

Staff No.	Name of Employee	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	ALEXIS, MARIA	YES	Instructional II Biology 7-12 (8405) Instructional III Environmental Educ PK-12 (4820)	6-8	Science 8	1463	100	0
2	ALGEO, REBECCA	YES	Instructional I Health & Physical Educ PK-12 (4805)	6-12	Health & PE, Physical Education	1463	100	0
3	BOOTH, TIMOTHY	YES	Instructional II English 7-12 (3230) Instructional II Mathematics 7-12 (6800)	7-12	Pre-Calculus, Consumer Math, Calculus, AP Statistics	1463	100	0
4	BRIGHT, MORGAN	YES	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-8	Guidance 6, 7, 8	1463	100	0
5	BUGAY, JOHN	YES	Instructional II Physics 7-12 (8470) Instructional II General Science 7-12 (8450) Instructional II Mathematics 7-12 (6800) Instructional II Biology 7-12 (8405)	9-12	Physical Science, Physics, Intro to Science Principles, Fundamentals of Science, Earth & Space	1613	100	0
6	BURPOE, JENNIFER	YES	Instructional I Elementary K-6 (2810) Instructional II English 7-12 (3230) Instructional II Social Studies 7-12 (8875)	6-12	American History I, Ancient History through Modern Times	1463	100	0
7	CARANGI, MELINDA	YES	Instructional II Special Education PK-12 (9225) Instructional II Social Studies 7-12 (8875) Instructional III Elementary K-6 (2810) Instructional II Mid-Level English 6-9 (2850)	9-12	Special Education, Social Studies, Progress Monitoring	79	100	0
8	CHAMBERLAIN, SUSAN	YES	Instructional II English 7-12 (3230)	9-12	Elements of Drama & Theater, Elements of Language, AP English Literature & Composition	1463	100	0
9	CHU, PEICHENG	YES	Instructional II Mid-Level Mathematics 6-9 (2860) Instructional II Chinese PK-12 (4405) Instructional II German PK-12 (4420) Instructional II Safety Ed/Driver Ed 7-12 (5215)	9-12	Drivers Ed., Keyboarding, Study Skills, German I & II, Mandarin Chinese I & II, Study Skills	1950	100	0
10	COOKE, ASHLEY	YES	Educational Specialist I Elementary School Counselor K-6 (1836) Educational Specialist I Secondary School Counselor 7-12 (1837)	9-12	School Counselor	1950	100	0
11	COPENHAVER, ALEX	YES	Instructional I Mathematics 7-12 (6800)	9-12	Consumer Math, Geometry, Fundamentals of Math	1463	100	0
12	COPPER, PAIGE	YES	Instructional I English 7-12 (3230)	9-12	Elements of Language, English Listerature	1463	100	0
13	COTE, BRIAN	YES	Administrative Principal PK-12 (1115) Instructional III Elementary K-6 (2810)	6-12	Director of Curriculum, Instruction & Assessment	1950	100	0
14	CRONIN, ROBERT	YES	Instructional I Biology 7-12 (8405) Instructional I Environmental Educ PK-12 (4820)	9-12	Biology, Genetics	1463	100	0
15	DALY, ANNE	YES	Instructional III Elementary K-6 (2810) Instructional II Special Education PK-12 (9225)	9-12	General English 9-12, Progress Monitoring Math, Intensive Reading III	1463	100	0
16	DAY, AUBREY	YES	Instructional II English 7-12 (3230) , Bus-Computer-Info Tech PK-12 (1603)	9-12	ISD Tech Developer	1950	100	0
17	DELANEY, CATHLEEN	YES	Instructional I Social Studies 7-12 (8875)	9-12	Psychology, World Geography, Philosophy	1463	100	0
18	DELILLO, KALYN	YES	Instructional I English 7-12 (3230)	9-12	Business Communications, Fundamentals of English, English Composition	1463	100	0
19	DERITA, JACALYN	YES	Instructional I General Science 7-12 (8450), Earth & Space (8440)	8	Science 6, Astronomy	1463	100	0
20	DICKINSON, MARK	YES	Instructional II Social Studies 7-12 (8875)	7-12	Work Study, Sociology, World Geography, World History, AP US History, Content Developer	1613	100	0
21	DONNELLY, BRIAN	YES	Instructional I Social Studies 7-12 (8875) , Educational Specialist I Inst Technology Specialist PK-12 (1825)	6-12	Content Developer	1950	100	0

