

<https://www.susqcyber.org/districtBoardEd.aspx>

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Beckman, Sasha	Citizenship	9-12	Social Sciences	1350	100%	
2	Fritz, Racheal	English	9-12	English	1350	100%	
3	Knouse, Sarah	Speial Education, Mental & Physical Handicap, k-12	9-12	Special Education	1350	100%	
4	Mausteller, Amber	Biology, Chemistry	9-12	Science	1350	100%	
5	Petrin, Calen	Instruction Technology	9-12	Technology	630	50%	50%
6	Ritter, Patrick	Social Studies	9-12	Social Sciences	1350	100%	
7	Sabatino, Lara	Math	9-12	Math	1350	100%	
8	Shultz, Lindsey	Speial Education	9-12	Special Education			
9	Trenholm, Krisitn	Guidance	9-12	Guidance	1800	100%	
10	Treveno, Stephen	English, Special Education	9-12	Special Education, English	1350	100%	
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

Total Number of Administrators (do not include CEO) \_\_\_\_\_

CEO (certified)\_\_\_\_\_

Total Number of Teachers \_\_\_\_\_ Counselors \_\_\_\_\_ School Nurses \_\_\_\_\_ Others \_\_\_\_\_

Total Number of Professional Staff \_\_\_\_\_

**SUSQ-CYBER CHARTER SCHOOL**

FINANCIAL STATEMENTS  
AND  
INDEPENDENT AUDITOR'S REPORT  
FOR THE YEAR ENDED JUNE 30, 2020

SUSQ-CYBER CHARTER SCHOOL

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## INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees  
SusQ-Cyber Charter School  
Bloomsburg, Pennsylvania

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

We have audited the accompanying financial statements of SusQ-Cyber Charter School (a nonprofit School), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

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

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

### **Auditor's Responsibility**

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

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

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

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of SusQ-Cyber Charter School as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Bloomsburg, Pennsylvania  
[REPORT DATE]

**SUSQ-CYBER CHARTER SCHOOL**  
 STATEMENT OF FINANCIAL POSITION  
 JUNE 30, 2020

**ASSETS**

Current assets		
Cash	\$	215,716
Accounts receivable		<u>302,770</u>
Total current assets		<u>518,486</u>
Equipment, net		<u>56,807</u>
Other assets		
Security deposits		<u>3,983</u>
Total assets	\$	<u><u>579,276</u></u>

**LIABILITIES AND NET ASSETS**

Current liabilities		
Accounts payable	\$	7,222
Accrued payroll and related liabilities		140,917
Current portion of capital lease obligations		<u>34,987</u>
Total current liabilities		<u>183,126</u>
Total liabilities		<u>183,126</u>
Net assets without donor restrictions		<u>396,150</u>
Total liabilities and net assets	\$	<u><u>579,276</u></u>

The accompanying notes are an integral part of these financial statements.

SUSQ-CYBER CHARTER SCHOOL

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2020

Revenue and other income	
Tuition	\$ 1,317,803
Operating grants	97,820
Other income	<u>35</u>
Total revenue and other income	<u>1,415,658</u>
Expenses	
Program expenses	847,009
Management and general	<u>352,397</u>
Total expenses	<u>1,199,406</u>
Change in net assets	216,252
Net assets without donor restrictions, beginning	<u>179,898</u>
Net assets without donor restrictions, ending	<u>\$ 396,150</u>

The accompanying notes are an integral part of these financial statements.



SUSQ-CYBER CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2020

	Program Expenses	Management and General	Total
Personnel			
Salaries and wages	\$ 391,007	\$ 204,949	\$ 595,956
Employee benefits	113,279	43,446	156,725
Retirement	78,286	41,034	119,320
Payroll taxes	33,642	17,633	51,275
Total personnel	<u>616,214</u>	<u>307,062</u>	<u>923,276</u>
Other operating expenses			
Purchased services	59,997	706	60,703
Supplies	41,147	1,391	42,538
Office rent	38,864	-	38,864
Information technology and website	23,888	3,384	27,272
Depreciation and amortization	15,403	8,294	23,697
Insurance	15,723	4,880	20,603
Tuition reimbursement	12,250	-	12,250
Advertising	9,720	1,891	11,611
Travel	7,537	2,973	10,510
Professional fees	-	9,224	9,224
Repairs and maintenance	3,100	2,868	5,968
Equipment rentals	769	4,188	4,957
Postage and shipping	-	2,545	2,545
Printing and publication	998	999	1,997
Miscellaneous	1,187	632	1,819
Dues and subscriptions	212	1,360	1,572
Total other operating expenses	<u>230,795</u>	<u>45,335</u>	<u>276,130</u>
Total expenses	<u>\$ 847,009</u>	<u>\$ 352,397</u>	<u>\$ 1,199,406</u>

The accompanying notes are an integral part of these financial statements.

SUSQ-CYBER CHARTER SCHOOL

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED JUNE 30, 2020

Cash flows from operating activities	
Change in net assets	\$ 216,252
Adjustments to reconcile change in net assets to net cash provided by operating activities	
Depreciation and amortization	23,697
Changes in assets and liabilities	
Accounts receivable	(123,723)
Other receivable	22,758
Prepaid expenses	11,810
Accounts payable	7,222
Accrued payroll and related liabilities	<u>(47,886)</u>
Net cash provided by operating activities	<u>110,130</u>
Cash flows from financing activities	
Principal payments on capital lease obligations	<u>(35,067)</u>
Net increase in cash	75,063
Cash - beginning of the year	<u>140,653</u>
Cash - end of the year	<u>\$ 215,716</u>

The accompanying notes are an integral part of these financial statements.

**SUSQ-CYBER CHARTER SCHOOL**

NOTES TO FINANCIAL STATEMENTS

**1. NATURE OF SCHOOL AND SIGNIFICANT ACCOUNTING POLICIES**

*School*

SusQ-Cyber Charter School (the “School”) was Pennsylvania’s first cyber charter school beginning in 1998. It is a chartered school organized under Pennsylvania Act 88 of 2002 by the Pennsylvania Department of Education (PDE). The School provides education to students from grades 9 through 12 in a virtual environment and is primarily funded through tuition charges to public school districts where students reside.

*Basis of Accounting*

The School prepares its financial statements in accordance with U.S. generally accepted accounting principles (U.S. GAAP) as it applies to not-for-profit entities. The significant accounting and reporting policies used by the School are described below to enhance the usefulness and understandability of the financial statements.

*Use of Estimates*

The preparation of financial statements in conformity with U.S. GAAP 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 reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

*Cash and Cash Equivalents*

The School considers all cash and money market accounts, which are not subject to withdrawal restrictions or penalties, and all highly liquid investments with a maturity of three months or less, to be cash and cash equivalents. The School did not have any cash equivalents at June 30, 2020.

**SUSQ-CYBER CHARTER SCHOOL**

NOTES TO FINANCIAL STATEMENTS

*Concentration of Credit Risk*

The School maintains its cash in bank deposit accounts with regional banks which at times may exceed federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to any significant credit risk on its cash balances.

*Accounts receivable*

Accounts receivable are carried at amounts invoiced to participating school districts. On a periodic basis, the School evaluates each of its receivable accounts and when necessary, provides an allowance for uncollectible accounts. Accounts deemed uncollectible are written off. Interest is not accrued on past due accounts. At June 30, 2020, the School deems all accounts to be fully collectible and thus, no allowance for doubtful accounts is deemed necessary.

*Equipment*

Equipment is stated at cost and consists of computer laptops and desktops versions, office equipment, and other educational equipment. Depreciation is computed using the straight-line method over the following estimated useful lives:

	<u>Years</u>
Equipment	3 – 5

Maintenance and repairs of equipment are charged to operations and major improvements are capitalized. Upon retirement, sale, or other disposition of equipment, the cost and accumulated depreciation are eliminated from the accounts and gain or loss is included in operations.

*Net Assets*

Net asset classification is based on the existence or absence of donor-imposed restrictions. The following is a description of each class:

*Net Assets without Donor Restrictions* – Net assets available for use in general operations and not subject to donor restrictions.

**SUSQ-CYBER CHARTER SCHOOL**

NOTES TO FINANCIAL STATEMENTS

*Net Assets with Donor Restrictions* – Net assets subject to donor imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

The School did not have any net assets with donor restrictions as of or during the year ended June 30, 2020.

***Revenue Recognition***

The School earns revenue primarily through tuition billed to participating school districts. School districts are invoiced based on a formula provided by PDE for each school district resident attending the School.

***Advertising***

Advertising costs are expensed as incurred. Advertising expense for the year ended June 30, 2020 amounted to \$11,611.

***Functional Allocation of Expenses***

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

***Income Taxes***

The School is exempt from income taxes under Section 501 (c)(3) of the Internal Revenue Code on activities related to the School’s exempt purpose.

The School adheres to the provisions of FASB ASC 740, *Income Taxes* (ASC 740). ASC 740 establishes rules for recognizing and measuring tax positions taken in an income tax return, including disclosures of uncertain tax positions (UTPs).

ASC 740 mandates that entities evaluate all material income tax positions for periods that remain open under applicable statutes of limitation, as well as positions expected to be taken in future returns. The UTP rules then impose a recognition threshold on each tax position. An entity can recognize an income tax benefit only if the position has a “more likely than not” (i.e., more than 50 percent) chance of being sustained on the technical merits. For the year ended June 30, 2020, the School has taken no material tax positions on its applicable tax filings that do not meet the more likely than not threshold. As a result, no amount for uncertain tax positions has been included in the financial statements. Management believes it is no longer subject to income tax examinations for years prior to 2017.

**SUSQ-CYBER CHARTER SCHOOL**

NOTES TO FINANCIAL STATEMENTS

*Recently Issued Accounting Pronouncements*

In May 2014, the FASB issued ASU 2014-09, *Revenue from Contracts with Customers (Topic 606)*. The pronouncement, and related subsequent pronouncements, requires an entity to recognize revenue to depict the transfer of promised goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The changes became effective for the School on July 1, 2021. Management has not yet determined the impact of these changes on the School’s financial statements.

In February 2016, the FASB issued ASU 2016-02, *Leases (Topic 842)*. The changes associated with this ASU include the requirement for lessees to recognize the underlying assets and liabilities associated with all operating leases with terms greater than 12 months. The changes become effective for the School on July 1, 2022. Management has not determined the impact of these changes on the School’s financial statements.

