATIONAL BENEFIT REVIEW

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

## PART II CORRECTIVE ACTION PROCESS

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



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

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

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

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

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

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

**CHARTER ANNUAL REPORT-OFFLINE GUIDANCE TOOL**

|                           |  |
|---------------------------|--|
| Date of Last Audit:       |  |
| Fiscal Year Last Audited: |  |

Provide a detailed explanation if a previous year's report is submitted. Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation

|  |
|--|
|  |
|--|

**Upload** the Financial Audit Report, which should include the auditor's opinion and any findings resulting from the audit.

List financial audit citations and the corresponding Charter School responses:

| Financial Audit Citations | Charter School Responses |
|---------------------------|--------------------------|
|                           |                          |
|                           |                          |
|                           |                          |
|                           |                          |
|                           |                          |
|                           |                          |
|                           |                          |
|                           |                          |
|                           |                          |
|                           |                          |

**Federal Programs Consolidated Review**

Indicate the date of the last review conducted by the Division of Federal Programs as well as the year reviewed:

|  |             |
|--|-------------|
| Is the Charter School a Title I school?            | Yes         |
| Date of Last Federal Programs Consolidated Review: | 4-27-2021   |
| School Year Reviewed:                              | 2019 - 2020 |

**Upload** the Federal Programs Consolidated Review Report, which should include the Division's opinion and any findings resulting from the audit.

List Federal Programs Consolidated Review citations and the corresponding Charter School responses:

| Federal Programs Consolidated Review Citations | Charter School Responses |
|--|--------------------------|
|  |                          |

# CAV Home -Fiscal & Program

This is the 2019-2020 CAV for Pennsylvania Cyber CS

**There are no issues that need to be addressed on this assessment.**

## Documents

The following documents are currently available:

[CAV Letter](#)

Generated Friday, June 4, 2021 at 1:51:01 PM



June 8, 2021

Brian Hayden, Chief Executive Officer  
Pennsylvania Cyber Charter School  
652 Midland Avenue  
Midland, PA 15059

Dear Chief Executive Officer Hayden

I thank you and your staff for participating in the Federal Programs Consolidated Review for the **2019-20** 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 **Pennsylvania Cyber CS** compliance. Based on the areas Division of Federal Program reviewed during its monitoring, we have uncovered no instances of non-compliance for the 2019-20 school year.

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

If you have any questions, please feel free to contact your regional coordinator.

Thank you for your cooperation.

Sincerely,

A handwritten signature in blue ink that reads "Susan McCrone" with a stylized flourish at the end.

Susan McCrone  
Chief  
Division of Federal Programs

cc: Cheryl Roknich, Federal Programs Coordinator  
Project File-2019-20-**Fiscal & Program**

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

Division of Federal Programs  
Consolidated Program Review

2019-2020 School Year

Pennsylvania Cyber CS  
652 Midland Avenue  
Midland, PA 15059

LEA Level Monitoring

|                                     | <u>Name</u>     | <u>Phone Number</u> | Check if Interviewed                |
|-------------------------------------|-----------------|---------------------|-------------------------------------|
| <b>Superintendent:</b>              | Brian Hayden    | 724-888-7776        | <input checked="" type="checkbox"/> |
| <b>Business Manager:</b>            | Matthew Schulte | 724-888-7775        | <input checked="" type="checkbox"/> |
| <b>Federal Program Coordinator:</b> | Cheryl Roknich  | 724-888-7865        | <input checked="" type="checkbox"/> |
| <b>Parent/Family Member:</b>        |                 |                     | <input type="checkbox"/>            |

**Program(s) Reviewed:**

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

**Program Reviewer(s):** Tim Welsh

**Program Review Date:** 04/27/2021



## Title IA: Fiscal

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

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

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

| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation   | Comments   |
|--|--|-----|---------|-----|--|--|
| <p>1. Audits</p> <p>The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented.</p> <p><b>NOTE: The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.</b></p> <p>Uniform Grants Guidance Section 200.501</p> | <p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>   | ☑   | ☐       | ☐   | <p>☑ Two most recent audit reports (federal programs only, sections tabbed and marked)</p> <p>☐ LEA response to findings</p> <p>☐ PDE follow-up review of findings</p> <p>☐ Independent auditor report shows that LEA has completed all corrective actions</p> | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/20/2021 12:02:57 PM<br/>Monitor Tim Welsh<br/>Two most recent PCCS audit reports reviewed indicating no findings.</p>  |
| <p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>   | <p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)</p> | ☐   | ☐       | ☑   | <p>☐ Inventory list of items purchased with Title I A.</p>   | <p style="text-align: center;"><b>District Comments</b></p> <p>3/8/2021 11:58:42 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>We have not purchased equipment with Title I funds.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/20/2021 12:03:32 PM<br/>Monitor Tim Welsh<br/>PCCS does not user Title IA funds to purchase equipment.</p> |

| Description   | Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Comments  |                          |   |                         |   |
|---|---|-------------------------------------|--------------------------|-------------------------------------|--|---|--------------------------|---|-------------------------|---|
|   | 2. LEA conducts a physical inventory of all items every two years                             | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Documentation that physical inventory was conducted within the last two years   | <table border="1"> <tr> <td><b>District Comments</b></td> </tr> <tr> <td>3/8/2021 11:59:07 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>We have not purchased equipment with Title I funds.</td> </tr> <tr> <td><b>Monitor Comments</b></td> </tr> <tr> <td>4/20/2021 12:04:16 PM<br/>Monitor Tim Welsh<br/>PCCS has not used Title IA funds to purchase equipment.</td> </tr> </table> | <b>District Comments</b> | 3/8/2021 11:59:07 AM<br>Federal Programs Coordinator Cheryl Roknich<br>We have not purchased equipment with Title I funds.                  | <b>Monitor Comments</b> | 4/20/2021 12:04:16 PM<br>Monitor Tim Welsh<br>PCCS has not used Title IA funds to purchase equipment. |
| <b>District Comments</b>  |   |                                     |                          |                                     |  |   |                          |   |                         |   |
| 3/8/2021 11:59:07 AM<br>Federal Programs Coordinator Cheryl Roknich<br>We have not purchased equipment with Title I funds.                  |   |                                     |                          |                                     |  |   |                          |   |                         |   |
| <b>Monitor Comments</b>   |   |                                     |                          |                                     |  |   |                          |   |                         |   |
| 4/20/2021 12:04:16 PM<br>Monitor Tim Welsh<br>PCCS has not used Title IA funds to purchase equipment.                                       |   |                                     |                          |                                     |  |   |                          |   |                         |   |
| 3. Obligating Funds<br>UGG Sec. 200.309   | 1. LEA began obligating funds on or after the programs' approved/submit date                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> List approval/submit date in comment section<br><br><input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval/submit date | <table border="1"> <tr> <td><b>Monitor Comments</b></td> </tr> <tr> <td>4/20/2021 12:05:10 PM<br/>Monitor Tim Welsh<br/>Evidence reviewed that PCCS did not begin using Title funds prior to the grant approval date.</td> </tr> </table>   | <b>Monitor Comments</b>  | 4/20/2021 12:05:10 PM<br>Monitor Tim Welsh<br>Evidence reviewed that PCCS did not begin using Title funds prior to the grant approval date. |                         |   |
| <b>Monitor Comments</b>   |   |                                     |                          |                                     |  |   |                          |   |                         |   |
| 4/20/2021 12:05:10 PM<br>Monitor Tim Welsh<br>Evidence reviewed that PCCS did not begin using Title funds prior to the grant approval date. |   |                                     |                          |                                     |  |   |                          |   |                         |   |
| 4. Record Retention<br>UGG Sec. 200.333   | 1. Federal program records are maintained for a period of 7 years (current year plus 6 prior) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Evidence that records are maintained for a period of seven years   | <table border="1"> <tr> <td><b>Monitor Comments</b></td> </tr> <tr> <td>4/20/2021 12:24:51 PM<br/>Monitor Tim Welsh<br/>PCCS Records Retention policy and procedures available for review.</td> </tr> </table>  | <b>Monitor Comments</b>  | 4/20/2021 12:24:51 PM<br>Monitor Tim Welsh<br>PCCS Records Retention policy and procedures available for review.                            |                         |   |
| <b>Monitor Comments</b>   |   |                                     |                          |                                     |  |   |                          |   |                         |   |
| 4/20/2021 12:24:51 PM<br>Monitor Tim Welsh<br>PCCS Records Retention policy and procedures available for review.                            |   |                                     |                          |                                     |  |   |                          |   |                         |   |

| Description   | Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Comments   |                  |   |
|---|--|-------------------------------------|--------------------------|--------------------------|--|--|------------------|---|
| 5. Performance Goal Reporting Verification<br><br>UGG 200.328   | 1. LEA has submitted the Performance Goal Output Report, for the prior year, for Title IA.<br><b>Please note: the LEA does not need to provide copies of the Consolidated Application. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IA | <table border="1"> <thead> <tr> <th data-bbox="1671 151 2028 199">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 199 2028 477">           4/20/2021 12:26:42 PM<br/>           Monitor Tim Welsh<br/>           PCCS Title I Consolidated Application Performance Goal Output Report available for review in eGrants.         </td> </tr> </tbody> </table> | Monitor Comments | 4/20/2021 12:26:42 PM<br>Monitor Tim Welsh<br>PCCS Title I Consolidated Application Performance Goal Output Report available for review in eGrants. |
| Monitor Comments  |  |                                     |                          |                          |  |  |                  |   |
| 4/20/2021 12:26:42 PM<br>Monitor Tim Welsh<br>PCCS Title I Consolidated Application Performance Goal Output Report available for review in eGrants. |  |                                     |                          |                          |  |  |                  |   |
|   | 2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Data reports/summaries must be present at time of monitoring.        | <table border="1"> <thead> <tr> <th data-bbox="1671 483 2028 532">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 532 2028 805">           4/20/2021 12:27:57 PM<br/>           Monitor Tim Welsh<br/>           PCCS data summaries supporting the Performance Goal Output Report available for review.         </td> </tr> </tbody> </table>               | Monitor Comments | 4/20/2021 12:27:57 PM<br>Monitor Tim Welsh<br>PCCS data summaries supporting the Performance Goal Output Report available for review.               |
| Monitor Comments  |  |                                     |                          |                          |  |  |                  |   |
| 4/20/2021 12:27:57 PM<br>Monitor Tim Welsh<br>PCCS data summaries supporting the Performance Goal Output Report available for review.               |  |                                     |                          |                          |  |  |                  |   |

| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation   | Comments   |                  |  |
|--|--|-----|---------|-----|--|--|------------------|--|
| <p>6. Conflict of Interest Policy</p> <p>UGG Sec 200.112</p>   | <p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none"> <li>• Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)</li> <li>• Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)</li> <li>• Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)</li> <li>• Mandatory Disclosure- (potential conflict disclosed in writing)</li> </ul> | ☑   | ☐       | ☐   | <p>☑ Board Approved policy,</p> <p>☐ Self-disclosure form,</p> <p>☐ Resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)</p> | <table border="1"> <thead> <tr> <th data-bbox="1673 157 2020 199">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 199 2020 362"> <p>4/20/2021 12:28:24 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Conflict of Interest policy available for review.</p> </td> </tr> </tbody> </table>     | Monitor Comments | <p>4/20/2021 12:28:24 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Conflict of Interest policy available for review.</p>  |
| Monitor Comments   |  |     |         |     |  |  |                  |  |
| <p>4/20/2021 12:28:24 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Conflict of Interest policy available for review.</p>  |  |     |         |     |  |  |                  |  |
| <p>7. Allowability of Costs</p> <p>UGG Sec 200.43</p>  | <p>1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles:</p> <ul style="list-style-type: none"> <li>• Necessary, reasonable and allocable</li> <li>• Conform with federal law and grant terms</li> <li>• Consistent with state and local policies</li> <li>• Adequately documented</li> </ul>  | ☑   | ☐       | ☐   | <p>☐ Review program expenditures</p> <p>☑ Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.</p>                         | <table border="1"> <thead> <tr> <th data-bbox="1673 985 2020 1027">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 1027 2020 1222"> <p>4/20/2021 12:28:58 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Allowability of Costs policy available for review.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>4/20/2021 12:28:58 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Allowability of Costs policy available for review.</p> |
| Monitor Comments   |  |     |         |     |  |  |                  |  |
| <p>4/20/2021 12:28:58 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Allowability of Costs policy available for review.</p> |  |     |         |     |  |  |                  |  |



| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation  | Comments   |
|--|--|-----|---------|-----|---|--|
| <p>8. Procurement</p> <p>UGG Sec 200.320, 100.67, 200.88</p> | <p>1. Procurement the LEA maintains purchasing procedures</p> <ul style="list-style-type: none"> <li>• Micro-purchases (purchase up to \$10,000)</li> <li>• Small Purchase (between \$10,000-\$250,000)</li> <li>• Sealed Bids (purchases over \$250,000 with formal advertising)</li> <li>• Competitive Proposals (more than one source submitting a proposal)</li> <li>• Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source)</li> </ul>                           | ☑   | ☐       | ☐   | <p>☑ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels</p> <p>☐ Evidence that procurement procedures were followed for 3-5 tested random expenditures.</p> | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/20/2021 12:29:20 PM<br/>Monitor Tim Welsh<br/>PCCS Procurement policy available for review.</p>          |
| <p>9. Cash Management Procedures</p> <p>UGG Sec 200.305</p>  | <p>1. Cash Management - the LEA must maintain written procedures to implement the following cash management requirements:</p> <ul style="list-style-type: none"> <li>• Reimbursements - explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds</li> <li>• Advances - explain what happens if the LEA receives advance payments of federal grant funds</li> <li>• Interest - explain how the LEA will manage interest earned on federal grant awards</li> </ul> | ☑   | ☐       | ☐   | <p>☑ Procedures are available that address the three components</p> <p>☐ Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable</p>   | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/20/2021 12:29:53 PM<br/>Monitor Tim Welsh<br/>PCCS Cash Management Procedures available for reviews.</p> |

| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation  | Comments  |                  |  |
|--|--|-----|---------|-----|---|---|------------------|--|
| <p>10. Travel Reimbursement</p> <p>UGG Sec 200.474</p>   | <p>1. Travel the LEA must have written travel policies for travel costs to be allowable</p> <ul style="list-style-type: none"> <li>• Types of travel (single day, overnight or out-of-state)</li> <li>• What expenses may be reimbursed (food, lodging, transportation, airfare)</li> <li>• What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)</li> </ul>  | ☑   | ☐       | ☐   | <p>☐ Board approved policies available for review</p> <p>☐ Samples of travel requests reviewed followed policy</p> <p>☑ Prior written approval was obtained by PDE for out of state travel</p>                    | <table border="1"> <thead> <tr> <th data-bbox="1671 159 2011 203">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 203 2011 467"> <p>4/20/2021 12:31:14 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Travel Reimbursement procedures indicating prior written approval by PDE available for review.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>4/20/2021 12:31:14 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Travel Reimbursement procedures indicating prior written approval by PDE available for review.</p> |
| Monitor Comments   |  |     |         |     |   |   |                  |  |
| <p>4/20/2021 12:31:14 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Travel Reimbursement procedures indicating prior written approval by PDE available for review.</p> |  |     |         |     |   |   |                  |  |
| <p>11. Prior Written Approval for Various Expenditures</p> <p>UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>  | <p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> <li>• Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c))</li> <li>• Out of State Travel for workshops/conferences (200.474)</li> <li>• Entertainment Costs (200.438)</li> <li>• Equipment (200.439)</li> <li>• Student Activity Costs</li> <li>• Memberships, subscriptions, and Professional Activities (200.454)</li> </ul> | ☑   | ☐       | ☐   | <p>☑ Items were included in approved consolidated application budgets and/or narratives</p> <p>☐ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p> |   |                  |  |

| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation   | Comments   |
|--|--|-----|---------|-----|--|--|
| <p>12. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>  | <p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>   | ☐   | ☐       | ☑   | <p>☐ Consolidated Application Carryover section</p> <p>☐ Waiver request and Carryover Waiver Approval Letter</p> | <p><b>District Comments</b></p> <p>3/8/2021 12:55:58 PM<br/>Federal Programs Coordinator Cheryl Roknich<br/>We did not carry over any funds from last year.</p> <p><b>Monitor Comments</b></p> <p>4/20/2021 12:23:59 PM<br/>Monitor Tim Welsh<br/>PCCS did not carry over funds from 2018-19 to 2019-20.</p> |
| <p>13. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113</p> | <p>1. The LEA must rank buildings highest to lowest based on poverty percentages. All buildings over 75% low-income must be served, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span." This can be marked N/A only if one of the following applies; the LEA has one building per grade span, the LEA is a single building, less than 1,000 district enrollment, or a Charter School.</p> | ☐   | ☐       | ☑   | <p>☐ Building Level Title I Expenditures</p>   | <p><b>District Comments</b></p> <p>3/9/2021 8:40:14 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>This is not applicable because we are a charter school.</p> <p><b>Monitor Comments</b></p> <p>4/20/2021 12:21:59 PM<br/>Monitor Tim Welsh<br/>Rank Order is not a charter school requirement.</p> |

| Description  | Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Comments  |
|--|--|-------------------------------------|--------------------------|-------------------------------------|---|---|
|  | 2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. If an LEA has a building over 75%, this cannot be marked N/A. <b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application, Selection of Schools<br><input type="checkbox"/> Approval by Regional Coordinator and evidence of a supplemental program         | <b>District Comments</b><br>3/9/2021 8:40:45 AM<br>Federal Programs Coordinator Cheryl Roknich<br>This is not applicable because we are a charter school.<br><b>Monitor Comments</b><br>4/20/2021 12:22:27 PM<br>Monitor Tim Welsh<br>Rank Order is not a charter school requirement. |
|  | 3. Pre-kindergarten children are excluded from the poverty count of any school   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> PIMS Report on Economically Disadvantaged<br><input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts | <b>Monitor Comments</b><br>4/20/2021 12:23:15 PM<br>Monitor Tim Welsh<br>PIMS Report on economically disadvantaged students available for review.   |
| 14. Comparability<br>The LEA complies with the comparability provisions of Title I<br>Sec. 1118(c) | 1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15 <b>Please note: the LEA does not need to provide evidence. Monitor will view prior to monitoring from the Comparability website. By checking this as met you are ensuring compliance with this requirement.</b>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Detailed Data Sheet and Assurance page<br><input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt                                | <b>Monitor Comments</b><br>4/20/2021 12:21:00 PM<br>Monitor Tim Welsh<br>PCCS Comparability policy and procedures available for review.   |

| Description   | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation  | Comments   |
|---|--|-----|---------|-----|---|--|
| <p>15. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113(c)(3), 42 U.S.C 11432</p> <p>Sec. 1116(a)(3)</p> | <p>1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation. <b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b></p>   | ☑   | ☐       | ☐   | <p>☑ Consolidated Application Reservation of Funds page</p> <p>☐ Consolidated Application Title I budget</p> <p>☐ Statement of expenditures for homeless</p>  | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/20/2021 12:20:21 PM<br/>Monitor Tim Welsh<br/>PCCS Compliance to Reservation of Funds policy and procedures available for review.</p>  |
|   | <p>2. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above. <b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b></p> | ☑   | ☐       | ☐   | <p>☑ Consolidated Application, Reservation of Funds</p> <p>☐ Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance</p> |  |
|   | <p>3. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)</p>  | ☐   | ☐       | ☑   | <p>☐ Statement of expenditures for Neglected Institution</p>  | <p style="text-align: center;"><b>District Comments</b></p> <p>3/9/2021 9:15:00 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>We do not serve any Neglected Institutions.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/20/2021 12:18:22 PM<br/>Monitor Tim Welsh<br/>PCCS does not serve any Neglected Institutions.</p> |



| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation     | Comments  |                   |  |                  |  |
|--|--|-----|---------|-----|--|---|-------------------|--|------------------|--|
|  | 4. 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). | ☐   | ☐       | ☑   | ☐ Statement of expenditures for Foster   | <table border="1"> <thead> <tr> <th data-bbox="1669 154 2020 203">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1669 203 2020 438">3/9/2021 9:17:55 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>We did not use any funds for Foster Students.</td> </tr> <tr> <th data-bbox="1669 438 2020 487">Monitor Comments</th> </tr> <tr> <td data-bbox="1669 487 2020 652">4/20/2021 12:17:53 PM<br/>Monitor Tim Welsh<br/>PCCS did not use any funds for Foster Students.</td> </tr> </tbody> </table>                              | District Comments | 3/9/2021 9:17:55 AM<br>Federal Programs Coordinator Cheryl Roknich<br>We did not use any funds for Foster Students.              | Monitor Comments | 4/20/2021 12:17:53 PM<br>Monitor Tim Welsh<br>PCCS did not use any funds for Foster Students.              |
| District Comments  |  |     |         |     |  |   |                   |  |                  |  |
| 3/9/2021 9:17:55 AM<br>Federal Programs Coordinator Cheryl Roknich<br>We did not use any funds for Foster Students.              |  |     |         |     |  |   |                   |  |                  |  |
| Monitor Comments   |  |     |         |     |  |   |                   |  |                  |  |
| 4/20/2021 12:17:53 PM<br>Monitor Tim Welsh<br>PCCS did not use any funds for Foster Students.                                    |  |     |         |     |  |   |                   |  |                  |  |
|  | 5. 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 | <table border="1"> <thead> <tr> <th data-bbox="1669 665 2020 714">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1669 714 2020 982">3/9/2021 9:20:51 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>We did not use the Salary and Fringe Benefit Differential.</td> </tr> <tr> <th data-bbox="1669 982 2020 1031">Monitor Comments</th> </tr> <tr> <td data-bbox="1669 1031 2020 1232">4/20/2021 12:17:29 PM<br/>Monitor Tim Welsh<br/>PCCS did not use the Salary and Fringe Benefit Differential.</td> </tr> </tbody> </table> | District Comments | 3/9/2021 9:20:51 AM<br>Federal Programs Coordinator Cheryl Roknich<br>We did not use the Salary and Fringe Benefit Differential. | Monitor Comments | 4/20/2021 12:17:29 PM<br>Monitor Tim Welsh<br>PCCS did not use the Salary and Fringe Benefit Differential. |
| District Comments  |  |     |         |     |  |   |                   |  |                  |  |
| 3/9/2021 9:20:51 AM<br>Federal Programs Coordinator Cheryl Roknich<br>We did not use the Salary and Fringe Benefit Differential. |  |     |         |     |  |   |                   |  |                  |  |
| Monitor Comments   |  |     |         |     |  |   |                   |  |                  |  |
| 4/20/2021 12:17:29 PM<br>Monitor Tim Welsh<br>PCCS did not use the Salary and Fringe Benefit Differential.                       |  |     |         |     |  |   |                   |  |                  |  |