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22	DOUGLAS, LAUREN	YES	Instructional II Biology 7-12 (8405)	9-12	Introduction to Anatomy and Physiology, Intro to Sci. Principles, Biology, Fundamentals of Science	1463	100	0
23	DRISCOLL, JAMES	YES	Instructional I Social Studies 7-12 (8875)	10-12	AP Psychology, Fundamentals of Government, Psychology, Sociology, US Government & Economics, Study Skills	1463	100	0
24	DUFFY, VICTORIA	YES	Instructional I Communications 7-12 (3200)	9-12	Graphic Novel Seminar, Creative Writing, Fundamentals of English, Informational Writing	1463	100	0
25	ELDER, LAURA	YES	Supervisory Supvr Curriculum & Inst PK-12 (2915) Instructional II Citizenship 7-12 (8825) Instructional II Mid-Level Citiz. Ed 6-9 (2870) Instructional II Social Studies 7-12 (8875) Instructional II English 7-12 (3230)	9-12	American History II, AP US History, Holocaust & Genocide Literature Seminar	1463	100	0
26	ELLSWORTH, AMY	YES	Instructional I Mathematics 7-12 (6800)	9-12	Calculus College Prep, Calculus Honors, Geometry, AP Calculus, Geometry College Prep	1463	100	0
27	FARRELL, KRISTI	YES	Instructional I Mathematics 7-12 (6800)	7	Math 7	1463	100	0
28	FAUST, CORY	YES	Educational Specialist II Secondary School Counselor 7-12 (1837)	6-8	School Counselor	930	100	0
29	FIOLO-MILLER, JENNIFER	YES	Instructional II English 7-12 (3230) Instructional II Reading Specialist PK-12 (7650)	9-12	American Literature	1463	100	0
30	FLANNERY, MATTHEW	YES	Administrative II, Elementary K-6, Letter of Eligibility Superintendent PK-12	6-12	CEO	1950	100	0
31	FRANK, MONICA	YES	Instructional I Elementary K-6 (2810) Instructional I Mid-Level Citiz. Ed 6-9 (2870) Instructional I Mid-Level Mathematics 6-9 (2860) Instructional I Mid-Level Science 6-9 (2880) Instructional I Family-Consumer Sci PK-12 (5600) Administrative II Principal PK-12 (1115)	9-12	HS Principal	1950	100	0
32	FREETH, JENA	YES	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Mathematics 6	405	100	0
33	FRIEDMAN, AMANDA	YES	Instructional II Spanish PK-12 (4490)	9-12	Adjunct Teacher	380	100	0
34	FURRER, AUBREE	YES	Instructional I English 7-12 (3230) Instructional I Special Education 7-12 (9227)	6-8	Progress Monitoring, Study Skills	1343	100	0
35	GALETTE, STEVEN	YES	Instructional II Health & Physical Educ PK-12 (4805)	9-12	Health & PE	1463	100	0
36	GALICZYNSKI, SEAN	YES	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-12	School Counselor	1733	100	0
37	GELLER, KIMBERLY	YES	Instructional I Art PK-12 (1405) Instructional I Mid-Level Mathematics 6-9 (2860)	6-12	Drawing, Art I & II, Intro to Photography/Digital Drawing/Film making, Watercolors	1463	100	0
38	GIAGNACOVA, NANCY	YES	Instructional I Elementary K-6 (2810) Letter of Eligibility Superintendent PK-12 (1150) Supervisory Supvr Special Education PK-12 (9215) Supervisory Supvr Curriculum & Inst PK-12 (2915)	6-12	Director of Special Education	1950	100	0
39	GIBB, DARREN	YES	Instructional I Social Studies 7-12 (8875), Instructional I Mid-Level Mathematics 6-9 (2860)	6-8	Ancient History	1463	100	0
40	GIBSON, EMILY	YES	Instructional II Communications 7-12 (3200) Instructional II English 7-12 (3230) Instructional II Family-Consumer Sci PK-12 (5600)	9-12	English Composition	1463	100	0
41	GILLILAND, AMANDA	YES	Instructional I Biology 7-12 (8405)	9-12	Intro to Science Principles, Biology	1463	100	0

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42	GRAHAM, JANE	YES	Instructional II Biology 7-12 (8405)	9-12	Environmental Science, AP Environmental Science, Biology, Intro to Science Principles	443	100	0