*Subsequent Events*

Management evaluated subsequent events through REPORT DATE, the date the financial statements were available to be issued. There were no events identified which require adjustment to or disclosure in the financial statements.

**2. LIQUIDITY AND AVAILABILITY OF RESOURCES**

Financial assets available for general expenditure within one year of the statement of financial position date comprise the following at June 30, 2020:

Cash	\$ 215,716
Accounts receivable	302,770
	<hr/>
Total	\$ 518,486
	<hr/> <hr/>

The School manages its liquidity and cash reserves following three guiding principles: operating within a prudent range of financial soundness and stability, maintaining adequate liquid assets to fund near-term operating needs, and maintaining sufficient reserves to provide reasonable assurance that long-term obligations will be discharged. As part of the School’s liquidity management plan, the School monitors its liquidity and cash balances on a monthly basis.

**SUSQ-CYBER CHARTER SCHOOL**

NOTES TO FINANCIAL STATEMENTS

**3. EQUIPMENT**

Equipment consists of the following at June 30, 2020:

Cost	\$ 140,138
Less accumulated depreciation	<u>83,331</u>
Equipment, net	<u>\$ 56,807</u>

**4. ACCRUED PAYROLL AND RELATED LIABILITIES**

Accrued payroll and related liabilities consist of the following at June 30, 2020:

Accrued salaries and wages	\$ 62,799
Accrued retirement	50,150
Accrued compensated absences	18,936
Accrued payroll taxes	<u>9,032</u>
Total accrued payroll and related liabilities	<u>\$ 140,917</u>

Accrued compensated absences represents time earned, but not taken as of June 30, 2020. The amount of paid time off provided is limited in accordance with the School's employee handbook and related policies and is based upon each employee's respective hire date.

**5. FUNCTIONAL EXPENSES**

The financial statements report certain categories of expenses that are attributable to one or more program or supporting functions of the School. Therefore, certain expenses require allocation on a reasonable basis that is consistently applied. These expenses include salaries and wages, employee benefits, payroll taxes, retirement, depreciation and amortization, and information technology and website, based upon management's estimates of time and effort. The remaining costs of providing program and supporting services are directly charged.

**6. CAPITAL LEASE**

The School leases various technology equipment under the terms of two lease agreements, both of which expire during June 2021. Monthly lease payments amount to \$2,920 for these leases. Both leases contain an option to purchase the specific equipment at the end of the lease for \$1.

SUSQ-CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

7. RETIREMENT

403(b) PLAN

The School offers a 403(b) retirement plan (the "Plan") for eligible participating employees. The School provides matching contributions to the Plan at a rate of 5% of eligible compensation. During the year ended June 30, 2020, the School made matching contributions of \$11,026, of which \$3,366 was payable and included in accrued retirement (see Note 4).

PENSION PLAN

Plan Description

The School contributes to the Public School Employees' Retirement System (PSERS), a governmental cost-sharing multiple-employer defined benefit pension plan administered by the Commonwealth of Pennsylvania Public School Employees' Retirement System. PSERS provides retirement and disability benefits, legislative-mandated *ad hoc* cost-of-living adjustments, and certain healthcare insurance premium assistance to plan members and beneficiaries. The PSERS Code (Act no. 96 of October 2, 1975, as amended) provides the authority to establish and amend benefit provisions. PSERS issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to the Public School Employees' Retirement System, P.O. Box 125, Harrisburg, Pennsylvania 17108-0125

Funding Policy

The contribution policy is established by the PSERS Code and requires contributions by active members, employers, and the Commonwealth. Eligible active members contribute at 7.5% of their qualifying compensation. Contributions required of employers are based upon an actuarial valuation. For the fiscal year ended June 30, 2020, the rate of employer contribution was 34.29%, allocated 33.36% to retirement benefits, 0.84% to health care, and .09% to Act 5 Defined contributions. The School's contribution to PSERS for the year ended June 30, 2020 amounted to \$108,294, of which \$46,784 was payable and included in accrued retirement (see Note 4).



Client: 28917-0000 - SusQ-Cyber Charter School  
 Engagement: 28917-0000 - SUSQ-CYBER CHARTER SCHOOL  
 Period Ending: 6/30/2020  
 Trial Balance: 3000.01 - Trial Balance  
 Workpaper: 3700.01 - Combined Journal Entries Report

Account Description

**Adjusting Journal Entries**

**Adjusting Journal Entries JE # 1**

To adjust opening balances to for the effects of Prior Accountant's unposted AJEs and RJE's GASB 68 to be eliminated after balancing of opening of net position

Account	Description	W/P Ref	Debit	Credit
1001	Cash			
1002	Checking		23,426.00	
1003	Paypal Account - M&T		16,300.00	
1006	Paypal Account		5,354.00	
1200	Accounts Receivable		102.00	
1202FS	Intergov Receivable - IDEA		101,410.00	
1300FS	Pension - Asset		22,758.00	
1301	Prepaid Expense		236,800.00	
1400FS	OPEB - Asset		9,716.00	
1600FS	Fixed Assets		3,125.00	
2100	Accounts Payable		620,744.00	
2200	Employer Retirement		13,934.00	
2240	Intergov Accounts Payable		4,726.00	
2350	Payroll Liabilities		44,143.00	
2355	PA Local Tax		1,525.00	
2356	PA Unemployment Tax		130.00	
2357	PSERS		3,826.00	
3010	Retained Earnings		484,731.00	
3030FS	Net Investment in Capital Assets		2,351.00	
3050FS	Unrestricted Net Assets		10,450.00	
1004	Petty Cash		1,682,642.00	
1201	Intergov Receivable-Local			1,238.00
1230	Payroll Corrections			112,252.00
1650FS	Accumulated Depreciation			6,554.00
2150	Accrue Salary/Benefit YE Accrue			540,240.00
2201	Employer Social Security			102,097.00
2232	Direct Deposit Payable			7,810.00
2300	Payroll Deduct's & Withhldg's			50,114.00
2301	Employee Federal Withheld			112.00
2302	Employee Local Withheld			2,607.00
2303	Employee LST Withheld			3,865.00
2304	Employee Ret Withheld			322.00
				25,509.00

2305	Employee SS Withheld	1,833.00
2306	Employee State Withheld	8,757.00
2351	Federal Taxes (941/944)	105,239.00
2352	Local Services Tax	8.00
2353	Local Tax	2,319.00
2354	PA Income Tax	1,922.00
2358	Retirement Employee	65,280.00
2400FS	Lease Liability - Current	35,042.00
2410FS	Lease Liability - Long Term	35,012.00
2600FS	OPEB - Liability	33,750.00
2650FS	OPEB - Net Liability	66,698.00
2660FS	LT Portion of Compensated Absenses	18,936.00
2700FS	Pension - Liability	770,000.00
2750FS	Pension - Net Liability	1,248,000.00
3001	Opening Balance Equity	42,677.00
<b>Total</b>		<b>3,288,193.00</b>

TB

**3,288,193.00**

**3,288,193.00**

**Adjusting Journal Entries JE # 2**  
Reclassify effects of JE to Opening Balance Equity (Reconciliation Descrepancies)

3001	Opening Balance Equity	20,979.00
1001	Cash	
<b>Total</b>		<b>20,979.00</b>

20,979.00  
**20,979.00**

**Adjusting Journal Entries JE # 3**  
To agree Net Position (Assets) to PY FS

5210	Miscellaneous	1,965.00
3050FS	Unrestricted Net Assets	
<b>Total</b>		<b>1,965.00</b>

PY

1,965.00  
**1,965.00**

20,979.00  
**20,979.00**

**Adjusting Journal Entries JE # 4**  
Reverse effects of GASB 68 at 7/1/19

2600FS	OPEB - Liability	33,750.00
2650FS	OPEB - Net Liability	66,698.00
2700FS	Pension - Liability	770,000.00
2750FS	Pension - Net Liability	1,248,000.00
3050FS	Unrestricted Net Assets	239,925.00
1300FS	Pension - Asset	
1400FS	OPEB - Asset	
3050FS	Unrestricted Net Assets	236,800.00
3050FS	Unrestricted Net Assets	3,125.00
<b>Total</b>		<b>2,018,000.00</b>

TB

33,750.00  
66,698.00  
770,000.00  
1,248,000.00  
239,925.00  
**2,358,373.00**

1,965.00  
**1,965.00**

**Adjusting Journal Entries JE # 5**

4100.05

**2,358,373.00**

236,800.00  
3,125.00  
2,018,000.00  
100,448.00  
**2,358,373.00**

To adjust cash for stale checks and deposits.			
1002	Checking	13,124.00	13,124.00
5210	Miscellaneous		13,124.00
<b>Total</b>		<b>13,124.00</b>	<b>13,124.00</b>
<b>Adjusting Journal Entries JE # 6</b>			
To adjust AR at year end			
1299	AR Audit Adjustment	205,542.00	205,542.00
4001	Tuition Adjustments		205,542.00
<b>Total</b>		<b>205,542.00</b>	<b>205,542.00</b>
<b>Adjusting Journal Entries JE # 7</b>			
To adjust M&T PayPal at year end			
5480	Technology Supplies	9,424.00	9,424.00
1003	Paypal Account - M&T		9,424.00
<b>Total</b>		<b>9,424.00</b>	<b>9,424.00</b>
<b>Adjusting Journal Entries JE # 8</b>			
To adjust cash held at paypal at year end			
1006	Paypal Account	21.00	21.00
4003	Other		21.00
<b>Total</b>		<b>21.00</b>	<b>21.00</b>
<b>Adjusting Journal Entries JE # 9</b>			
To remove Prepaid Expenses			
2801	Prepaid - Activities	99.00	99.00
2802	Prepaid - Award	1,867.00	1,867.00
5020	Admin Postage, Faxes, Shipping	500.00	500.00
5210	Miscellaneous	1,594.00	1,594.00
5331	Bloomsburg - Office Rent	9,716.00	9,716.00
1301	Prepaid Expense		11,310.00
1302	Prepaid Postage Expense		500.00
5210	Miscellaneous		1,966.00
<b>Total</b>		<b>13,776.00</b>	<b>13,776.00</b>
<b>Adjusting Journal Entries JE # 10</b>			
To adjust year end accrual of wages			
2150	Accrue Salary/Benefit YE Accrue	39,298.00	39,298.00
2350	Payroll Liabilities	3,750.00	3,750.00
5274	Wages		39,298.00
5274	Wages		3,750.00
<b>Total</b>		<b>43,048.00</b>	<b>43,048.00</b>