| Description   | Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Comments  |                   |   |                  |   |
|---|---|-------------------------------------|--------------------------|-------------------------------------|--|---|-------------------|---|------------------|---|
|   | 6. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> LEA Title I budget and expenditures  |   |                   |   |                  |   |
| 16. Transferability<br>Sec 5103(b)  | 1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Expenditures aligned to transferred into subprogram<br><input checked="" type="checkbox"/> Consolidated Application, Transferability page                                 | <table border="1"> <thead> <tr> <th data-bbox="1671 415 2024 456">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 456 2024 664">4/20/2021 12:16:52 PM<br/>Monitor Tim Welsh<br/>PCCS appropriately transferred its Title II allocation to Title I.</td> </tr> </tbody> </table>   | Monitor Comments  | 4/20/2021 12:16:52 PM<br>Monitor Tim Welsh<br>PCCS appropriately transferred its Title II allocation to Title I.                |                  |   |
| Monitor Comments  |   |                                     |                          |                                     |  |   |                   |   |                  |   |
| 4/20/2021 12:16:52 PM<br>Monitor Tim Welsh<br>PCCS appropriately transferred its Title II allocation to Title I.                |   |                                     |                          |                                     |  |   |                   |   |                  |   |
|   | 2. Evidence that Nonpublic school consultation to discuss transfer of funds occurred prior to the transfer of funds.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Agendas/sign in sheets<br><input type="checkbox"/> Emails<br><input type="checkbox"/> Other documentation to reflect consultation occurred prior to the transfer of funds | <table border="1"> <thead> <tr> <th data-bbox="1671 680 2024 721">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 721 2024 989">3/9/2021 3:51:56 PM<br/>Federal Programs Coordinator Cheryl Roknich<br/>We are a charter school so we have no non public schools.</td> </tr> <tr> <th data-bbox="1671 989 2024 1029">Monitor Comments</th> </tr> <tr> <td data-bbox="1671 1029 2024 1239">4/20/2021 12:16:05 PM<br/>Monitor Tim Welsh<br/>PCCS is a charter school and has no non-public schools.</td> </tr> </tbody> </table> | District Comments | 3/9/2021 3:51:56 PM<br>Federal Programs Coordinator Cheryl Roknich<br>We are a charter school so we have no non public schools. | Monitor Comments | 4/20/2021 12:16:05 PM<br>Monitor Tim Welsh<br>PCCS is a charter school and has no non-public schools. |
| District Comments   |   |                                     |                          |                                     |  |   |                   |   |                  |   |
| 3/9/2021 3:51:56 PM<br>Federal Programs Coordinator Cheryl Roknich<br>We are a charter school so we have no non public schools. |   |                                     |                          |                                     |  |   |                   |   |                  |   |
| Monitor Comments  |   |                                     |                          |                                     |  |   |                   |   |                  |   |
| 4/20/2021 12:16:05 PM<br>Monitor Tim Welsh<br>PCCS is a charter school and has no non-public schools.                           |   |                                     |                          |                                     |  |   |                   |   |                  |   |
| If you have additional comments to make about this section, enter them here:  |   |                                     |                          |                                     |  |   |                   |   |                  |   |

| Description                                   | Requirements  | Met | Not Met | N/A | Suggested Evidence of Implementation  | Comments  |
|---|---|-----|---------|-----|---|---|
| 17. Time Documentation<br>UGG Section 200.430 | 1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities. | ☑   | ☐       | ☐   | ☑ Semi-annual time certifications   | <p align="center"><b>Monitor Comments</b></p> <p>4/20/2021 12:15:09 PM<br/>Monitor Tim Welsh<br/>PCCS semi-annual time certifications available for review.</p>   |
|   | 1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.   | ☐   | ☐       | ☑   | ☐ Documentation of Fixed schedule semi-annual time documentation DFP approval | <p align="center"><b>District Comments</b></p> <p>3/15/2021 9:59:16 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>Prior written approval from DFP was not required.</p> <p align="center"><b>Monitor Comments</b></p> <p>4/20/2021 12:14:33 PM<br/>Monitor Tim Welsh<br/>Prior written approval from DFP was not required.</p> |

| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation   | Comments   |                   |  |                  |  |
|--|--|-----|---------|-----|--|--|-------------------|--|------------------|--|
|  | <p>2. The LEA maintains Personnel Activity Reports (PARs) for employees who works 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.</p> | ☐   | ☐       | ☑   | <ul style="list-style-type: none"> <li>☐ Time logs</li> <li>☐ Staff schedules</li> </ul> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1671 152 2028 201" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 201 2028 505"> <p>3/15/2021 10:00:56 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p> </td> </tr> <tr> <th data-bbox="1671 505 2028 553" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1671 553 2028 782"> <p>4/20/2021 12:14:15 PM<br/>Monitor Tim Welsh<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/15/2021 10:00:56 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p> | Monitor Comments | <p>4/20/2021 12:14:15 PM<br/>Monitor Tim Welsh<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p> |
| District Comments  |  |     |         |     |  |  |                   |  |                  |  |
| <p>3/15/2021 10:00:56 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p> |  |     |         |     |  |  |                   |  |                  |  |
| Monitor Comments   |  |     |         |     |  |  |                   |  |                  |  |
| <p>4/20/2021 12:14:15 PM<br/>Monitor Tim Welsh<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p>                           |  |     |         |     |  |  |                   |  |                  |  |

**Desk Monitoring only:**

2019 2020 Title IA Fiscal.pdf

- Upload inventory list for public and Non-public programs
- Upload data reports/summaries
- Upload Conflict of Interest Policy and Travel Reimbursement Policy, Cash Management Procedure, Allowability of Costs Procedure and Procurement Procedure
- Upload Carryover Waiver Approval Letter, if applicable
- Upload building level budgets for each Title I building
- Upload Documentation of LEA methodology for allocating state and local funds to buildings.
- For LEAs not exempt, upload Comparability Assurance page and Detailed data sheet. For those LEAs that are exempt, upload Assurance page.
- Upload MOE letter from PDE
- Upload agendas, sign in sheets, emails, or other documentation to reflect Non-public consultation occurred.

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

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

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

| Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation             | Comments |
|--|-----|---------|-----|--|----------|
| <p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 18-19 SY? This is asked for 19-20 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 19-20 SY this answer is "no".<br/>Note: If a "no" answer the remaining questions can be marked N/A.</p> <p><b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b></p> | ☐   | ☐       | ☐   | ☐ Consolidated Application, Selection of Schools |          |

| Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation   | Comments |
|--|-----|---------|-----|--|----------|
| <p>2. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools. <b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b></p> | ☐   | ☐       | ☐   | <p>☐ Consolidated Application Selection of Schools</p> <p>☐ The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools.</p> <p>☐ Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not.</p> <p>☐ A survey that looked like the old Free and Reduced lunch survey - but which made clear that it was not a requirement of the food subsidy program - was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms.</p> |          |



# Title IIA: Fiscal

## Requirements

| Description   | Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Comments  |
|---|--|-------------------------------------|--------------------------|-------------------------------------|---|---|
| <p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p> | <p>1. Title II - the LEA approved budget and records of expenditures of Title II funds match</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <p><input checked="" type="checkbox"/> Title II budgets</p> <p><input type="checkbox"/> LEA budget</p> <p><input type="checkbox"/> Statement of Expenditures for Title II</p> | <p><b>Monitor Comments</b></p> <p>4/23/2021 12:25:54 PM<br/>Monitor Tim Welsh<br/>PCCS Title II approved budget and records of expenditures available for review.</p>   |
| <p>2. Time Documentation</p> <p>UGG 200.430</p>   | <p>1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <p><input checked="" type="checkbox"/> Semi-annual time certifications</p>  | <p><b>Monitor Comments</b></p> <p>4/23/2021 12:26:33 PM<br/>Monitor Tim Welsh<br/>PCCS semi-annual time certifications available for review.</p>  |
|   | <p>1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.</p>   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval</p>   | <p><b>District Comments</b></p> <p>3/15/2021 1:57:02 PM<br/>Federal Programs Coordinator Cheryl Roknich<br/>Prior written approval from DFP was not required for semi annual certifications.</p> <p><b>Monitor Comments</b></p> <p>4/23/2021 12:33:41 PM<br/>Monitor Tim Welsh<br/>Prior written approval from DFP was not required for semi annual certifications.</p> |

| Description   | Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Comments  |
|---|---|-------------------------------------|--------------------------|-------------------------------------|---|---|
|   | 2. The LEA maintains Personnel Activity Reports (PARs) for employees who works 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. | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Time logs<br><input type="checkbox"/> Staff schedules                            | <p style="text-align: center;"><b>District Comments</b></p> <p>3/15/2021 1:57:42 PM<br/>Federal Programs Coordinator Cheryl Roknich<br/>Staff used were subject to the semi annual certification so PARs were not applicable.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/23/2021 12:33:15 PM<br/>Monitor Tim Welsh<br/>Staff used were subject to the semi annual certification so PARs were not applicable.</p> |
| 3. Performance Goal Reporting Verification<br><br>UGG 200.328 | 1. LEA has submitted the Performance Goal Output Report for Title II by the due date. <b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II. | <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/23/2021 12:32:43 PM<br/>Monitor Tim Welsh<br/>PCCS Performance Goal Report for this monitoring year available for review.</p>   |
|   | 2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Data reports/ summaries   |   |
| 4. Equipment and Related Property<br><br>UGG 200.313          | 1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Inventory list of items purchased with Title IIA                      |   |

Desk monitoring only:

2019 2020 Title IIA Fiscal 2.pdf

| Description   | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|---|--------------|-----|---------|-----|--------------------------------------|----------|
| <ul style="list-style-type: none"> <li>• Upload data reports supporting performance goal output report</li> <li>• Upload Title II budget</li> <li>• Appropriate Time Documentation</li> </ul> |              |     |         |     |                                      |          |
|   |              |     |         |     |                                      |          |
| <p style="text-align: center;">If you have additional comments to make about this section, enter them here:</p>   |              |     |         |     |                                      |          |