43	GRECO, ESTELLA	YES	Exceptional Case Special Education 7-12 (9227) Private School - Teacher Nursery/Kindergarten N-K (12833) Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) Instructional I Special Education PK-8 (9226)	6-9	Special Education, Progress Monitoring General ELA	1463	100	0
44	GRIFFIN, KATELYN	YES	Instructional I English 7-12 (3230) Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	Language Arts 8	1463	100	0
45	GROBMAN, JODI	YES	Instructional II Mathematics 7-12 (6800) Instructional II Social Studies 7-12 (8875)	9-12	Algebra Concepts, Algebra II	1463	100	0
46	HAMMOND, JESSICA	YES	Instructional II English 7-12 (3230)	9-12	English Literature	1463	100	0
47	HELENIK, DANA	YES	Instructional II Mathematics 7-12 (6800)	9-12	Intro to Statistics, AP Statistics, Algebra II	1463	100	0
48	HENNESSY, TREY	YES	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	135	100	0
49	HUGGINS, MICHAEL	YES	Instructional I Mathematics 7-12 (6800)	9-12	Fundamentals of Math, Algebra I	1463	100	0
50	HUGHES, LAUREN	YES	Instructional II Social Studies 7-12 (8875)	9-12	AP Human Geography, World Religions, World History	1463	100	0
51	IOVINE, HEATHER	YES	Instructional II Biology 7-12 (8405) Instructional II Earth and Space Science 7-12 (8440) Instructional II General Science 7-12 (8450)	8-12	HS Seminar, Science 8	1613	100	0
52	JEFFERIS, SARAH	YES	Instructional I Family-Consumer Sci PK-12 (5600) Instructional I Art PK-12 (1405)	6-12	Art II & III, Advanced Digital Photography, Intro Filmmaking & Photography, Film Appreciation, Watercolors	1463	100	0
53	KEMMERER, SARAH	YES	Instructional I Elementary K-6 (2810) Instructional I Mid-Level Mathematics 6-9 (2860) Instructional I Mid-Level Science 6-9 (2880)	6	Science	503	100	0
54	KERESTES, CAROLINE	YES	Instructional I Grades PK-4 (2825) Instructional I Special Education PK-8 (9226) Instructional I Grades 5-6 (2826)	8	Special Education, Progress Monitoring, General Math	1463	100	0
55	KINSCH, MATTHEW	YES	Instructional II English 7-12 (3230) Instructional II Mid-Level English 6-9 (2850) Instructional II Social Studies 7-12 (8875) Instructional I Mid-Level Mathematics 6-9 (2860)	6-8	Language Arts	1463	100	0
56	KLUCINEC, TRICIA	YES	Instructional I Special Education 7-12 (9227) Instructional I English 7-12 (3230)	9-12	Part time Special Education	780	100	0
57	KREISER, GALEN	YES	HOUSSE Designation - Charters Only Chemistry 7-12 (8420) Instructional II Technology Education PK-12 (6075) Instructional II Earth and Space Science 7-12 (8440) Instructional II Environmental Educ PK-12 (4820) Instructional II General Science 7-12 (8450) Instructional II Mid-Level Science 6-9 (2880) Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	AO Computer Science, Computer Science, Earth & Space	1463	100	0
58	LAIDLAW, ERIKA	YES	Administrative Principal PK-12 (1115) Instructional II Health & Physical Educ PK-12 (4805) Instructional II Library Science PK-12 (6420)	9-12	MS Principal	1950	100	0
59	LEGENDRE, ANNETTE	YES	Instructional II Physics & Mathematics 7-12 (8475)	9-12	Pre-Calculus, Geometry, Algebra II	1223	100	0
60	LESKINEN, STEPHANIE	YES	Instructional II Biology 7-12 (8405) Instructional II Chemistry 7-12 (8420) Instructional II General Science 7-12 (8450)	9-12	Content Developer	1380	100	0

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61	LEWIS, ANDREW	YES	Instructional I Mathematics 7-12 (6800)	6-8	Mathematics 8	1463	100	0
62	LION, JUDITH	YES	Program Specialist English as a Second Language (ESL) PK-12 (4499) Instructional II English 7-12 (3230) Instructional II Family-Consumer Sci PK-12 (5600)	6-12	Family & Consumer Science, Parenting & Child Development, Fashion & Textiles, EL Intensive Support EL Monitor	1463	100	0