TB

<b>Adjusting Journal Entries JE # 11</b>			
To accrue PSERS and PenServ - Employer Portion Due			
5272	Retirement		
2200	Employer Retirement	21,990.00	21,990.00
<b>Total</b>		<b>21,990.00</b>	<b>21,990.00</b>
<b>Adjusting Journal Entries JE # 12</b>			
To adjust AP at year end			
2100	Accounts Payable		
4001	Tuition Adjustments	22,279.00	
3099	Net Asset Audit Adjustments	3,700.00	19,761.00
5305	Purchased Pro Ed Svcs (SIP)		3,000.00
5461	Technology Services		3,218.00
<b>Total</b>		<b>25,979.00</b>	<b>25,979.00</b>
<b>Adjusting Journal Entries JE # 13</b>			
To adjust Federal employer taxes at year end			
2201	Employer Social Security	7,810.00	6,291.00
2351	Federal Taxes (941/944)		1,519.00
5273	Taxes		7,810.00
<b>Total</b>		<b>7,810.00</b>	<b>7,810.00</b>
<b>Adjusting Journal Entries JE # 14</b>			
To adjust local taxes accrued at year end.			
2352	Local Services Tax	167.00	
2355	PA Local Tax	142.00	
5274	Wages	45.00	
2353	Local Tax		354.00
<b>Total</b>		<b>354.00</b>	<b>354.00</b>
<b>Adjusting Journal Entries JE # 15</b>			
To adjust off PSERS Employer Liability at 6/30/2020			
2357	PSERS	189,519.00	189,519.00
5271	Company Contributions		
<b>Total</b>		<b>189,519.00</b>	<b>189,519.00</b>
<b>Adjusting Journal Entries JE # 16</b>			
To record change in employee retirement paid after year-end			
5272	Retirement	12,209.00	
5274	Wages	3,366.00	
2358	Retirement Employee		15,575.00
<b>Total</b>		<b>15,575.00</b>	<b>15,575.00</b>

<b>Adjusting Journal Entries JE # 17</b>			
To accrue additional SIP revenue			
1299	AR Audit Adjustment		
3023	Grant Proceeds (SIP)	53,768.00	53,768.00
<b>Total</b>		<b>53,768.00</b>	<b>53,768.00</b>
<b>Adjusting Journal Entries JE # 18</b>			
To record disposal of fully depreciated equipment and current year depreciation and related accumulated depreciation			
1650FS	Accumulated Depreciation	480,606.00	
5710FS	Depreciation Expense	23,697.00	
1600FS	Fixed Assets		480,606.00
1650FS	Accumulated Depreciation		23,697.00
<b>Total</b>		<b>504,303.00</b>	<b>504,303.00</b>
<b>Adjusting Journal Entries JE # 19</b>			
To adjust Petty Cash at 6/30/2020			
5210	Miscellaneous	1,414.00	1,414.00
1004	Petty Cash		1,414.00
<b>Total</b>		<b>1,414.00</b>	<b>1,414.00</b>
<b>Adjusting Journal Entries JE # 21</b>			
Remove PY IDEA Receivable			
3022	ARRA IDEA Part B Funds P Thru	22,758.00	22,758.00
1202FS	Intergov Receivable - IDEA		22,758.00
<b>Total</b>		<b>22,758.00</b>	<b>22,758.00</b>
<b>Adjusting Journal Entries JE # 22</b>			
To adjust revenues to opening net assets for amounts not properly captured during the prior year.			
4001	Tuition Adjustments	52,844.00	52,844.00
3099	Net Asset Audit Adjustments		52,844.00
<b>Total</b>		<b>52,844.00</b>	<b>52,844.00</b>
<b>Adjusting Journal Entries JE # 23</b>			
To adjust tuition at year end			
4001	Tuition Adjustments	29,620.00	29,620.00
3099	Net Asset Audit Adjustments		29,620.00
<b>Total</b>		<b>29,620.00</b>	<b>29,620.00</b>
<b>Adjusting Journal Entries JE # 24</b>			
Adjust Capital Lease Liability			
2400FS	Lease Liability - Current	55.00	
2410FS	Lease Liability - Long Term	35,012.00	
5332	Equipment Rentals--Admin		32,020.00

5481	Building Technology Supplies				
				3,047.00	
<b>Total</b>			<b>35,067.00</b>	<b>35,067.00</b>	
<b>Adjusting Journal Entries JE # 25</b>					
To reclassify company contributions to retirement					
5271	Company Contributions				
5272	Retirement				
		54,092.00		54,092.00	
<b>Total</b>		<b>54,092.00</b>		<b>54,092.00</b>	
			<b>6,969,538.00</b>	<b>6,969,538.00</b>	
	<b>Total Adjusting Journal Entries</b>				
	<b>Total All Journal Entries</b>		<b>6,969,538.00</b>	<b>6,969,538.00</b>	

7200.01

*Catherine G. Legend 7/19/21*

**APPROVED**

To the Board of Trustees of  
SusQ-Cyber Charter School

In planning and performing our audit of the financial statements of SusQ-Cyber Charter School (the "School") as of and for the year ended June 30, 2020, in accordance with auditing standards generally accepted in the United States of America, we considered the 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 opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control that we consider to be material weaknesses and another deficiency that we consider to be a significant deficiency.

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 over financial reporting, such that there is a reasonable possibility that a material misstatement of the organization's financial statements will not be prevented, or detected and corrected, on a timely basis. A reasonable possibility exists when the likelihood of an event occurring is either reasonably possible or probable as defined as follows:

- *Reasonably possible.* The chance of the future event or events occurring is more than remote but less than likely.
- *Probable.* The future event or events are likely to occur.

We consider the following deficiencies in the School's internal control to be material weaknesses:

#### POSTING OF AUDIT ADJUSTMENTS

At the beginning of our audit, we noted that the adjusting entries from the prior year's audit had not been posted to the School's accounts. The failure to post these entries caused the School's internal records to be significantly misstated throughout the year. The Board and management need accurate and timely financial information that can be used to make well-informed decisions regarding the direction and activities of the School. Accordingly, we recommend that, upon approval by management, all audit adjustments be posted to the School's accounts in a timely manner. Further, we recommend the internal financial statements be reconciled to the year-end audited financial statements after the year-end adjustments are posted.

#### IMPLEMENT FORMAL MONTHLY CLOSING PROCESS

Our audit resulted in several material adjusting entries to correct the School's financial statements. Most of these entries could have been prevented, or corrected prior to the audit, by implementing a formal monthly closing process. Key components of a formal closing process should encompass at least the following functions:

- Reconciliation of all cash accounts, with stale dated items appropriately investigated and, if applicable, removed.
- Review and reconciliation of the aged accounts receivable detail within QuickBooks to ensure that all open receivables represent valid future claims and that all future claims are appropriately recorded.
- Review of all activity in the property and equipment accounts including challenging whether all capital expenditures have been properly recorded in the ledger, and all capital leases are appropriately recognized.
- Review of the aged accounts payable detail to ensure that all open payables represent valid future cash disbursements.
- Reconciliation of all payroll tax liabilities to source documents and/or payroll tax filings.
- Review for any necessary payroll accruals (normally only required at June 30).
- Reconciliation of the beginning balance of net assets to the ending balance in the prior years' audited financial statements.
- Reconciliation of tuition revenues recognized by the School to the excel spreadsheets used to calculate invoices.
- Performance of a detailed monthly review of internal financial statements for accuracy against expectations with all unusual and/or unexpected variances from those expectations reviewed for accuracy and validity.

We do not believe that the School currently has the in-house accounting experience necessary to accurately perform this function. Accordingly, we recommend the School solicit external consultation on a monthly or quarterly basis to help perform a thorough general ledger close. Implementing this control procedure will ensure the Board and management has access to accurate and timely financial information that can be used to make well-informed decisions regarding the direction and activities of the School.

#### PREPARATION OF FINANCIAL STATEMENTS AND RELATED FOOTNOTES IN ACCORDANCE WITH GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

The School's annual financial statements are prepared in accordance with generally accepted accounting principles including related footnote disclosures. The School relies on McKonly & Asbury, LLP to prepare the annual financial statements and related footnote disclosures in order to conform to generally accepted accounting principles. We realize that additional staffing costs would be needed to acquire the in-house knowledge to perform this function which could significantly outweigh the benefits derived. We, as your auditors, can propose adjustments and assist the School in assembling or drafting of the financial statements and related footnotes, however, we cannot establish or maintain organization controls over preventing or detecting material misstatements in the preparation of financial statements, including related footnotes.



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. We consider the following deficiency in the School's internal control to be a significant deficiency:

#### SEGREGATION OF DUTIES

The School's office staff consists of relatively few individuals and therefore, poses a significant deficiency in internal control. While it is advisable to have adequate segregation of duties among employees, we recognize that the cost of such implementation can outweigh the benefits to be derived. We recommend that the School continue to utilize Trustees and others within the Organization to perform certain control procedures, such as reviewing bank reconciliations and comparisons of budget vs. actual financial data and challenging the reasons for unexpected variances.

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This communication is intended solely for the information and use of the Board of Trustees, management and others within the School and is not intended to be and should not be used by anyone other than these specified parties.

If you have any questions concerning the above-mentioned matters, we will be pleased to discuss them with you at your convenience.

Sincerely,

McKonly & Asbury, LLP

To the Board of Trustees  
SusQ-Cyber Charter School

We have audited the financial statements of SusQ-Cyber Charter School (the "School") as of and for the year ended June 30, 2020, and have issued our report thereon dated REPORT DATE. Professional standards require that we advise you of the following matters relating to our audit.

**Our Responsibility in Relation to the Financial Statement Audit**

As communicated in our engagement letter dated September 11, 2020, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing 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 over financial reporting. Accordingly, as part of our audit, we considered the internal control of the School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding significant control deficiencies and material weaknesses and other matters noted during our audit in a separate letter to you dated REPORT DATE.

**Compliance with All Ethics Requirements Regarding Independence**

The engagement team, others in our firm, as appropriate, our firm, and our network firms have complied with all relevant ethical requirements regarding independence.