## Title IVA: Fiscal

### Requirements

| Description   | Requirements  | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Comments  |
|---|---|-------------------------------------|--------------------------|--------------------------|--|---|
| <p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p> | <p>1. Title IV (where applicable) - the LEA approved budget and records of expenditures of Title IV funds match.</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Title IV budgets<br><br><input type="checkbox"/> LEA budget<br><br><input type="checkbox"/> Statement of Expenditures for Title IV | <p><b>Monitor Comments</b></p> <p>4/23/2021 12:36:13 PM<br/>Monitor Tim Welsh<br/>PCCS Title IV budget and record of expenditures available for review.</p> |
| <p>2. Performance Goal Reporting Verification</p> <p>UGG 200.328</p>  | <p>1. LEA has submitted the Performance Goal Output Report for Title IV by the due date. <b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b></p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IV.  | <p><b>Monitor Comments</b></p> <p>4/23/2021 12:36:50 PM<br/>Monitor Tim Welsh<br/>PCCS Title IV Performance Goal Output Report available for review.</p>    |
|   | <p>2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Data reports/ summaries  |   |
| <p>3. Time Documentation</p> <p>UGG 200.430</p>   | <p>1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.</p>                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Semi-annual time certifications  | <p><b>Monitor Comments</b></p> <p>4/23/2021 12:37:31 PM<br/>Monitor Tim Welsh<br/>PCCS Title IV semi-annual time certifications available for review.</p>   |

| Description   | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Comments  |                   |   |                  |   |
|---|---|--------------------------|--------------------------|-------------------------------------|--|---|-------------------|---|------------------|---|
|   | 1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval | <table border="1"> <thead> <tr> <th data-bbox="1654 157 2016 201">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 201 2016 435"> 3/15/2021 3:10:05 PM<br/> Federal Programs<br/> Coordinator Cheryl Roknich<br/> Prior written approval from DFP was not required for semi annual certifications. </td> </tr> <tr> <th data-bbox="1654 435 2016 479">Monitor Comments</th> </tr> <tr> <td data-bbox="1654 479 2016 688"> 4/23/2021 12:35:35 PM<br/> Monitor Tim Welsh<br/> Prior written approval from DFP was not required for semi annual certifications. </td> </tr> </tbody> </table>                | District Comments | 3/15/2021 3:10:05 PM<br>Federal Programs<br>Coordinator Cheryl Roknich<br>Prior written approval from DFP was not required for semi annual certifications.      | Monitor Comments | 4/23/2021 12:35:35 PM<br>Monitor Tim Welsh<br>Prior written approval from DFP was not required for semi annual certifications.      |
| District Comments   |   |                          |                          |                                     |  |   |                   |   |                  |   |
| 3/15/2021 3:10:05 PM<br>Federal Programs<br>Coordinator Cheryl Roknich<br>Prior written approval from DFP was not required for semi annual certifications.      |   |                          |                          |                                     |  |   |                   |   |                  |   |
| Monitor Comments  |   |                          |                          |                                     |  |   |                   |   |                  |   |
| 4/23/2021 12:35:35 PM<br>Monitor Tim Welsh<br>Prior written approval from DFP was not required for semi annual certifications.                                  |   |                          |                          |                                     |  |   |                   |   |                  |   |
|   | 2. The LEA maintains Personnel Activity Reports (PARs) for employees who works 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Time logs<br><input type="checkbox"/> Staff schedules                       | <table border="1"> <thead> <tr> <th data-bbox="1654 701 2016 745">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 745 2016 1013"> 3/15/2021 3:12:41 PM<br/> Federal Programs<br/> Coordinator Cheryl Roknich<br/> Staff used were subject to the semi annual certification so PARs were not applicable. </td> </tr> <tr> <th data-bbox="1654 1013 2016 1057">Monitor Comments</th> </tr> <tr> <td data-bbox="1654 1057 2016 1291"> 4/23/2021 12:35:18 PM<br/> Monitor Tim Welsh<br/> Staff used were subject to the semi annual certification so PARs were not applicable. </td> </tr> </tbody> </table> | District Comments | 3/15/2021 3:12:41 PM<br>Federal Programs<br>Coordinator Cheryl Roknich<br>Staff used were subject to the semi annual certification so PARs were not applicable. | Monitor Comments | 4/23/2021 12:35:18 PM<br>Monitor Tim Welsh<br>Staff used were subject to the semi annual certification so PARs were not applicable. |
| District Comments   |   |                          |                          |                                     |  |   |                   |   |                  |   |
| 3/15/2021 3:12:41 PM<br>Federal Programs<br>Coordinator Cheryl Roknich<br>Staff used were subject to the semi annual certification so PARs were not applicable. |   |                          |                          |                                     |  |   |                   |   |                  |   |
| Monitor Comments  |   |                          |                          |                                     |  |   |                   |   |                  |   |
| 4/23/2021 12:35:18 PM<br>Monitor Tim Welsh<br>Staff used were subject to the semi annual certification so PARs were not applicable.                             |   |                          |                          |                                     |  |   |                   |   |                  |   |

| Description  | Requirements  | Met | Not Met | N/A | Suggested Evidence of Implementation                                     | Comments  |                   |   |                  |  |
|--|---|-----|---------|-----|--|---|-------------------|---|------------------|--|
| 4. Equipment and Related Property<br><br>UGG 200.313   | 1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) | ☐   | ☐       | ☑   | <input type="checkbox"/> Inventory list of items purchased with Title IV | <table border="1"> <thead> <tr> <th data-bbox="1652 154 2016 203">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1652 203 2016 467">           3/15/2021 3:15:59 PM<br/>           Federal Programs Coordinator Cheryl Roknich<br/>           No equipment, computing devices, or special purpose equipment was purchased with Title IV funds.         </td> </tr> <tr> <th data-bbox="1652 467 2016 516">Monitor Comments</th> </tr> <tr> <td data-bbox="1652 516 2016 753">           4/23/2021 12:35:02 PM<br/>           Monitor Tim Welsh<br/>           No equipment, computing devices, or special purpose equipment was purchased with Title IV funds.         </td> </tr> </tbody> </table> | District Comments | 3/15/2021 3:15:59 PM<br>Federal Programs Coordinator Cheryl Roknich<br>No equipment, computing devices, or special purpose equipment was purchased with Title IV funds. | Monitor Comments | 4/23/2021 12:35:02 PM<br>Monitor Tim Welsh<br>No equipment, computing devices, or special purpose equipment was purchased with Title IV funds. |
| District Comments  |   |     |         |     |  |   |                   |   |                  |  |
| 3/15/2021 3:15:59 PM<br>Federal Programs Coordinator Cheryl Roknich<br>No equipment, computing devices, or special purpose equipment was purchased with Title IV funds.  |   |     |         |     |  |   |                   |   |                  |  |
| Monitor Comments   |   |     |         |     |  |   |                   |   |                  |  |
| 4/23/2021 12:35:02 PM<br>Monitor Tim Welsh<br>No equipment, computing devices, or special purpose equipment was purchased with Title IV funds.   |   |     |         |     |  |   |                   |   |                  |  |
| <p>Desk monitoring only:</p> <ul style="list-style-type: none"> <li>• Upload data reports supporting performance goal output report</li> <li>• Upload Title IV budget</li> <li>• Appropriate Time Documentation</li> </ul> |   |     |         |     |  | 2019 2020 Title IVA Fiscal.pdf  |                   |   |                  |  |
| <p>If you have additional comments to make about this section, enter them here:</p>  |   |     |         |     |  |   |                   |   |                  |  |



## Personnel Interviews

| <b>Building</b> | <b>Date</b> | <b>Staff Member Interviewed</b> | <b>Staff Member Position</b>  |
|-----------------|-------------|---------------------------------|-------------------------------|
| PCCS            | 4/27/2021   | Brian Hayden                    | CEO                           |
| PCCS            | 4/27/2021   | Cheryl Roknich                  | Federal Programs Coordinator  |
| PCCS            | 4/27/2021   | Matt Schulte                    | CFO                           |
| PCCS            | 4/27/2021   | Ryan Frueh                      | Director of Business Services |
| PCCS            | 4/27/2021   | Shawn Lanious                   | K 5 Principal                 |

**Division of Federal Program  
Consolidated Program Review  
2019-2020 School Year  
Pennsylvania Cyber CS**

**The Pennsylvania Cyber Charter School**

**SCHOOL Level Monitoring**

|            | Name          | Check if<br>Interviewed             |
|------------|---------------|-------------------------------------|
| Principal: | Shawn Lanious | <input checked="" type="checkbox"/> |
| Parent:    | _____         | <input type="checkbox"/>            |
| Parent:    | _____         | <input type="checkbox"/>            |
| Parent:    | _____         | <input type="checkbox"/>            |
| Parent:    | _____         | <input type="checkbox"/>            |
| Parent:    | _____         | <input type="checkbox"/>            |

Program Reviewers: Tim Welsh                      Visit Date: 4/27/2021

## School Level Monitoring

### Component I: Requirements

| Description                                   | Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Comments  |
|---|---|-------------------------------------|--------------------------|-------------------------------------|--|---|
| 1. Time Documentation<br><br>UGG Sec. 200.430 | 1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Semi-annual time certifications                                  | <b>Monitor Comments</b>   |
|   |   |                                     |                          |                                     |  | 4/20/2021 12:32:59 PM<br>Monitor Tim Welsh<br>School level Semi-annual Time Certifications available for review.  |
|   | 1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval | <b>District Comments</b>  |
|   |   |                                     |                          |                                     |  | 3/15/2021 3:34:36 PM<br>Federal Programs Coordinator Cheryl Roknich<br>Prior written approval from DFP was not required for semi annual certifications. |
|   |   |                                     |                          |                                     |  | <b>Monitor Comments</b>   |
|   |   |                                     |                          |                                     |  | 4/20/2021 12:33:24 PM<br>Monitor Tim Welsh<br>Prior written approval from DFP was not required for semi annual certifications.                          |

| Description  | Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Comments   |
|--|---|-------------------------------------|--------------------------|-------------------------------------|---|--|
|  | 2. The LEA maintains Personnel Activity Reports (PARs) for employees who works 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. | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Time logs<br><input type="checkbox"/> Staff schedules  | <div style="border: 1px solid black; padding: 2px;"><b>District Comments</b></div> 3/15/2021 3:35:10 PM<br>Federal Programs<br>Coordinator Cheryl Roknich<br>Staff used were subject to the semi annual certification so PARs were not applicable. <div style="border: 1px solid black; padding: 2px;"><b>Monitor Comments</b></div> 4/20/2021 12:33:53 PM<br>Monitor Tim Welsh<br>Staff used were subject to the semi annual certification so PARs were not applicable. |
| 2. Building Level Budget   | 1. The LEA and Title I School maintain a building level budget documenting <b>ALL</b> Title I expenditures  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis | <div style="border: 1px solid black; padding: 2px;"><b>Monitor Comments</b></div> 4/20/2021 12:35:00 PM<br>Monitor Tim Welsh<br>School's Title I budget including salaries, benefits, and other expenditures available for review.   |
| <div style="display: flex; justify-content: space-between;"> <span>Desk Monitoring Only:</span> <span>2019 2020 School Level Monitoring Fiscal.pdf</span> </div> <ul style="list-style-type: none"> <li>Upload staff semi-annual certification and/or time logs</li> <li>Upload schools Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures.</li> </ul> |   |                                     |                          |                                     |   |  |
|  |   |                                     |                          |                                     |   |  |
| If you have additional comments to make about this section, enter them here:   |   |                                     |                          |                                     |   |  |

## Comments

The PCCS pre-K to K, grade two to three, and grade five to six Transition Programs are excellent examples of how a school professionally and effectively engages families in the school and its programs. Families have numerous meaningful opportunities to engage in school life. And more importantly how to give input to PCCS initiatives.