## **Qualitative Aspects of the Entity's Significant Accounting Practices**

### *Significant Accounting Policies*

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the School is included in Note 1 to the financial statements. For the year ended June 30, 2020, the School elected to convert its financial reporting model from a governmental reporting model to a not-for-profit reporting model. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

### *Significant Accounting Estimates*

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive estimates affecting the financial statements are:

- Management's estimate of the depreciable lives of equipment is based on historical lives of similar assets.
- Management's estimate of the allocation of expenses by function.

We evaluated the key factors and assumptions used to develop these estimates in determining that the estimates are reasonable in relation to the financial statements taken as a whole.

### **Significant Difficulties Encountered in Performing the Audit**

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

### **Uncorrected and Corrected Misstatements**

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Management has corrected all identified misstatements.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. The following material misstatement that we identified as a result of our audit procedures was brought to the attention of, and corrected by, management:

- Posting of prior period audit adjustments (\$1,682,000 decrease in net assets)
- Derecognition of pension liabilities and other post-employment benefit obligations (\$1,879,000 increase in net assets)

- Recognition of additional accounts receivable at year end (\$206,000 increase in net assets)
- Adjust accounts payable at year end (\$22,000 decrease in net assets)
- Record the change in accrued payroll and related liabilities (\$146,500 increase in net assets)
- Record grant proceeds receivable at June 30, 2020 (\$54,000 increase in net assets)
- Correct the recognition of tuition revenue recognized during the year (\$53,000 increase in net assets)
- Reclassify capital lease payments (\$35,000 increase in net assets)

#### **Disagreements with Management**

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the School's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

#### **Representations Requested from Management**

We have requested certain written representations from management that are included in the management representation letter dated REPORT DATE.

#### **Management's Consultations with Other Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

#### **Other Significant Matters, Findings or Issues**

In the normal course of our professional association with the School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating conditions affecting the entity, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the School's auditors.

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This information is intended solely for the use of the Board of Trustees, management and others within the School and is not intended to be and should not be used by anyone other than these specified parties.

Sincerely,

McKonly & Asbury, LLP



McKonly & Asbury, LLP  
420 West Fifth Street  
Bloomsburg, Pennsylvania 17815

This representation letter is provided in connection with your audit of the financial statements of SusQ-Cyber Charter School (the "School"), which comprise the statement of financial position as of June 30, 2020 and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements for the purpose of expressing an opinion on whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of the date below:

#### **Financial Statements**

1. We have fulfilled our responsibilities, as set in the terms of the audit engagement letter September 11, 2020, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
2. We acknowledge our responsibility for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
4. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
5. Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
6. All event subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
7. We are in agreement with the adjusting journal entries you have proposed and they have been posted to the School's accounts

8. The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
9. We have complied with all contractual agreements and grants.
10. We have accurately presented the entity's position regarding taxation and tax-exempt status.
11. The bases used for allocation of functional expenses are reasonable and appropriate.
12. We have included in the financial statements all assets and liabilities under the entity's control.
13. We have designed, implemented, and maintained adequate internal controls over the receipts and recording of contributions.
14. With respect to the preparation of financial statements and preparation of Federal Form 990, we have performed the following:
  - a. Made all management decisions and performed all management functions;
  - b. Assigned a competent individual to oversee the services;
  - c. Evaluated the adequacy of the services performed;
  - d. Evaluated and accepted responsibility for the result of the services performed; and
  - e. Established and maintained internal controls, including monitoring ongoing activities.
15. Guarantees, whether written or oral, under which the School is contingently liable, if any, have been properly recorded or disclosed.
16. The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral, except as made known to you and disclosed in the financial statements.

#### **Information Provided**

17. We have provided you with:
  - a. Access to all information, of which we are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documents, and other matters;
  - b. Additional information that you have requested from us for the purpose of the audit; and
  - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
18. All transactions have been recorded in the accounting records and are reflected in the financial statements.
19. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
20. We have no knowledge of any fraud or suspected fraud that affects the School and involves:
  - a. Management;
  - b. Employees who have significant roles in internal control; or
  - c. Others when the fraud could have a material effect on the financial statements.
21. We have no knowledge of any allegations of fraud or suspected fraud affecting the School's financial statements communicated by employees, former employees, regulators, or others.
22. We have no knowledge of instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements, or abuse, whose effects should be considered when preparing financial statements.

23. We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the financial statements.
24. We have disclosed to you the identity of the School's related parties and all the related party relationships and transactions of which we are aware.

*Catrina L. Reynolds*

\_\_\_\_\_  
CEO

*7/8/21*

\_\_\_\_\_  
Date

We do not receive Federal Funding.



## SUSQ CYBER CHARTER SCHOOL proposed additional Improvement Plan – 4/21/2021

The Charter School needs to develop sustainable supervisory practices to ensure that compliant documents are obtained, created, and maintained in eligible students' special education files.

a. The Charter School will convene a team to review its current supervisory practices for reviewing special education documents, and ensuring that necessary corrections to special education documents are made, before including the documents in students' special education files and providing them to parents.

b. The team will consider and decide upon additional, sustainable options for allocating resources to ensure that compliant documents are obtained, created, and maintained in eligible students' special education files.

c. The team will articulate in written form the additional, sustainable options selected for ensuring that compliant documents are obtained, created, and maintained in eligible students' special education files. This will include, at a minimum, the development of written procedures related to sustainable supervisory practices, to be included in the Charter School's existing Special Education Procedures Manual. It may also include resources such as the Annotated Special Education Formats available from the PaTTAN website, checklists for assuring that documents have been completed correctly, revised job descriptions for personnel tasked with the sustainable supervisory activities, personnel training activities, and other changes necessary to bring about the obtaining, creating, and maintaining compliant documents in eligible students' special education files.

**EVIDENCE OF CHANGE:** The Charter School will provide to the Advisor a memo before the due date, which details the activities in (a), (b), and (c) above. The memo must include a listing of the team members, by role; the dates the team met; the options considered; and the selection of which options will be implemented. It also must include a summary of the added or revised written procedures developed for this purpose and included in the Charter School's Special Education Procedures Manual. The Advisor will conduct a file review before the due date, as verification that the changes are effective. Additional improvement planning may be necessary, based upon the findings from the file review.

**RESOURCES:** Charter School resources; IU and PaTTAN resources are available if requested.

**DUE DATE:** April 21, 2022

## 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: Susq-Cyber CS

Chief Executive Officer: Ms. Patricia Leighow

Special Education Director/Coordinator: Patricia A. Leighow

BSE Special Education Adviser: Deb Sotack

Date of Report: April 23, 2021

Date Final Report Sent to LEA: April 21, 2020

**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: June 03, 2020

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>  <b>Standard:</b> 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>  <b>Standard:</b> 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>  <b>Standard:</b> LEA complies with the positive behavior support policy requirements.			
Y						3. <b>FSA-CHILD FIND</b>  <b>Standard:</b> LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					4. <b>FSA-CONFIDENTIALITY</b>  <b>Standard</b> The LEA is in compliance with confidentiality requirements.	The School needs to update its Confidentiality Policy by adding information related to fees charged, if any, for copying parentally requested documents from a student's file. The new Policy should also incorporate updates to FERPA regulations. EVIDENCE OF CHANGE: The School will provide a copy of the revised Board-enacted Policy, or at a minimum the draft and the Board meeting agenda showing the first reading of the revised Policy, to the Advisor before 1/29/2021.	04/21/2021 Charter School resources; PA School Boards Association and the School solicitor are available if requested.	04/21/2021
Y						5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
		X				8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  <b>Standard:</b> The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  <b>Standard:</b> 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>  <b>Standard:</b> 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>  <b>Standard:</b> Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>INTERVIEW RESULTS (Parent)</b>			
						<p>P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.</p> <p>Always Sometimes Rarely Never Don't Know Does not Apply</p>			
						<p>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.</p> <p>Always Sometimes Rarely Never Don't Know Does not Apply</p>			
	N					<p>18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b></p> <p><b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.</p>	<p>The School needs to recruit, train, and maintain a cadre of persons qualified, able, and willing to serve as Surrogate Parents for special education purposes, for students for whom a parent cannot be located.</p> <p><b>EVIDENCE OF CHANGE:</b> The School will submit to the Advisor a School-managed written procedure or an executed sub-contracting agreement with a competent agency such as an intermediate unit, for the recruitment, training, and maintenance of a cadre of Surrogate Parents, before 1/29/2021.</p>	<p>04/21/2021 Charter School resources; IU resources are available if requested</p>	04/21/2021
Y						<p>19. <b>FSA-PERSONNEL TRAINING</b></p> <p><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.</p>			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	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?			
4	0	6				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <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.			
	N					21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <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	The School needs to develop a written procedure which ensures that students who are graduating or who have passed the age for eligibility for school-aged services, are provided with a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) which informs the parent of the change in placement, prior to graduation or the end of eligibility. EVIDENCE OF CHANGE: The School will submit to the Advisor a copy of the written procedure, documentation of notification, with training as needed, relevant personnel in the new procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the new procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources	12/04/2020