## **Special Education Services and Programs**

PA Cyber is required by the IDEIA 2004 to provide a free appropriate public education to school age children with disabilities who need special education and related services. School age children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities:

- Autism
- Deaf-blindness
- Hearing Impairment including Deafness
- Emotional Disturbance
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or language Impairment
- Traumatic Brain Injury
- Visual Impairment including Blindness

IDEA 2004 provides legal definitions of the disabilities that qualify a student for special education, which may differ from those terms used in medical or clinical practice or common usage.

### **Section 504 Services**

Under Section 504 of the federal Rehabilitation Act of 1973, some school age children with disabilities who do not meet the eligibility criteria outlined above might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code and Section 504.

Charter School must ensure that qualified handicapped students have equal opportunity to participate in the School program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the School's Director of Special Education, at: 888-722-9237

### **Least Restrictive Environment "LRE"**

To the maximum extent appropriate, students with disabilities are educated with students who are nondisabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. A continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services as required by applicable state and federal regulations. This is a team decision, which includes the Charter School and the Parents.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of service that may be available, depending upon the child's disability and needs as determined by the IEP team might include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing impaired support; (5) blind or visually impaired support; (6) physical support; (7) autistic support; (8) multiple disabilities support; (9) speech and language support; (10) extended school year support.



Depending on the nature and severity of the disability, Charter School could provide special education programs and services as determined appropriate by the IEP team, in locations such as: (1) the classroom/building the child would attend if not disabled, (2) an alternative regular class either in or outside the school, (3) a special education center operated by an IU, (4) an approved private school or other private facility licensed to serve children with disabilities, (5) a residential school, (6) approved out-of-state program, or (7) the home.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of some related services that a child may require might include transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services might also include school health services and school nurse services, social work services in schools, and parent counseling and training. Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations.

Charter School in conjunction with the parents determines the type and intensity of special education and related services that a particular child needs based on the unique program of special education and related services that the School develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team. The participants in the IEP team are dictated by IDEA 2004. The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which the School may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs generally contain: (1) a statement of the student's present levels; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services and a statement of the program modifications or supports for School personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the performance of the child on State and School assessments; and (7) the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications.

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. Charter School must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights, if any, that will transfer to the child on reaching the age of majority.

## **Screening**

Each educational agency must establish and implement procedures to locate, identify, and evaluate school age students suspected of being eligible for special education. These procedures include screening activities which include but are not limited to: review of group based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, first, second, and third grades); vision screens (every grade level); motor screening; and speech; and speech and language screening. This information will be reviewed by a team of school personnel to help determine if a disability is suspected Charter School has established a system of screening which may include pre-referral intervention services to accomplish the following:

1. Identification and provision of initial screening for students prior to referral for a special education evaluation.
2. Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.
3. Identification of students who may need special education services and programs.

The screening process includes:

1. Hearing and vision screening in accordance with Section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.
2. Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

Charter School has established and implements procedures to locate, identify and evaluate children suspected of being eligible for special education. These procedures involve screening activities which may also include but are not limited to: review of data and student records; motor screening; and speech and language screening. The school assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. If the concern can be addressed without special education services or is the result of limited English proficiency or appropriate instruction, a recommendation may be made for interventions other than a multidisciplinary team evaluation. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process.

In accordance with Chapter 711, in the event that Charter School would meet the criteria in 34 CFR 300.646(b)(2) (relating to disproportionality), as established by the State Department of Education, the services that would be required would then include:

1. A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
2. For students with academic concerns, an assessment of the student's performance in relation to State-approved grade level standards.
3. For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.
4. A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.
5. Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
6. A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.
7. A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
8. Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

Except as indicated above or otherwise announced publicly, screening activities take place on-going at periods throughout the school year. Screening is conducted at Charter School, unless other arrangements are necessary or arranged.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services.

If parents need additional information about the purpose, time, and location of screening activities, they should call or write to the Special Education Contact for The Pennsylvania Cyber Charter School:

**Director of Special Education**  
**722 Midland Avenue**  
**Midland, PA 15059**

Screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.

## **Evaluation**

An evaluation under IDEIA 2004 involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child's IEP. Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

Parental consent must be obtained by Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the PaTTAN Procedural Safeguards Notice. If you have any questions about where to obtain a copy of the PaTTAN Procedural Safeguards Notice, kindly contact the Director of Special Education, 1200 Midland Avenue, Midland, PA 15059

The evaluation process is conducted by a Multi-Disciplinary Team (MDT) which is formed based on the student's needs and may include a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The MDE process must be conducted in accordance with specific timelines and must include protective procedures. For example, tests and procedures used as part of the Multi-Disciplinary Evaluation may not be racially or culturally biased.

The MDE process culminates with a written report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Parents who think their child is eligible for special education may request, at any time, that Charter School conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the Director of Special Education at: 1200 Midland Avenue, Midland, PA 15059

If a parent makes an oral request for a Multi-Disciplinary Evaluation, Charter School shall provide the parent with a form(s) for that purpose. If the public school denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Reevaluations are conducted if Charter School determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and Charter School agree; and must occur once every 3 years, unless the parent and Charter School agree that a reevaluation is unnecessary. Students with intellectual disability must be reevaluated every two years under State law.

## **Educational Placement**

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the school who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of Charter School; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. Additionally, Charter School must invite the child with a disability to attend the child's IEP Team meeting if a purpose of the meeting includes the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the child does not attend the IEP Team meeting, Charter School must take other steps to ensure that the child's preferences and interests are considered. IEP team participation is directly addressed by the regulations.

A single test or procedure may not be the sole factor in determining that a student is exceptional. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based on the results of the multidisciplinary evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the ER.

An IEP describes a student's current educational levels, goals, objectives, and the individualized programs and services, which the student will receive. IEP's are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention.

Placement must be made in the least restrictive environment in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

### **Parents and Surrogate Parents**

For purposes of this Notice, Charter School considers parents to be 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 decisions 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; a public agency, after reasonable efforts, cannot locate a parent; 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). A person selected as a surrogate parent must not be an employee of the SEA, Charter School 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. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent.

### **Prior Written Notice**

Charter School will notify the parent whenever School takes the following actions(s), pursuant to the Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN), regarding the child's education program. For more information, see the annotated NOREP/PWN on the PaTTAN website or available at the Charter School office.

Type of action taken:

1. Proposes initial provision of special education and related services (For this action, the school may not proceed without your consent in Section 8 of this document,)
2. Refusal to initiate an evaluation (Must issue Procedural Safeguards Notice)
3. Proposes to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
4. Refusal to change the identification, evaluation or educational placement of the child or the provision of a free and appropriate public education (FAPE)
5. Change of placement for disciplinary reasons (Must issue Procedural Safeguards Notice)
6. Due process hearing, or an expedited due process hearing, initiated by school/district
7. Graduation from high school
8. Exiting special education
9. Exiting high school due to exceeding the age eligibility for a free appropriate public education (FAPE)
10. Refusal to change the identification, evaluation or a free appropriate public education (FAPE)
11. Extended School Year (ESY) services
12. Responses to request for an independent educational evaluation (IEE) at public expense

### 13. Other

In Pennsylvania, prior written notice is provided by means of a Prior Written Notice Form/Notice of Recommended Educational Placement (NOREP). You should be given reasonable notice of this proposal or refusal so that if you do not agree with Charter School you may take appropriate action. Reasonable Notice means ten (10) days.

Pursuant to PaTTAN, the above list is for the LEA to use to communicate to the parents the proposed actions to be taken. All actions listed require Prior Written Notice, except the first action, (i.e., Proposes initial provision of special education and related), which requires parental consent. When selecting the first action, the LEA may not proceed without the written consent of the parents in Section 8 (Parental Consent) of the NOREP/PWN. An initial evaluation may NOT be conducted without parental permission. Permission is requested using the Permission to Evaluate – Consent Form. In the reevaluation process, if the parent requests additional data and the LEA disagrees with the request, the LEA would issue the NOREP/PWN with an explanation of the reason for the refusal. A clarification has been added to remind the LEA that they must issue Procedural Safeguards Notice for the following actions: Refusal to initiate an evaluation and Change of placement for disciplinary reasons.

#### **The prior written notice must:**

1. Describe the action that Charter School proposes or refuses to take;
2. Explain why Charter School is proposing or refusing to take the action;
3. Describe each evaluation procedure, assessment, record, or report Charter School used in deciding to propose or refuse the action;
4. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
5. Tell how you can obtain a description of the procedural safeguards if the action that Charter School is proposing, or refusing is not an initial referral for evaluation;
6. Include resources for you to contact for help in understanding Part B of the IDEA;
7. Describe any other choices that your child's IEP Team considered and the reasons why those choices were rejected; and
8. Provide a description of other reasons why Charter School proposed or refused the action.

#### **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,
4. Charter School will 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.

*Native language*, when used with an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2. 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).

#### **Parental Consent**

*Consent* means:

1. 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;
2. You understand and 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**
3. You understand that the granting of consent is voluntary and may be revoked at any time. However, consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

If you revoke consent in writing for your child's receipt of special education services after your child is initially provided special education and related services, Charter School is **not** required to amend your child's education records to remove any references to your child's receipt of special education and related services because of the revocation of consent.

## Need for Parental Consent

### *Initial Evaluations (34 CFR §300.300)*

#### 1. General Rule: Consent for initial evaluation

Charter School 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. Charter School 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 Charter School 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, Charter School 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. Charter School 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.

#### 2. 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.

3. *Ward of the State*, as used in the IDEA, encompasses two other categories, so as to include a child who is:
  - a. A foster child who does not have a foster parent;
  - b. Considered a ward of the State under State law; **or**
  - c. In the custody of a public child welfare agency.

### **Consent for Initial Placement in Special Education (34 CFR §300.300)**

#### 1. Definitions of Parental Consent:

- 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 and 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 staff revoking consent for special education and related services;
- b. When you revoke consent for special education and related services, Charter School must provide you with Prior Written Notice;



- c. Special education and related services cannot cease until Charter School provides you with Prior Written Notice;
- d. Prior notice is defined as ten calendar days;
- e. Charter School staff cannot use mediation or due process to override your revocation of consent;
- f. Charter School 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. Charter School 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; and
- h. Charter School is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services.