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required. The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
						<b>Topical Area 2: Delivery of Service</b>			
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <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>  <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>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	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.	05/21/2020	05/12/2020
						<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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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 55. My child does classroom work in a regular classroom with students without disabilities.  Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.  Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.  Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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.  Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?  Working with peers daily. Progress in learning, growth. Academic learning. Allowing for practice and encouragement in getting work done. Learning, doing well academically. Participates Adapted well, receptive to participation, improved interactions with peers. Increased independence. Access to the general education content; socialization. Daily practice.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
10	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
5	0	5				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?			
4	1	5				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	6				SE 95c. If yes, what reasons were discussed for recommending removal? Need for extra help. Extra support needed. Based on needs. Support based on needs.			
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? IEP team decision. IEP team decision. IEP team decision. IEP team decision.			
5	0	5				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?			
9	0	1				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
5	0	5				SE 97. Have necessary supports been offered and/or provided to enable that participation?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	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>			
		X				5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
Y						6. <b>FSA-GRADUATION RATES (SPP)</b>  <b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					7. <b>FSA-DROPOUT RATES (SPP)</b>  <b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	LEA is completing a Comprehensive School Improvement Plan administered by the Pennsylvania Department of Education (PDE). Completion of the School Improvement Plan activities for Parent Engagement may help improve student attendance, and thereby reduce the number of students dropping out. The specific activity called "Check and Connect" is a research-based practice coming into use at the LEA, which may help improve the LEA's Drop Out data for special education students. The LEA needs to track its Drop-Out data to verify improvement. EVIDENCE OF CHANGE: the School will submit to the Advisor an improvement plan which tracks and reports the Drop-Out data for 3 years. EVIDENCE OF CHANGE: Posting of such an Improvement Plan to this website before 10/18/2020 will permit closure of this item of corrective action.	04/21/2021 Charter School resources; BSE resources are available if requested.	08/27/2020
		X				8A. <b>FSA-SUSPENSION RATES</b>  <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>  <b>Standard:</b> Students with disabilities are provided for in the least restrictive environment			
Y						16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b>  <b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.			
		X				16A. <b>FSA-LOCAL ASSESSMENT</b>			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7			33%	FR 153. PTE-Consent Form is present in the student file	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
2	0	8				FR 154. Demographic data			
2	0	8				FR 155. Reason(s) for referral for evaluation			
2	0	8				FR 156. Proposed types of tests and assessments			
2	0	8				FR 157. Contact person's name and contact information			
2	0	8				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
2	0	8				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
1	0	9				FR 194. PTRE-Consent Form is present in the student file			
1	0	9				FR 195. Demographic data			
1	0	9				FR 196. Reason for reevaluation			
1	0	9				FR 197. Types of assessment tools, tests and procedures to be used			
1	0	9				FR 198. Contact person's name and contact information			
1	0	9				FR 199. Parent has selected a consent option			
1	0	9				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
3	0	7				FR 160. ER is present in the student file			
1	2	7			67%	FR 161. Evaluation was completed within timelines	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
3	0	7				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
3	0	7				FR 163. Demographic data			
3	0	7				FR 164. Date report was provided to parent			
3	0	7				FR 165. Reason(s) for referral			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7			33%	FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
3	0	7				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
3	0	7				FR 168. Teacher observations and observations by related service providers, when appropriate			
3	0	7				FR 169. Recommendations by teachers			
3	0	7				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
3	0	7				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
3	0	7				FR 173. Lack of appropriate instruction in reading			
3	0	7				FR 174. Lack of appropriate instruction in math			
3	0	7				FR 175. Limited English proficiency			
3	0	7				FR 176. Present levels of academic achievement			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 177. Present levels of functional performance			
3	0	7				FR 178. Behavioral information			
3	0	7				FR 179. Conclusions			
3	0	7				FR 180. Disability Category			
3	0	7				FR 181. Recommendations for consideration by the IEP team			
3	0	7				FR 182. Evaluation Team Participants documented			
1	0	9				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
1	0	9				FR 184. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 185. Indication of process(es) used to determine eligibility			
1	0	9				FR 186. Instructional strategies used and student-centered data collected			
1	0	9				FR 187. Educationally relevant medical findings, if any			
1	0	9				FR 188. Effects of the student's environment, culture, or economic background			
1	0	9				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 191. Observation in the student's learning environment			
1	0	9				FR 192. Other data if needed			
1	0	9				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
7	0	3				FR 207. RR is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
7	0	3				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
7	0	3				FR 210. Demographic data			
7	0	3				FR 211. Date IEP team reviewed existing evaluation data			
7	0	3				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
6	1	3			14%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
6	1	3			14%	FR 214. Aptitude and achievement tests	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 215. Current classroom based assessments and local and/or state assessments			
7	0	3				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
7	0	3				FR 217. Teacher recommendations			
7	0	3				FR 218. Lack of appropriate instruction in reading			
7	0	3				FR 219. Lack of appropriate instruction in math			
7	0	3				FR 220. Limited English proficiency			
7	0	3				FR 221. Conclusion regarding need for additional data is indicated			
5	1	4			17%	FR 222. Reasons additional data are not needed are included	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
7	0	3				FR 223. Determination whether the child has a disability and requires special education			
7	0	3				FR 224. Disability category(ies)			
7	0	3				FR 225. Summary of findings includes student's educational strengths and needs			
7	0	3				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
7	0	3				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
1	0	9				FR 228. Interpretation of additional data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 229. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 230. Indication of process(es) used to determine eligibility			
1	0	9				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
1	0	9				FR 233. Effects of the student's environment, culture, or economic background			
1	0	9				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 236. Observation in the student's learning environment			
1	0	9				FR 237. Other data if needed			
1	0	9				FR 238. Statement for all 6 items			
7	0	3				FR 239. Documentation of Evaluation Team Participants			
5	0	5				FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
2	0	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
2	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
1	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?			
0	0	0	3			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	2	0	1			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	2	1			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	2	1			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
6	0	4				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>			
9	1	0			10%	FR 241. Invitation is present in the student file	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
9	0	1				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
9	0	1				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1	4			17%	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	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
9	1	0			10%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
9	0	1				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
4	0	6				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>			
9	1	0			10%	FR 263. Parents	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested	04/21/2021

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 264. Student	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
9	1	0			10%	FR 265. General Education Teacher	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
9	1	0			10%	FR 266. Special Education Teacher	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 267. Local Education Agency Representative	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
3	0	7				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
9	1	0			10%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
0	0	10				FR 276. If the student has communication needs, needs must be addressed in the IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	0	10				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
10	0	0				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
9	0	1				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			
10	0	0				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
10	0	0				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
10	0	0				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
10	0	0				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
10	0	0				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
10	0	0				FR 292c. Annual goals are related to the student's transition services			
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
9	0	1				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	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			
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
8	0	2				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
7	0	3				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	10				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	10				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>			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
0	0	10				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
1	0	9				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			
0	0	10				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				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			
9	1	0			10%	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	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
8	1	1			11%	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	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
0	0	10				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			
0	0	10				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
9	1	0			10%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
3	0	7				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
10	0	0				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
2	0	0	1			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
1	1	0	1			P 29. Did you participate in developing the current IEP for your child?			
1	0	1	1			P 30. Was the meeting held at a time and location that was convenient for you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	2	1			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?			
2	0	0	1			P 32. Was the input you provided considered in the development of your child's current IEP?			
2	0	0	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	3	0			P 32b. If no, what training or support would assist you?			
2	0	1	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?			
2	0	0	1			P 35. Was the current IEP developed at the IEP meeting?			
2	0	0	1			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
2	0	0	1			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	3	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	3	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		1	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
10	0	0				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
8	2	0				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
8	0	2				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
2	0	0	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
2	0	0	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	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	0				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				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	0				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?			
9	1	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways?  Included with peers, educational liberty Social interaction, core content, high expectations. Social interaction, high expectations, core content. Improved social interactions, exposure to core curriculum and high expectations. Social interactions, access to core content and high expectations. Improved social interactions, high expectations and exposure to core content. Social interactions, access to core content and high expectations Is with peers and has a sense of belonging, educational liberty and chance to collaborate. Immersed with peers; educational liberty. Access to general education content; immersed with peers			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
2	0	0	1			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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
2	0	0	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
10	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				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?			
8	1	1				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	2				GE 79c. If yes, what reasons were discussed for recommending removal? Needs extra support to stay on track. Based on needs. Needs for support. Based on needs. Based on needs. Based on needs. Support needs. Based on needs.			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	2				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision. IEP team decision. IEP team decision. IEP team decision. IEP team decision based upon student needs. IEP team decision. IEP team decision. Discussion and decision by IEP team.			
10	0	0				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	5				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	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	1	1			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?			
2	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?			
2	0	0	1			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
1	0	1	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	3	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?			
0	0	1	2			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?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
3	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?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
3	0	0	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
1	0	0	2			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?			
0	0	0	3			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	3	0			P 50c. If yes, what reasons were discussed for recommending removal?			
0	0	3	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?			
0	0	0	3			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?			
2	0	0	1			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?  Doing well with academics. Social interaction.			
0	0	3	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
						Always Sometimes Rarely Never Don't Know Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.  Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
10	0	0				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?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
9	1	0			10%	FR 328. NOREP/PWN is present in the student file	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
9	0	1				FR 329. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 330. Type of action taken	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
9	0	1				FR 331. A description of the action proposed or refused by the LEA			
9	0	1				FR 332. An explanation of why the LEA proposed or refused to take the action			
6	3	1			33%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
9	0	1				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
9	0	1				FR 336. Educational placement recommended (including amount and type)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 337. Signature of school district superintendent or charter school CEO or designee	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
9	0	1				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.)			
7	2	1			22%	FR 339. Parent has selected a consent option	The School needs to develop a written procedure which ensures that compliant documents are included in students' special education files according to timelines EVIDENCE OF CHANGE: the School will submit the written procedure to the Advisors, along with documentation of notification, with training as needed, of relevant personnel, in following the written procedure, before 12/1/2020. The Advisor will conduct a file review to verify that the procedure is having the necessary effect, before 12/1/2020.	04/21/2021 Charter School resources; IU and PaTTAN resources are available if requested.	04/21/2021
9	0	1				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						<b>INTERVIEW RESULTS (Parent)</b>			
0	0	2	1			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Always Sometimes Rarely Never Don't Know 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.  Always Sometimes Rarely Never Don't Know Does not Apply			
		0	1			P 66. Tell me anything you really like about your child's special education program.			
		1	1			P 67. Tell me anything you would like to change about the program.			
		0	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
						P 69. Additional comments about your child's program.  Student seems happier in current environment.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Other Non-compliance Issues</b>			
						<b>Topical Area 9: Other Improvement Plan Issues</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 15A Parent Survey Results	Parent Survey data indicates that no parents responded to the on-line Survey prior to the Monitoring. The LEA needs to solicit the same Survey information from its parents, and to use the data obtained to develop a parent training plan. LEA is in School Improvement for the topic of Parent Engagement. The LEA will track its participation in the parent training opportunities identified as needed by the Survey results, as part of the documentation that the Parent Engagement activities are having the desired effect. EVIDENCE OF CHANGE: Posting of such an Improvement Plan to this website before 10/18/2020 will permit closure of this item of corrective action.	10/18/2020  Charter School resources; BSE resources are available if requested.	08/27/2020
						FSA 19A Teacher Survey Results	LEA is in a PDE Comprehensive School Improvement Plan which includes components of Personnel Development aimed at aligning curriculum with the PA Standards for subject matter which is the subject of PSSA and Keystones testing. Elements of this activity may help teachers and staff feel competent and effective as their students' PSSA and Keystones scores improve. No further improvement planning is needed.	06/03/2020  School Improvement Plan	06/03/2020



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Posting of this Improvement Plan will permit closure of the citation for FSA #7 (related to Drop Out data).	The Charter School will complete its Comprehensive School Improvement Plan as required, specifically the activity called "Check and Connect", which is a research-based practice that may help improve the School's Drop-Out data for its Special Education students. The School will track its Drop-Out data for the 2020-21, 2021-23, and 2023-24 school years, to verify that "Check and Connect" is having the necessary effect of showing a trend of reducing the number of Special Education students who drop-out from the School instead of graduating or continuing until the end of the school year during which they turn 21. EVIDENCE OF CHANGE: The School will submit to the Advisor a memo summarizing the "Check and Connect" activities in use with its Special Education students. The memo will also report the drop-out data as reported in the July update to PIMS, for each of the required years, and will analyze the trend thus demonstrated. If a reduction in the number of Special Education students is not demonstrated by the end of the three year analysis period, the School must develop additional activities designed to reduce the number of Special Education students dropping out, and include the plan in the memo, detailing the nature of the activities, who will be responsible for supervising implementation of the activities, and the timeline for reviewing and analyzing the School's Drop out-data after implementing the additional activities.	07/31/2024  RESOURCES: Charter School resources; IU resources, PaTTAN resources, and the PDE Comprehensive School Improvement team resources are available if requested.	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Posting of this Improvement Plan will allow closure the citation for FSA 15A (related to completion of the Parent Survey)	<p>The Charter School will conduct the CMCI Parent Survey for all its parents of special education students, using School resources. It will compile the results to determine at least three topics related to special education for which parents have indicated a need, or an interest in, training. The Charter School will arrange to provide, or to have provided, training for parents and School personnel as appropriate, in the selected 3 topics. Widespread notification of the training opportunities among parents of Special Education students must be part of the planning for these events.</p> <p>EVIDENCE OF CHANGE: School will send to the Advisor before the due date, a memo summarizing the results of the Parent Survey, identifying the topics selected for presentation to parents, documentation of widespread notification to parents of special education students, dates of the trainings, and sign-in sheets for attendees, with roles indicated – parents &amp; other family members, or School personnel (as appropriate). Data collected about parent participation in the Parent Survey and data about parent participation in the resulting training activities offered to parents of Special Education students may be acceptable to help demonstrate that the Parent Engagement activities initiated as a result of the Comprehensive School Improvement are having the desired effect.</p>	<p>07/29/2022</p> <p>RESOURCES: District resources; IU, PaTTAN, and outside providers such as the Local Task Force (LTF), nearby universities, related service providers, etc are available at Charter School expense if applicable, and if requested.</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						The Charter School needs to develop sustainable supervisory practices to ensure that compliant documents are obtained, created, and maintained in eligible students' special education files.	<p>The Charter School will:</p> <ul style="list-style-type: none"> <li>a. convene a team to review its current supervisory practices for reviewing special education documents, and ensuring that necessary corrections to special education documents are made, before including the documents in students' special education files and providing them to parents.</li> <li>b. consider and decide upon additional, sustainable options for allocating resources to ensure that compliant documents are obtained, created, and maintained in eligible students' special education files.</li> <li>c. articulate in written form the additional, sustainable options selected for ensuring that compliant documents are obtained, created, and maintained in eligible students' special education files. This will include, at a minimum, the development of written procedures related to sustainable supervisory practices, to be included in the Charter School's existing Special Education Procedures Manual. It may also include resources such as the Annotated Special Education Formats available from the PaTTAN website, checklists for assuring that documents have been completed correctly, revised job descriptions for personnel tasked with the sustainable supervisory activities, personnel training activities, and other changes necessary to bring about the obtaining, creating, and maintaining of compliant documents in eligible students' special education files.</li> </ul> <p>EVIDENCE OF CHANGE: The Charter School will provide to the Advisor, before the due date, a memo which details the activities in (a), (b), and (c) above. The memo must include a listing of the team members, by role; the dates the team met; the options considered; and the selection of which options will be implemented. It also must include a summary of the added or revised written procedures developed for this purpose and included in the Charter</p>	<p>04/21/2022</p> <p>Charter School resources; IU and PaTTAN resources are available if requested.</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							School's Special Education Procedures Manual. The Advisor will conduct a file review before the due date, as verification that the changes are effective. Additional improvement planning may be necessary, based upon the findings from the file review.		

**Program Policy #113**  
**Annual Public Notice of Special Education Services**  
**and Programs and Rights for Students with Disabilities**  
**and Notification of Rights under the Family**  
**Educational Rights and Privacy Act (FERPA)**

**Purpose:**

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 *et seq.* ("IDEA 2004").

Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of children applying to or enrolled in the Charter School of available special education services and programs and how to request those services and programs and of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the Charter School.

In addition, the federal Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights.

**Guidelines:**

- The Cyber Charter School fulfills its duties with this annual notice and has incorporated several sections of the PaTTAN Procedural Safeguards Notice and other applicable guidelines from the Pennsylvania Department of Education into the Board-approved Child Find Notice, and Policies and Procedures described below.
- The Charter School also directs parents to the procedural safeguards notice from PaTTAN available at the school's main office for additional information regarding rights and services.
- Parents may contact the Charter School's **CEO at 240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815, (866) 370-1226** at any time to request a copy of the procedural safeguards notice or with any other questions about special education, services, screenings, policies or procedures.
- The Procedural Safeguards Notice is provided to parents by the Charter School once per school year or:
  1. upon initial referral or parent request for evaluation;
  2. upon filing by parents of their first State complaint under 34 CFR §§300.151 through 300.153 and upon filing by parents of their first due process complaint under §300.507 in a school year;
  3. when a decision is made to take a disciplinary action that constitutes a change of placement; and
  4. upon parent request.
- The purpose of this annual notice is to comply with the Charter School's obligations under Chapter 711 of Title 22 of the Pennsylvania Code and to describe: (1) the types of disabilities that might qualify the child for special education, (2) the special education programs and related services that are available, (3) the process by which the Charter School screens and evaluates such students to determine eligibility, (4) the special rights that pertain to such children and their parents or legal guardians and (5) the confidentiality rights that pertain to student information.

- A copy of this Annual Notice is also available on the school's website at: [www.susqcyber.org](http://www.susqcyber.org) Qualifying for special education and related services Under the federal Individuals with Disabilities Education Improvement Act of 2004, or "IDEA 2004," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need special education and related services: mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities.

**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.
- The 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, the 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. The 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 CEO at 240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815, (866) 370-1226.

### **Children Below Mandatory School Age**

- If a Charter School admits children below school age, early intervention services may be available to eligible children with special needs. Any questions about services available to children under school age should be directed to the CEO at 240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815, (866) 370-1226.

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

- Charter Schools ensure that children with disabilities are educated to the maximum extent possible in the regular education environment or "least restrictive environment". To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. 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. Programs and services available to students with disabilities, might include:

- (1) regular class placement with supplementary aides and services provided as needed in that environment;
  - (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom;
  - (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom;
  - (4) part time special education class placement in a regular public school or alternative setting; and
  - (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting.
- Depending on the nature and severity of the disability, a Charter School can provide special education programs and services as determined 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.
- 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 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; and
  - (11) vision support.
- Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include but are not limited to: speech and language therapy, transportation, occupational therapy, physical therapy, school nursing services, audiology counseling services, parent counseling, or training, certain medical services for diagnostic or evaluation purposes, social work, recreation, and transition. Some students may also be eligible for extended school year services if determined needed by

their IEP teams in accordance with Chapter 711 regulations.

- The 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 a Charter 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 nondisabled 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. The 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 and Evaluation Procedures for Children to Determine Eligibility**

### **Screening**

- The 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 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.
- Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.
- The 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 the 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 the 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 regarding the purpose, time, and location of screening activities, they should call or write the CEO of Charter School at: SusQ-Cyber Charter School, 240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815 (866) 370-1226.**

**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 IDEA 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. The 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 the 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 CEO at 240 Market Street, Suite 15, Bloomsburg, PA 17815, (866) 370-1226.
- The evaluation process is conducted by a Multi-Disciplinary Team (MDT) which includes 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 the Charter School conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the CEO at 240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815, (866) 370-1226.
- If a parent makes an oral request for a Multi-Disciplinary Evaluation, the 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 the Charter School determines that the educational or related services 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 the Charter School agree; and must occur once every 3 years, unless the parent and the Charter School agree that a reevaluation is unnecessary. Students with mental retardation 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 the 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. IEP team participation is directly addressed by the regulations. 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 in part on the results of the Multi-Disciplinary Evaluation. When the IEP team decides that a student is not eligible for special education, recommendations for educational programming in regular education may be developed from the ER.
- Placement must be made in the "least restrictive environment", as described more fully above, 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, the 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, the 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**

- The Charter School will notify the parent whenever the Charter School:
  1. Proposes to initiate or to change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education (FAPE) to the child; or
  2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to the child.
  3. Change of placement for disciplinary reasons.
  4. Due process hearing, or an expedited due process hearing, initiated by the Charter School.
  5. Refusal of the Charter School to agree to an independent educational evaluation (IEE) at public expense.
- 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 the Charter School you may take appropriate action. Reasonable Notice means ten days.

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

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

### **The notice must be:**

- Written in language understandable to the general public; **and**
- Provided in your native language or other mode of communication you use unless it is clearly not feasible to do so.
- If your native language or other mode of communication is not a written language, the Charter School will ensure that:
  1. The notice is translated for you orally or by other means in your native language or other mode of communication;
  2. You understand the content of the notice; **and**
  3. 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.
  3. 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:

- 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;
- 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
- You understand that the consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

## **Need for Parental Consent**

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

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

The 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. The 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 the 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, the 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. The 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.

b. Special rules for initial evaluation of wards of the State Under Pennsylvania law, if a child is designated a ward of the state, the whereabouts of the parent are not known or the rights of the parent have been terminated in accordance with State law. Therefore, someone other than the parent has been designated to make educational decisions for the child. Consent for an initial evaluation should, therefore, be obtained from the individual so designated. ***Ward of the State***, as used in the IDEA, encompasses two other categories, so as to include a child who is:

- 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.

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

### **Definitions of Parental Consent:**

1. Consent Means:
  - a. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which consent is sought;
  - b. You understand 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, the Charter School must provide you with Prior Written Notice;
  - c. Special education and related services cannot cease until the 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. The 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. The 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. The 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.