### 3. Parental Consent for Services

Charter School must obtain your informed consent before providing special education and related services to your child for the first time. Charter School 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, Charter School 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 Charter School does not provide your child with the special education and related services for which it sought your consent, Charter School:

- a. 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**
- b. 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 requested.

### **Consent for Reevaluations (34 CFR §300.300)**

Charter School must obtain your informed consent before it reevaluates your child, unless Charter School can demonstrate that:

- 1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
- 2. You did not respond.

### **Documentation of Reasonable Efforts to Obtain Parental Consent (34 CFR §300.300)**

Charter School will take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

- 1. Notifying parents of the meeting early enough to ensure that they will have the opportunity to attend; and
- 2. Scheduling the meeting at a mutually agreed upon time and place.

If Charter School is unable to convince parents to attend an IEP Team meeting, the meeting may still be conducted; however, Charter School 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 reevaluate and to locate parents of wards of the State for initial evaluations. The documentation must include a record of Charter School'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.

## Consent Not Required Related to Evaluation

Your consent is not required before Charter School 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.

## Refused Consent to a Reevaluation

If you refuse to consent to your child's reevaluation, Charter School 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, Charter School does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

Charter School may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

## Disagreements with an Evaluation/ 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 Charter School. If you request an IEE, Charter School must provide you with information about where you may obtain an IEE and about Charter School'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 Charter School responsible for the education of your child.
- b. *Public expense* means that Charter School 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 Independent Educational Evaluation (IEE) of your child at public expense if you disagree with an evaluation of your child obtained by Charter School, subject to the following conditions:

- a. If you request an IEE of your child at public expense, Charter School 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 Charter School demonstrates in a hearing that the evaluation of your child that you obtained did not meet Charter School's criteria.
- b. If Charter School requests a hearing and the final decision is that Charter School'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, Charter School may ask why you object to the evaluation of your child obtained by Charter School. However, Charter School 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 Charter School's evaluation of your child.
- d. You are entitled to only one IEE of your child at public expense each time Charter School conducts an evaluation of your child with which you disagree.
- e. 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 Charter School 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, Charter School may not impose conditions or timelines related to obtaining an IEE at public expense.

### 5. Parent-initiated evaluations

If you obtain an IEE of your child at public expense or you share with Charter School an evaluation of your child that you obtained at private expense:

- a. Charter School must consider the results of the evaluation of your child, if it meets Charter School's criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; **and**
- b. You or Charter School may present the evaluation as evidence at a due process hearing regarding your child.

6. 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.

## **Services for Protected Handicapped Students**

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination (in particular, 34 CFR Part 104 and 28 CFR Part 35). PA Cyber must ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student as required by law. In compliance with federal laws PA Cyber will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the student must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought to be eligible students. The parent may initiate an evaluation if the parent believes a student is a protected handicapped student. For further information on the evaluation procedures and provision of services handicapped students, parents should contact the Special Education Contact.

## **The Power of Positivity**

**Presenter: Lisa Husar, BVIU TAC**

**Length: 2 hours**

### **Agenda:**

- **A Quote from Fred Rogers “There are three ways to ultimate success: The first way is to be kind. The second way is to be kind. The third way is to be kind.”**
- **Living with a purpose**
- **The Power of Positive Thinking**
- **Stay the Course**

| Full Name                  | User Action   | Timestamp               |
|----------------------------|---------------|-------------------------|
| Lisa Husar                 | Joined        | 10/12/2020, 12:44:20 PM |
| Heather Wehman             | Joined before | 10/12/2020, 12:44:20 PM |
| Mollie Leavell             | Joined        | 10/12/2020, 12:47:03 PM |
| Justin Lindner             | Joined        | 10/12/2020, 12:47:13 PM |
| Richard Russell            | Joined        | 10/12/2020, 12:47:50 PM |
| Melissa Lanious            | Joined        | 10/12/2020, 12:49:39 PM |
| Katie Grable               | Joined        | 10/12/2020, 12:50:04 PM |
| Claire Dhayer              | Joined        | 10/12/2020, 12:50:47 PM |
| Shawn Lanious              | Joined        | 10/12/2020, 12:50:50 PM |
| Lindsey Beegle             | Joined        | 10/12/2020, 12:51:04 PM |
| Kathleen McCommons         | Joined        | 10/12/2020, 12:51:55 PM |
| Nicole Steinbach           | Joined        | 10/12/2020, 12:52:33 PM |
| Nicole Jeffers             | Joined        | 10/12/2020, 12:52:45 PM |
| Jill Morrison (Guest)      | Joined        | 10/12/2020, 12:52:54 PM |
| Maria Hosein (Guest)       | Joined        | 10/12/2020, 12:53:07 PM |
| Michelle Ritton            | Joined        | 10/12/2020, 12:53:42 PM |
| Lauren Graham              | Joined        | 10/12/2020, 12:53:48 PM |
| Misty Lytle                | Joined        | 10/12/2020, 12:53:51 PM |
| Julianne Helfrich          | Joined        | 10/12/2020, 12:54:36 PM |
| Carie Booher               | Joined        | 10/12/2020, 12:54:37 PM |
| Katie Kubis (Guest)        | Joined        | 10/12/2020, 12:54:46 PM |
| Jocelyn Bowser             | Joined        | 10/12/2020, 12:55:31 PM |
| Mara Davies                | Joined        | 10/12/2020, 12:55:50 PM |
| Brenden Griffey            | Joined        | 10/12/2020, 12:55:52 PM |
| Jennifer Temple            | Joined        | 10/12/2020, 12:55:54 PM |
| Beth Narad                 | Joined        | 10/12/2020, 12:56:10 PM |
| Paula Strati               | Joined        | 10/12/2020, 12:56:11 PM |
| Charles Ayre (Guest)       | Joined        | 10/12/2020, 12:56:13 PM |
| Tom Strauman               | Joined        | 10/12/2020, 12:56:14 PM |
| Amanda Hoover (Guest)      | Joined        | 10/12/2020, 12:56:21 PM |
| Edward Monahan             | Joined        | 10/12/2020, 12:56:21 PM |
| Eva Lumley                 | Joined        | 10/12/2020, 12:56:28 PM |
| Susan Imbriale             | Joined        | 10/12/2020, 12:56:37 PM |
| Naylor, Cheyenne           | Joined        | 10/12/2020, 12:56:41 PM |
| Shannon Gaul               | Joined        | 10/12/2020, 12:57:14 PM |
| Kelly Manning (Guest)      | Joined        | 10/12/2020, 12:57:18 PM |
| Jaymie Jamison             | Joined        | 10/12/2020, 12:57:20 PM |
| Carrie Schlosser (Guest)   | Joined        | 10/12/2020, 12:57:26 PM |
| Shannon Frederick          | Joined        | 10/12/2020, 12:57:30 PM |
| Brooke Colavecchia (Guest) | Joined        | 10/12/2020, 12:57:37 PM |
| Nicole Gill                | Joined        | 10/12/2020, 12:57:44 PM |
| Mandy Burket               | Joined        | 10/12/2020, 12:57:53 PM |
| Audrey Wilson (Guest)      | Joined        | 10/12/2020, 12:57:53 PM |
| Kaylee Lake                | Joined        | 10/12/2020, 12:57:56 PM |
| Debra Kress                | Joined        | 10/12/2020, 12:58:06 PM |
| Kerry Baker (Guest)        | Joined        | 10/12/2020, 12:58:09 PM |
| Meagan Rankin              | Joined        | 10/12/2020, 12:58:40 PM |
| Nichole Beatty             | Joined        | 10/12/2020, 12:58:44 PM |
| Sarah Ochtun               | Joined        | 10/12/2020, 12:58:45 PM |
| Jaclyn Marker              | Joined        | 10/12/2020, 12:58:49 PM |
| Jeffrey Musher             | Joined        | 10/12/2020, 12:58:54 PM |

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| Renee Ball               | Joined      | 10/12/2020, 12:59:09 PM |
| Gina Anitori             | Joined      | 10/12/2020, 12:59:10 PM |
| Ashli Waida              | Joined      | 10/12/2020, 12:59:10 PM |
| Melanie Rosenberger      | Joined      | 10/12/2020, 12:59:15 PM |
| Tracy Pratte             | Joined      | 10/12/2020, 12:59:16 PM |
| Julie Boyde              | Joined      | 10/12/2020, 12:59:24 PM |
| Maria Mancuso            | Joined      | 10/12/2020, 12:59:27 PM |
| Brooke Shahen            | Joined      | 10/12/2020, 12:59:29 PM |
| Jenny Kent (Guest)       | Joined      | 10/12/2020, 12:59:31 PM |
| Chelsea Phillips         | Joined      | 10/12/2020, 12:59:35 PM |
| Carol Newell             | Joined      | 10/12/2020, 12:59:36 PM |
| Nicole Carson            | Joined      | 10/12/2020, 12:59:39 PM |
| Emilee Atkins            | Joined      | 10/12/2020, 12:59:40 PM |
| Loriann Erickson         | Joined      | 10/12/2020, 12:59:42 PM |
| Kristi Williams          | Joined      | 10/12/2020, 12:59:43 PM |
| Karen Bernardi           | Joined      | 10/12/2020, 12:59:54 PM |
| Sara Bryan               | Joined      | 10/12/2020, 12:59:59 PM |
| Jennifer Blum            | Joined      | 10/12/2020, 1:00:00 PM  |
| Cary Biega               | Joined      | 10/12/2020, 1:00:10 PM  |
| Bob Pyle (Guest)         | Joined      | 10/12/2020, 1:00:11 PM  |
| Jessica Bridge           | Joined      | 10/12/2020, 1:00:12 PM  |
| Sarah Miller             | Joined      | 10/12/2020, 1:00:15 PM  |
| Jessica Black            | Joined      | 10/12/2020, 1:00:17 PM  |
| Kara Nuzzo               | Joined      | 10/12/2020, 1:00:21 PM  |
| Erica Corbett            | Joined      | 10/12/2020, 1:00:23 PM  |
| Patricia Fawcett         | Joined      | 10/12/2020, 1:00:25 PM  |
| Marci Colantoni-Wojtas   | Joined      | 10/12/2020, 1:00:43 PM  |
| Sara Swogger             | Joined      | 10/12/2020, 1:00:47 PM  |
| Bobbi Jo Corradi (Guest) | Joined      | 10/12/2020, 1:00:48 PM  |
| Christina Nelson         | Joined      | 10/12/2020, 1:00:58 PM  |
| Tracy Batzli             | Joined      | 10/12/2020, 1:01:10 PM  |
| Lynda (Guest)            | Joined      | 10/12/2020, 1:01:13 PM  |
| Stephanie Rukavina       | Joined      | 10/12/2020, 1:01:21 PM  |
| Melissa Kohser           | Joined      | 10/12/2020, 1:01:21 PM  |
| Melissa Pandolph         | Joined      | 10/12/2020, 1:01:24 PM  |
| Sean Nagle (Guest)       | Joined      | 10/12/2020, 1:01:24 PM  |
| Lindsay Glass (Guest)    | Joined      | 10/12/2020, 1:01:45 PM  |
| Orsola Nebel (Guest)     | Joined      | 10/12/2020, 1:01:45 PM  |
| Erica Record             | Joined      | 10/12/2020, 1:01:48 PM  |
| Christine Koprivnikar    | Joined      | 10/12/2020, 1:02:13 PM  |
| Amy Reed                 | Joined      | 10/12/2020, 1:02:26 PM  |
| Kristen DiDonato         | Joined      | 10/12/2020, 1:02:39 PM  |
| Kimberly Rangel          | Joined      | 10/12/2020, 1:02:56 PM  |
| Mary Bowers              | Joined      | 10/12/2020, 1:03:03 PM  |
| Lisa Monit               | Joined      | 10/12/2020, 1:03:53 PM  |
| Jasmine Rudy (Guest)     | Joined      | 10/12/2020, 1:04:14 PM  |
| Jeffrey Huckestein       | Joined      | 10/12/2020, 1:06:57 PM  |
| Jordan Canavesi          | Joined      | 10/12/2020, 1:07:27 PM  |
| Brittny Flora            | Joined      | 10/12/2020, 1:09:10 PM  |
| Melissa Spooner (Guest)  | Joined      | 10/12/2020, 1:10:26 PM  |