### **Parental consent for services:**

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

1. Is not in violation of the requirement to make FAPE available to your child for its failure to provide those services to your child; **and**
2. Is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

**3. Consent for Reevaluations (34 CFR §300.300)**

*The Charter School must obtain your informed consent before it reevaluates your child, unless the Charter School can demonstrate that;*

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

**4. Documentation of Reasonable Efforts to Obtain Parental Consent (34 CFR §300.300) □**

The 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 the Charter School's attempts in these areas, such as:

- a. Detailed records of telephone calls made or attempted and the results of those calls;
- b. Copies of correspondence sent to the parents and any responses received; and
- c. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

**5. Consent Not Required Related to Evaluation**

**Your consent is not required before the Charter School may;**

- a. Review existing data as part of your child's evaluation or a reevaluation; or
- b. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

**6. Refused Consent to a Reevaluation**

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

The 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.

**7. Disagreements with an Evaluation**

**a. Independent Educational Evaluations (34 CFR §300.502)**

**1. General**

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by the Charter School. If you request an IEE, the Charter School must provide you with information about where you may obtain an IEE and about the 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 the Charter School responsible for the education of your child.
- b) **Public expense** means that the 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 IEE of your child at public expense if you disagree with an evaluation of your child obtained by the Charter School, subject to the following conditions:

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

### b. Parent-initiated evaluations

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

- 1) The Charter School must consider the results of the evaluation of your child, if it meets the Charter School's criteria for IEEs, in any decision made with respect to



- the provision of FAPE to your child; **and**
- 2) You or the Charter School may present the evaluation as evidence at a due process hearing regarding your child.
- c. Requests for evaluations by hearing officers**  
If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

### **ANNUAL NOTICE OF RIGHTS REGARDING STUDENT RECORDS:**

#### **CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (34 CFR 8300.622)**

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

#### **ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR S300.611)**

1. **Related to the confidentiality of information, the following definitions apply:**
  - a. ***Destruction*** means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
  - b. ***Education records*** means the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
  - c. ***Participating agency*** means any Charter School, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
  - d. ***Personally identifiable*** (34 CFR §300.32) means information that has:
    - 1) Your child's name, your name as the parent, or the name of another family member;
    - 2) Your child's address;
    - 3) A personal identifier, such as your child's social security number or student number; **or**
    - 4) A list of personal characteristics or **other** information **that** would make it possible to identify your child with reasonable certainty.

## 2. Access Rights (34 CFR §300.613)

### a. Parent Access

The Charter School must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by the Charter School under Part B of the IDEA. The Charter School must comply with your request to inspect and review any education records on your child without unnecessary delay or before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

- 1) Your right to inspect and review education records includes:
- 2) Your right to a response from the Charter School to your reasonable requests for explanations and interpretations of the records;
- 3) Your right to request that the Charter School provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies;  
**and**
- 4) Your right to have your representative inspect and review the records.
  - a) The Charter School may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
  - b) If any education **record includes information on more than one child**, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
  - c) On request, each Charter School must provide you with a **list of the types and locations of education records** collected, maintained, or used by the Charter School.

### b. Other Authorized Access (34 CFR §300.614)

The Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

## 3. Fees

The Charter School may charge a fee for copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

The Charter School may not charge a fee to search for or to retrieve information under Part B of the IDEA.

## 4. Amendment of Records at Parent's Request (34 CFR §300.618)

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the Charter School that maintains the information to change the information.

The Charter School must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request. If the Charter School

refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.

**5. Opportunity for a Records Hearing (34 CFR §300.619)**

The Charter School must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

**a. Hearing Procedures (34 CFR §300.621)**

A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g (FERPA):

- 1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
- 2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonable in advance of the hearing.
- 3) The hearing may be conducted by any individual, including an official of the educational agency or institution who does not have a direct interest in the outcome of the hearing.
- 4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
- 5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
- 6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

**b. Result of Hearing (34 CFR §300.620)**

If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform you in writing. If, as a result of the hearing, the Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, you may place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. be maintained by the Charter School as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**
2. if the Charter School discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

**c. Safeguards (34 CFR §300.623)**

**Each Charter School must protect the confidentiality of personally identifiable**

**information at collection, storage, disclosure, and destruction stages.**

One official at each Charter School must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of the IDEA and FERPA.

Each Charter School must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

**6. Destruction of Information (34 CFR §300.624)**

**The Charter School must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child, and the information must be destroyed at your request.**

However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

**PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES.**

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons.

**AUTHORITY OF SCHOOL PERSONNEL (34 CFR 8300.530)**

**1. Case-by-case determination**

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

**2. General**

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see *Change of Placement Because of Disciplinary Removals* for the definition, below) or exceed 15 cumulative schooldays in a school year. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, the Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading *Services*. □

### 3. **Additional authority**

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see *Manifestation determination*, below) and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under *Services*. The child's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under **Change of Placement Because of Disciplinary Removals**). The Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

### 4. **Services**

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided to an interim alternative educational setting. A Charter School is only required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their Charter School.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must:

- a. continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
- b. receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

### 5. **Manifestation determination**

**Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not**

**constitute a change in educational placement i.e.. is for 10 consecutive school days or less and not a change of placement), the Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and the Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine;**

- a. if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. if the conduct in question was the direct result of the Charter School's failure to implement the child's IEP.

If the Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of the Charter School's failure to implement the IEP, the Charter School must take immediate action to remedy those deficiencies.

**6. Determination that behavior was a manifestation of the child's disability**

If the Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- a. conduct a functional behavioral assessment, unless the Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
- b. if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, the Charter School must return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

**7. Special circumstances**

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- a. carries a weapon (see the **Definitions** below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Charter School;
- b. knowingly has or uses illegal drugs (see the **Definitions** below), or sells or solicits the sale of a controlled substance, (see the **Definitions** below), while at school, on school premises, or at a school function under the jurisdiction of the Charter School; **or**
- c. has inflicted serious bodily injury (see the **Definitions** below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a Charter School.

**8. Definitions**

- a. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- b. **Illegal drug** means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

- c. *Serious bodily injury* has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
- d. *Weapon* has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

**9. Notification**

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, the Charter School must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

**Change Of Placement Because Of Disciplinary Removals (34 CFR §300.536)**

A removal of a child with a disability from the child's current educational placement is a **change of placement** requiring a NOREP/prior written notice if:

- 1. The removal is for more than 10 consecutive school days; **or**
- 2. The removal is for 15 cumulative school days total in any one school year.
- 3. The child has been subjected to a series of removals that constitute a pattern because:
  - a. the series of removals total more than 10 school days in a school year;
  - b. the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals;
  - c. of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; **and**

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the Charter School and, if challenged, is subject to review through due process and judicial proceedings.

**Determination of Setting (34 CFR §300.531)**

The IEP must determine the interim alternative educational setting for removals that are changes of placement, and removals under the headings *Additional authority and Special circumstances*, above.

**1. General**

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

- a. any decision regarding placement made under these discipline provisions; or
- b. the manifestation determination described above.

The Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

**2. Authority of hearing officer**

A hearing officer that meets the requirements described under the sub-heading *Impartial Hearing Officer* must conduct the due process hearing and make a decision. The hearing officer may:

- a. return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; **or**
- b. order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer

determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others. Whenever a parent or a Charter School files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings *Due Process Complaint Procedures, Hearings on Due Process Complaints*, except as follows:

- a. the SEA must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.
- b. unless the parents and the Charter School agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading *Authority of School Personnel*, whichever occurs first.

### **Special Rules for Students with Mental Retardation**

The disciplinary removal of a child with mental retardation attending either a Charter School for any amount of time is considered a change in placement and requires NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury. According to certain assurances the Commonwealth entered into related to the PARC consent decree, a Charter School may suspend on a limited basis a student with mental retardation who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than mental retardation could be suspended.

### **Protections For Children Not Yet Eligible For Special Education and Related Services (34 CFR 8300.5341**

#### **1. General**

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

#### **2. Basis of knowledge for disciplinary matters**

**A Charter School must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:**



- a. the parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of appropriate educational agency, or a teacher of the child;
- b. the parent request an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
- c. the child's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Charter School's director of special education or to other supervisory personnel of the Charter School.

**3. Exception**

**A Charter School would not be deemed to have such knowledge if:**

- a. the child's parent has not allowed an evaluation of the child or refused special education services; **or**
- b. the child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

**4. Conditions that apply if there is no basis of knowledge**

If prior to taking disciplinary measures against the child, a Charter School does not have knowledge that a *child* is a child with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters and Exception***, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the Charter School, and information provided by the parents, the Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

**B. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34CFRS300.535) 1.**

**1. The state and federal regulations do not:**

- a. prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
- b. prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

**2. Transmittal of records**

If a Charter School reports a crime committed by a child with a disability, the Charter School: must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and may transmit

copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

**Delegation of Responsibility:**

The CEO is responsible to ensure that this annual information is updated yearly on the Cyber School website and that the information is disseminated yearly.

**THIS ANNUAL NOTICE AND STATEMENT OF POLICY AND PROCEDURES HAS BEEN WRITTEN IN ACCORDANCE WITH CHAPTER 711 OF TITLE 22 OF THE PA CODE AND INCORPORATED INFORMATION FROM APPLICABLE PDE AND STATE FORMS AND SOURCES.**

**THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE CEO OF THE CHARTER SCHOOL FOR AN EXPLANATION. THE CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION).**

**THIS NOTICE IS ONLY A SUMMARY OF THE SPECIAL EDUCATION SERVICES, EVALUATION AND SCREENING ACTIVITIES, AND RIGHTS AND PROTECTIONS PERTAINING TO CHILDREN WITH DISABILITIES, CHILDREN THOUGHT TO BE DISABLED, AND THEIR PARENTS AND IS ONLY A SUMMARY OF THE CONFIDENTIALITY RIGHTS REGARDING STUDENT INFORMATION.**

**FOR MORE INFORMATION OR TO REQUEST EVALUATION OR SCREENING OF A CHARTER SCHOOL STUDENT CONTACT THE CEO OF THE CHARTER SCHOOL AT 240 MARKET STREET, BOX 1A, SUITE 15, BLOOMSBURG, PA 17815.**

**NOTHING IN THIS NOTICE IS INTENDED TO CONFLICT WITH OR SUPPLANT THE INFORMATION CONTAINED IN THE PENNSYLVANIA DEPARTMENT OF EDUCATIONS CURRENT "PROCEDURAL SAFEGUARDS NOTICE" WHICH IS AVAILABLE THROUGH THE SCHOOL FOR YOUR REVIEW OR WITH APPLICABLE STATE AND/OR FEDERAL LAWS.**

**Program Policy #113.2**  
**Special Education - Surrogate Parent Procedures**

**Purpose:**

SusQ-Cyber Charter School complies with the surrogate parent requirements in the Federal IDEA Regulations, Part 300.515.

**Guidelines**

- When a foster student with an IEP moves into the district, the supervisor of special education promptly contacts the appropriate agency (agencies) and caseworkers to obtain answers to the following questions:
  - a. Can a parent be identified?
  - b. Can the parents of students be located and contacted?
  - c. Is the student a ward of the state?
- If no legal parent can be identified, located or contacted, or parental rights are terminated, the supervisor of special education in consultation with the entity that has legal custody (usually the county Office of Children & Youth or the office of Juvenile Probation) will conclude that a surrogate parent is needed.
- The district maintains a list of surrogate parents in the CSIU database. Before accessing a surrogate from the list, the supervisor of special education will contact the foster parent to inquire whether or not that individual is interested in serving as a surrogate parent. Sometimes, the foster parent is already on the list of trained surrogate parents.

**Delegation of Responsibility:**

The CEO is charged with the responsibility to ensure that the Surrogate Parent Procedures are properly administered.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENT.

**Program Policy #113.3**  
**Special Education – Annual Public Notice**

**Purpose:**

The SusQ-Cyber Charter School is governed by the Disabilities Education Act, or “IDEA”, which requires the school to document that parents of children with disabilities, who are in need of special education programs and services, are notified of the availability of services. Child find includes public awareness activities that are sufficient to inform parents of the special education programs and services that are available and how to request those services, the systematic screening activities that lead to identification and evaluation of children with disabilities.

**Guidelines:**

- Annual Public Notice – The SusQ-Cyber Charter School must provide annual public notice to the community about special education services, programs and due process. The notice must include:
  - a. The purpose of identification activities
  - b. A description of the special education programs and services available and the needs of the children served by these services and programs
  - c. The purpose, time and location of screening activities to be held in the charter school
  - d. A description of how to request that the charter school initiate screening or evaluation activities for a child
  - e. An explanation of the protection of the confidentiality of information obtained regarding a specific child.
  
- SusQ-Cyber Charter School must provide for the distribution of printed material regarding the available special educational programs, services and the right to due process. There must be provisions to ensure that these materials are in the native language or mode of communication of the parents.
  
- SusQ-Cyber Charter School must have a system to evaluate the overall success and effectiveness of public awareness and child find activities. Such a system might include a community survey by mail or phone to determine how many residents had been reached by the public awareness and child find campaigns.

**Delegation of Responsibility:**

The CEO is charged with the responsibility to ensure that the annual public notice is properly advertised and to establish a method to survey the results of the public awareness and child find activities.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENT.

**Program Policy #113.6**  
**Special Education - Parent/Guardian Request for an**  
**Independent Educational Evaluation**

**Purpose:**

SusQ-Cyber Charter School complies with all federal and state regulations and requirements regarding access to and provision of independent evaluations.

**Guidelines:**

- Parents/guardians have the right to obtain an independent evaluation of their child(ren).
- The supervisor of special education will give parents the Procedural Safeguards Notice immediately and will inform parents that the district will respond to the request within 10 (ten) school days. The supervisor of special education will inform parents of the district's decision.
- The district maintains the right to request a due process hearing to confirm that its evaluation is appropriate. If the district declines the parents' request for an independent evaluation, parents will receive the reason in writing from the district.
- The school psychologist and special education supervisor maintain a list of independent evaluators and will provide the information to parents/guardians upon request.
- If the district agrees to the independent evaluation or a hearing officer orders such evaluation, the district is obligated to pay for the evaluation. The supervisor of special education will inform parents that the invoice should be sent to the Special Education Office.
- If a hearing officer orders an independent evaluation, the district must consider the results in any decision regarding provision of appropriate educational services for the student.
- If parents obtain an independent educational evaluation at their own expense, the results of the evaluation will be considered in any decision regarding FAPE for their child(ren).
- Whenever the district is obligated to pay for an independent evaluation, the criteria for obtaining the evaluation (location, qualifications of examiner) must be the same as the criteria used when the district initiated the evaluation.

**Delegation of Responsibility:**

The CEO is responsible to ensure that all the provisions for independent evaluations are made available to parents. List of approved evaluators is attached as page 2 of this policy.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENT.

## Independent Evaluators

The SusQ-Cyber Charter School makes available to parents, a listing of independent evaluators that can be used for an alternative evaluation of students believed to need special education services.

### **Evangelical Community Hospital**

Richard Dowell Jr., PhD  
Neurophysiologist 570-522-1007

Joan Moreau, MD  
Child & Adolescent Psychiatry 570-523-7509

### **Geisinger Health Systems** 570-271-6156

Kaleen Kovalovich, MD  
Child & Adolescent Psychiatry

Heather Hoover, PhD  
Behavioral Medicine

Thomas Challman, MD  
Neurodevelopmental Disabilities

Scott Myers, MD  
Neurodevelopmental Disabilities

Matthew Powell, PhD  
Neuropsychology

Brad Wilson, PhD  
Neuropsychology

Paul Kettlewell, PhD  
Pediatric Psychologist

Christine Chew, PhD  
Pediatric Psychologist

### **MidStep Child Development Center, PC**

Anne Carlson, Psy.D 570-523-1617

### **Private Practice**

Michael Hayes, PhD 570-374-0940

The CEO will ensure that this list is updated on a yearly basis to remain current.

Family Workshop- Helping Your Cyber  
School Student  
**Tuesday, 10/20 6:15-8:00 PM**  
Workshop Agenda

**Welcome Center, Room 17:**

6:15 PM- Meet and Greet

6:30-7:00 PM- Dinner

**Room 18:**

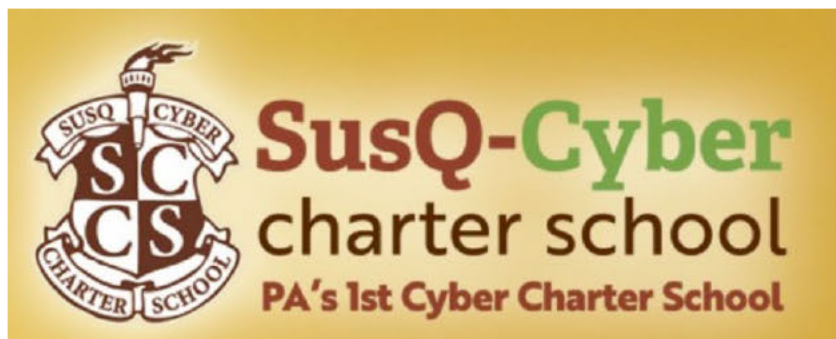
7:00-7:15 PM - Overview of PowerSchool (Kristin Trenholm)

7:15-7:30 PM - Overview of Canvas App (Caleb Petrin)

7:30-7:45 PM - Daily Checklist for SusQ Families (Staff)

- Student links webpage
- What a virtual classroom looks like

7:45-8:00 PM - Questions?



**Family Workshop RSVP List:**

Mallissa Kurtz (Natasha)

Jody Wegrzynowicz (Haley)

Tyler Davis and Allison?

Pearl Ruiz (Late 7 PM) (Julian)

**Staff:**

Lindsey

Patti

Kristin

Amber

Caleb

Lara

Lori





SusQ-Cyber Charter School  
240 Market Street  
Box 1A, Suite 15  
Bloomsburg, PA 17815  
570.245.0252 | 570.245.0255(fax) | susqcyber.org



Model Memorandum of Understanding

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**Memorandum of Understanding  
Between**

**TOWN OF BLOOMSBURG POLICE DEPARTMENT**  
(Law Enforcement Authority)

and

**SUS Q-CYBER CHARTER SCHOOL**  
(School Entity)

**JULY 1, 2021**  
(Date)

**I. Introduction**

**A. Parties**

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

**TOWN OF BLOOMSBURG POLICE DEPARTMENT**

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

**SUSQ-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 sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

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

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

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

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

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

E. Priorities of the Law Enforcement Authority

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

F. Priorities of the School Entity

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

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

## II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file 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 any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

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

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

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

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

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

B. Discretionary Notification

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

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

C. Law Enforcement Response to Notification

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

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

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



disability.

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

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

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

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

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

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

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

**B. Custody of Actors**

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

**IV. Assistance of School Entities**

**A. *In Loco Parentis***

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

**B. Notification of Parent or Guardian**

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

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

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

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

2. Victims

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

3. Witness

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

4. Suspects and Custodial Interrogation

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

5. Conflicts of Interest

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

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

#### D. Reporting Requirements

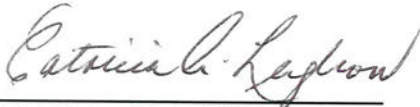
All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report,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

- a. No 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 notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

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

**V. General Provisions**

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



\_\_\_\_\_  
Chief School Administrator

SUSQ-CYBER CHARTER SCHOOL

\_\_\_\_\_  
School Entity



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

TOWN OF BLOOMSBURG POLICE DEPARTMENT

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

BEN FRANKLIN TECHNOLOGY BUILDING

\_\_\_\_\_  
School Building

\_\_\_\_\_

Updated, February 1, 2019

# Board Affirmation Statement

## SusQ-Cyber Charter School

Box 1A, 240 Market Street, Bloomsburg, PA 17815

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 11 day of August, 2021

By: Ed Keller (Signature of Board President)

Ed Keller (Print Name)

President Board of Trustees

## Charter School Law Affirmation

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

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

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

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

Affirmed on this 11 day of August, 2021

By: Ed Keller (Signature of Board President)

Ed Keller (Print Name)

President Board of Trustees



## 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 11 day of August, 2021

By: Ed Keller (Signature of Board President)

Ed Keller (Print Name)

President Board of Trustees

## 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 11 day of August, 2021

By: Ed Keller (Signature of Board President)

Ed Keller (Print Name)

President Board of Trustees

## Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this 11 day of August, 2021

By: Ed Keller (Signature of Board President)

Ed Keller (Print Name)

President Board of Trustees

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

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