| <b>Full Name</b>     | <b>User Action</b> | <b>Timestamp</b>       |
|----------------------|--------------------|------------------------|
| Kelli Corman         | Joined             | 10/12/2020, 1:13:09 PM |
| Amanda Grimm (Guest) | Joined             | 10/12/2020, 1:14:07 PM |
| Jodi Muraca          | Joined             | 10/12/2020, 1:17:09 PM |
| Lauren Levendusky    | Joined             | 10/12/2020, 1:30:35 PM |

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Pennsylvania State Police Bethlehem Barracks**

**and**

**Pennsylvania Cyber Charter School  
974 Marcon Blvd  
Allentown PA 18104**

**2021-2022 School Year**

**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”):

**PENNSYLVANIA STATE POLICE BETHLEHEM BARRACKS**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
ALLENTOWN REGIONAL OFFICE**

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

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

**D. Legal Authority**

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

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

3. Information From Student Records

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

i. Criminal History Record Information Act, 18 Pa.C.S. §9101 et seq.

ii. The prohibition against disclosures, specified in 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 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>f1;1;sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —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.

## **II. Notification of Incidents to Law Enforcement**

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

### **A. Mandatory Notification**

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school 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 "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, 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 or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating 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 this Memorandum, the terms “controlled substance”, “designer drug” and “drug paraphernalia” shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).
- 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 students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P. S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student’s behavior. Nothing in this provision shall be read to limit law enforcement’s discretion.

**B. Discretionary Notification**

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

### **C. Law Enforcement Response to Notification**

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code § 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection 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)]:



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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 assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are

within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

#### 2. Victims

a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

#### 3. Witnesses

a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

#### 4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall 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 later 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 indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

Both the School's Superintendent and The Chief of Police will document the reasoning of their respective entities stance upon the discrepancy. A meeting with the Beaver County District Attorney will be requested for mediation and for a binding decision to render a final and official recording upon the annual safe school's report. Any discrepancy must be rendered 30 days prior to July 31<sup>st</sup> of the mandated report deadline.

#### **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.

**C.** If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

**D.** All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

**Pennsylvania Cyber Charter School:**

\_\_\_\_\_  
Brian Hayden, C.E.O.

**Pennsylvania State Police Bethlehem Barracks:**

\_\_\_\_\_  
Chief Law Enforcement Authority

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Millcreek Township Police Department**

**and**

**Pennsylvania Cyber Charter School  
1980 Edinboro Road Suite B  
Erie PA 16509**

**2021-2022 School Year**

**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”):

**MILLCREEK TOWNSHIP POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
ERIE REGIONAL OFFICE**

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

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

**D. Legal Authority**

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

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

**3. Information From Student Records**

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

i. Criminal History Record Information Act, 18 Pa.C.S. §9101 et seq.

ii. The prohibition against disclosures, specified in 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 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.
- c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>f1;1;sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —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.

## **II. Notification of Incidents to Law Enforcement**

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

### **A. Mandatory Notification**

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school 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 "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, 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 or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating 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 this Memorandum, the terms “controlled substance”, “designer drug” and “drug paraphernalia” shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).
- 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 students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P. S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student’s behavior. Nothing in this provision shall be read to limit law enforcement’s discretion.

**B. Discretionary Notification**

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

### **C. Law Enforcement Response to Notification**

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code § § 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection 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)]:

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

protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

#### 2. Victims

a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

#### 3. Witnesses

a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

#### 4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall 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 later 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 indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

Both the School's Superintendent and The Chief of Police will document the reasoning of their respective entities stance upon the discrepancy. A meeting with the Erie County District Attorney will be requested for mediation and for a binding decision to render a final and official recording upon the annual safe school's report. Any discrepancy must be rendered 30 days prior to July 31<sup>st</sup> of the mandated report deadline.

**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.

**C.** If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

**D.** All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

**Pennsylvania Cyber Charter School:**

\_\_\_\_\_  
Brian Hayden, C.E.O.

**Millcreek Township Police Department:**

\_\_\_\_\_  
Chief Law Enforcement Authority

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Greensburg Police Department**

**and**

**Pennsylvania Cyber Charter School  
Greensburg Regional Office  
351 Harvey Ave  
Greensburg PA 15601**

**2020-2021 School Year**

**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"):

**GREENSBURG POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
GREENSBURG REGIONAL OFFICE**

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

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

**Board Approved: July 18, 2016**

#### D. Legal Authority

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

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

#### 3. Information From Student Records

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

i. Criminal History Record Information Act, 18 Pa.C.S. §9101 et seq.

ii. The prohibition against disclosures, specified in 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 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>f1;1;sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —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.

## II. Notification of Incidents to Law Enforcement

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

### A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school 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 "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, 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 or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating 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 this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

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

## B. Discretionary Notification

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 2701 (relating to simple assault).

ii. Section 2705 (relating to recklessly endangering another person).

iii. Section 2706 (relating to terroristic threats).

iv. Section 2709 (relating to harassment).

v. Section 3127 (relating to indecent exposure).

vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

#### C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code § § 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection 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)]

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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 assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

##### 3. Witnesses

a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

##### 4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall 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 later 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 indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

Both the School's Superintendent and The Chief of Police will document the reasoning of their respective entities stance upon the discrepancy. A meeting with the Beaver County District Attorney will be requested for mediation and for a binding decision to render a final and official recording upon the annual safe school's report. Any discrepancy must be rendered 30 days prior to July 31<sup>st</sup> of the mandated report deadline.

#### **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.

C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



\_\_\_\_\_  
Chief School Administrator

PACyber

\_\_\_\_\_  
School Entity



#365  
Chief Law Enforcement Authority

CITY OF GREENSBURG  
Law Enforcement Agency

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Swatara Township Police Department**

**and**

**Pennsylvania Cyber Charter School  
Harrisburg Regional Office  
479 Portview Dr.  
Harrisburg PA 17111**

**2020-2021 School Year**

**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"):

**SWATARA TOWNSHIP POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
HARRISBURG REGIONAL OFFICE**

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

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

**Board Approved: July 18, 2016**



#### D. Legal Authority

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

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

#### 3. Information From Student Records

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

i. Criminal History Record Information Act, 18 Pa.C.S. §9101 et seq.

ii. The prohibition against disclosures, specified in 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 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>21;sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —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.

## II. Notification of Incidents to Law Enforcement

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

### A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school 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 "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, 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 or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
- iv. Section 2702 (relating to aggravated assault).
- v. Section 2709.1 (relating to stalking).
- vi. Section 2901 (relating to kidnapping).
- vii. Section 2902 (relating to unlawful restraint).
- viii. Section 3121 (relating to rape).
- ix. Section 3122.1 (relating to statutory sexual assault).
- x. Section 3123 (relating to involuntary deviate sexual intercourse).
- xi. Section 3124.1 (relating to sexual assault).
- xii. Section 3124.2 (relating 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 this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

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

#### B. Discretionary Notification

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

- a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
  - i. Section 2701 (relating to simple assault).
  - ii. Section 2705 (relating to recklessly endangering another person).
  - iii. Section 2706 (relating to terroristic threats).
  - iv. Section 2709 (relating to harassment).
  - v. Section 3127 (relating to indecent exposure).
  - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

#### C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code § § 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection 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)]

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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 assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

##### 3. Witnesses

a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

##### 4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall 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 later 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 indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

Both the School's Superintendent and The Chief of Police will document the reasoning of their respective entities stance upon the discrepancy. A meeting with the Beaver County District Attorney will be requested for mediation and for a binding decision to render a final and official recording upon the annual safe school's report. Any discrepancy must be rendered 30 days prior to July 31<sup>st</sup> of the mandated report deadline.

#### **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.

C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



Chief School Administrator

PACyber

School Entity

 #1

Chief Law Enforcement Authority

Swatara Township Police Dept

Law Enforcement Agency

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Midland Police Department**

**and**

**Pennsylvania Cyber Charter School  
652 Midland Ave  
Midland PA 15059**

**2020-2021 School Year**

**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"):

**MIDLAND POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL**

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

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

**D. Legal Authority**

**Board Approved: July 18, 2016**

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the "Safe Schools Act," as amended, 24 P. S. § § 13-1301-A—13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information From Student Records

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

- i. Criminal History Record Information Act, 18 Pa.C.S. §9101 et seq.
- ii. The prohibition against disclosures, specified in 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 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>f3;1;sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —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.

**II. Notification of Incidents to Law Enforcement**

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

**A. Mandatory Notification**

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school 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 "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, 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 or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
- iv. Section 2702 (relating to aggravated assault).
- v. Section 2709.1 (relating to stalking).
- vi. Section 2901 (relating to kidnapping).
- vii. Section 2902 (relating to unlawful restraint).
- viii. Section 3121 (relating to rape).
- ix. Section 3122.1 (relating to statutory sexual assault).
- x. Section 3123 (relating to involuntary deviate sexual intercourse).
- xi. Section 3124.1 (relating to sexual assault).
- xii. Section 3124.2 (relating 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 this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

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

## B. Discretionary Notification

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

- a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
  - i. Section 2701 (relating to simple assault).
  - ii. Section 2705 (relating to recklessly endangering another person).
  - iii. Section 2706 (relating to terroristic threats).
  - iv. Section 2709 (relating to harassment).
  - v. Section 3127 (relating to indecent exposure).
  - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

#### C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code § § 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection 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)]

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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 assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

##### 3. Witnesses

a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

##### 4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall 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 later 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 indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

Both the School's Superintendent and The Chief of Police will document the reasoning of their respective entities stance upon the discrepancy. A meeting with the Beaver County District Attorney will be requested for mediation and for a binding decision to render a final and official recording upon the annual safe school's report. Any discrepancy must be rendered 30 days prior to July 31<sup>st</sup> of the mandated report deadline.

#### **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.

C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

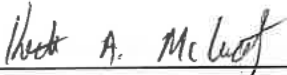
D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



\_\_\_\_\_  
Chief School Administrator

PACyber

\_\_\_\_\_  
School Entity



\_\_\_\_\_  
Chief Law Enforcement Authority

Midland Borough Police  
\_\_\_\_\_  
Law Enforcement Agency

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Ridley Township Police Department**

**and**

**Pennsylvania Cyber Charter School  
Philadelphia Regional Office  
1553 Chester Pike Ste 202  
Crum Lynne PA 19002**

**2020-2021 School Year**

**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"):

**RIDLEY TOWNSHIP POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
PHILADELPHIA REGIONAL OFFICE**

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

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

#### D. Legal Authority

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

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

##### 3. Information From Student Records

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

i. Criminal History Record Information Act, 18 Pa.C.S. §9101 et seq.

ii. The prohibition against disclosures, specified in 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 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>f1;1;sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —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.

## II. Notification of Incidents to Law Enforcement

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

### A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school 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 "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, 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 or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating 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 this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

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

## B. Discretionary Notification

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 2701 (relating to simple assault).

ii. Section 2705 (relating to recklessly endangering another person).

iii. Section 2706 (relating to terroristic threats).

iv. Section 2709 (relating to harassment).

v. Section 3127 (relating to indecent exposure).

vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

#### C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code § § 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection 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)]

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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 assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

##### 3. Witnesses

a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

##### 4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall 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 later 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 indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

Both the School's Superintendent and The Chief of Police will document the reasoning of their respective entities stance upon the discrepancy. A meeting with the Beaver County District Attorney will be requested for mediation and for a binding decision to render a final and official recording upon the annual safe school's report. Any discrepancy must be rendered 30 days prior to July 31<sup>st</sup> of the mandated report deadline.

#### **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.

C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



\_\_\_\_\_  
Chief School Administrator

PACyber  
School Entity



\_\_\_\_\_  
Chief Law Enforcement Authority

RIDLEY TOWNSHIP POLICE  
Law Enforcement Agency

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**State College Police Department**

**and**

**Pennsylvania Cyber Charter School  
1700 S Atherton St.  
State College PA 16801**

**2021-2022 School Year**

**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”):

**STATE COLLEGE POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATE COLLEGE REGIONAL OFFICE**

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

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

**D. Legal Authority**

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

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

3. Information From Student Records

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

i. Criminal History Record Information Act, 18 Pa.C.S. §9101 et seq.

ii. The prohibition against disclosures, specified in 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 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>f1;1;sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —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.

## **II. Notification of Incidents to Law Enforcement**

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

### **A. Mandatory Notification**

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school 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 "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, 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 or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating 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 this Memorandum, the terms “controlled substance”, “designer drug” and “drug paraphernalia” shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).
- 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 students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P. S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student’s behavior. Nothing in this provision shall be read to limit law enforcement’s discretion.

**B. Discretionary Notification**

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

### **C. Law Enforcement Response to Notification**

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code § 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection 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):

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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 assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are

within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

#### 2. Victims

a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

#### 3. Witnesses

a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

#### 4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall 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 later 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 indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

Both the School's Superintendent and The Chief of Police will document the reasoning of their respective entities stance upon the discrepancy. A meeting with the Beaver County District Attorney will be requested for mediation and for a binding decision to render a final and official recording upon the annual safe school's report. Any discrepancy must be rendered 30 days prior to July 31<sup>st</sup> of the mandated report deadline.

#### **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.

**C.** If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

**D.** All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

**Pennsylvania Cyber Charter School:**

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Brian Hayden, C.E.O.

**State College Police Department:**

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Chief Law Enforcement Authority

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Pittsburgh Police Department**

**and**

**Pennsylvania Cyber Charter School  
2600 East Carson St.  
Pittsburgh PA 15202**

**2021-2022 School Year**

**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”):

**PITTSBURGH POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
PITTSBURGH REGIONAL OFFICE**

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

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

**D. Legal Authority**

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

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

3. Information From Student Records

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

i. Criminal History Record Information Act, 18 Pa.C.S. §9101 et seq.

ii. The prohibition against disclosures, specified in 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 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>f1;1;sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —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.

## **II. Notification of Incidents to Law Enforcement**

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

### **A. Mandatory Notification**

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school 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 "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, 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 or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating 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 this Memorandum, the terms “controlled substance”, “designer drug” and “drug paraphernalia” shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).
- 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 students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P. S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student’s behavior. Nothing in this provision shall be read to limit law enforcement’s discretion.

**B. Discretionary Notification**

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



### **C. Law Enforcement Response to Notification**

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code § 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection 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)]:

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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 assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are

within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

#### 2. Victims

a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

#### 3. Witnesses

a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

#### 4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall 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 later 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 indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

Both the School's Superintendent and The Chief of Police will document the reasoning of their respective entities stance upon the discrepancy. A meeting with the Beaver County District Attorney will be requested for mediation and for a binding decision to render a final and official recording upon the annual safe school's report. Any discrepancy must be rendered 30 days prior to July 31<sup>st</sup> of the mandated report deadline.

#### **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.

**C.** If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

**D.** All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

**Pennsylvania Cyber Charter School:**

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Brian Hayden, C.E.O.

**Pittsburgh Police Department:**

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Chief Law Enforcement Authority

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Northern Regional Police Department**

**and**

**Pennsylvania Cyber Charter School  
200 Pinewood Lane, Suite 100  
Warrendale, PA 15086**

**2020-2021 School Year**

**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"):

**NORTHERN REGIONAL POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
WARRENDALE REGIONAL OFFICE**

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

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

**D. Legal Authority**

**Board Approved: July 18, 2016**

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the "Safe Schools Act," as amended, 24 P. S. § § 13-1301-A—13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information From Student Records

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

- i. Criminal History Record Information Act, 18 Pa.C.S. §9101 et seq.
- ii. The prohibition against disclosures, specified in 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 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>fl:1:sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —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.

## II. Notification of Incidents to Law Enforcement

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

### A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school 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 "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, 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 or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating 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 this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

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

## B. Discretionary Notification

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 2701 (relating to simple assault).

ii. Section 2705 (relating to recklessly endangering another person).

iii. Section 2706 (relating to terroristic threats).

iv. Section 2709 (relating to harassment).

v. Section 3127 (relating to indecent exposure).

vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

#### C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code § § 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection 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)]

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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 assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

##### 3. Witnesses

a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

##### 4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall 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 later 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 indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

Both the School's Superintendent and The Chief of Police will document the reasoning of their respective entities stance upon the discrepancy. A meeting with the Beaver County District Attorney will be requested for mediation and for a binding decision to render a final and official recording upon the annual safe school's report. Any discrepancy must be rendered 30 days prior to July 31<sup>st</sup> of the mandated report deadline.

#### **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.

C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

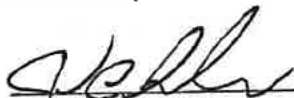
D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



\_\_\_\_\_  
Chief School Administrator

PACyber

\_\_\_\_\_  
School Entity



\_\_\_\_\_  
Chief Law Enforcement Authority



\_\_\_\_\_  
Law Enforcement Agency

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Wilkes-Barre City Police Department**

**and**

**Pennsylvania Cyber Charter School  
Wilkes-Barre Regional Office  
40 East Northampton Street  
Wilkes-Barre, PA 18701**

**2020-2021 School Year**

**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"):

**WILKES-BARRE CITY POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
WILKES-BARRE REGIONAL OFFICE**

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

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

**Board Approved: July 18, 2016**

#### D. Legal Authority

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

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

#### 3. Information From Student Records

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

i. Criminal History Record Information Act, 18 Pa.C.S. §9101 et seq.

ii. The prohibition against disclosures, specified in 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 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>f1;sup</sup> (foot)Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —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.

**II. Notification of Incidents to Law Enforcement**

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

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school 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 "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, 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 or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
- iv. Section 2702 (relating to aggravated assault).
- v. Section 2709.1 (relating to stalking).
- vi. Section 2901 (relating to kidnapping).
- vii. Section 2902 (relating to unlawful restraint).
- viii. Section 3121 (relating to rape).
- ix. Section 3122.1 (relating to statutory sexual assault).
- x. Section 3123 (relating to involuntary deviate sexual intercourse).
- xi. Section 3124.1 (relating to sexual assault).
- xii. Section 3124.2 (relating 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 this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

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

## B. Discretionary Notification

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

- a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
  - i. Section 2701 (relating to simple assault).
  - ii. Section 2705 (relating to recklessly endangering another person).
  - iii. Section 2706 (relating to terroristic threats).
  - iv. Section 2709 (relating to harassment).
  - v. Section 3127 (relating to indecent exposure).
  - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

#### C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code § 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection 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)]

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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 assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

##### 3. Witnesses

a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

##### 4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall 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 later 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 indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

Both the School's Superintendent and The Chief of Police will document the reasoning of their respective entities stance upon the discrepancy. A meeting with the Beaver County District Attorney will be requested for mediation and for a binding decision to render a final and official recording upon the annual safe school's report. Any discrepancy must be rendered 30 days prior to July 31<sup>st</sup> of the mandated report deadline.

#### 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.

C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

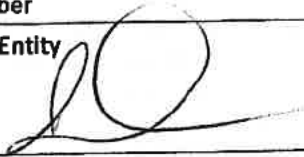
D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



\_\_\_\_\_  
Chief School Administrator

PACyber

School Entity



\_\_\_\_\_  
Chief Law Enforcement Authority

*Wilkes Barre Police Dept*  
\_\_\_\_\_  
Law Enforcement Agency

# Board Affirmation Statement

**The Pennsylvania Cyber Charter School**

**652 Midland Avenue**

**Midland, PA**

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

**Steps to Complete this Section:**

Note: Individual signatures required for each section.

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

## Charter Annual Report Affirmation

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

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

By: \_\_\_\_\_ (Signature of Board President)

\_\_\_\_\_ (Print Name)

\_\_\_\_\_ Board of Education

## 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 \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

By: \_\_\_\_\_ (Signature of Board President)

\_\_\_\_\_ (Print Name)

\_\_\_\_\_ Board of Education

## Charter Annual Background Check Affirmation

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

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

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

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

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

By: \_\_\_\_\_ (Signature of Board President)

\_\_\_\_\_ (Print Name)

\_\_\_\_\_ Board of Education

## Ethics Act Affirmation

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

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

By: \_\_\_\_\_ (Signature of Board President)

\_\_\_\_\_ (Print Name)



## 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 \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

By: \_\_\_\_\_ (Signature of Board President)

\_\_\_\_\_ (Print Name)

\_\_\_\_\_ Board of Education