63	LIVESEY, RACHEL	YES	Instructional III Communications 7-12 (3200) Instructional II English 7-12 (3230)	6-12	Content Developer	1950	100	0
64	MALONEY, JULIE	YES	Instructional I Mathematics 7-12 (6800)	9-12	Fundamentals of Math, Algebra I	1463	100	0
65	MCCOY, ANN	YES	Educational Specialist II Secondary School Counselor 7-12 (1837)	7-12	School Counselor	1950	100	0
66	MESLENER, MARCUS	YES	Instructional I Social Studies 7-12 (8875)	9-12	AP Psychology, Economics, US Government, US Government & Economics, Philosophy	1463	100	0
67	MEYER, MICHAEL	YES	Instructional II Mid-Level Mathematics 6-9 (2860) Instructional II Music PK-12 (7205)	6-12	Music I-III, Music Fundamentals & Keyboarding, History of Rock & Roll, Intro to Songwriting, Study Skills, MS Seminar	1463	100	0
68	MICHENER, LAUREN	YES	Instructional II English 7-12 (3230) Instructional II Mid-Level Mathematics 6-9 (2860)	6-12	Learning Coach	1950	100	0
69	MICHENER, JOSEPH	YES	Instructional II Bus-Computer-Info Tech PK-12 (1603) Instructional II Social Studies 7-12 (8875)	9-12	Business Law, Business Marketing, World History American History	1463	100	0
70	MILLER, TRICIA	YES	Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Mathematics	1463	100	0
71	MOYNIHAN, LISA	YES	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	School Counselor	1950	100	0
72	MULLINS, COLLEEN	YES	Instructional II Biology 7-12 (8405) Instructional II Chemistry 7-12 (8420) Instructional II Mid-Level Mathematics 6-9 (2860) Instructional II Family-Consumer Sci PK-12 (5600) Instructional II Mid-Level Science 6-9 (2880)	7	Science 7	1463	100	0
73	MURRAY, ALLAN	YES	Instructional II Health & Physical Educ PK-12 (4805)	9-12	Physical Education, First Aid & Emergency Care, Independent Study	1463	100	0
74	NAYLOR, JILL	YES	Instructional II English 7-12 (3230)	6-12	ISD Tech Developer	1950	100	0
75	NAGY, LAUREN	YES	Instructional I K-6, Em. Cert Special Education K-12	9-12	Special Education, Social Studies, progress Monitoring	593	100	0
76	NEWSTED, NATHANIEL	YES	Instructional I Technology Education PK-12 (6075)	6-8	Tech Ed	285	100	0
77	PALAI, VICTORIA	YES	Educational Specialist I School Nurse PK-12 (1890)	6-12	School Nurse	1463	100	0
78	PARKER, CARLY	YES	HOUSE Designation English 7-12 (3230) Instructional II Ment and/or Phys Handicapped K-12 (9235) Instructional II Mid-Level English 6-9 (2850) Instructional II Family-Consumer Sci PK-12 (5600) Supervisory Supvr Special Education PK-12 (9215)	6-12	Supervisor of Special Education	1950	100	0
79	PARVIN, DEBORAH	YES	Program Specialist English as a Second Language (ESL) PK-12 (4499) Instructional III English 7-12 (3230) Instructional II Mid-Level Citiz. Ed 6-9 (2870) Instructional II Mid-Level Mathematics 6-9 (2860) Instructional II Social Studies 7-12 (8875) Instructional III Spanish PK-12 (4490)	6-12	Spanish I-II, Intro to Spanish, EL Intensive Support, EL Monitor	1463	100	0
80	PERRUPATO-SCARPIGNATO, HAIIVY	YES	Instructional III Early Childhood N-3 (2840) Instructional III Elementary K-6 (2810) Instructional II English 7-12 (3230)	9-12	Special Education	1125	100	0

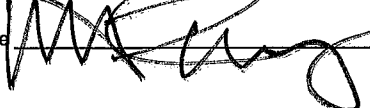
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			Instructional II Mid-Level English 6-9 (2850) Instructional II Special Education PK-12 (9225)					
81	PROVASNIK III, JOHN	YES	Instructional I Elementary K-6 (2810) Instructional I Mid-Level Mathematics 6-9 (2860)	6-12	ISD Coordinator	1950	100	0
82	PUGH, MORGAN	YES	Instructional I Special Education PK-8 (9226) Program Specialist English as a Second Language (ESL) PK-12 (4499) Instructional I Grades PK-4 (2825)	6-7	Special Education, Progress Monitoring, General Science	1463	100	0
83	PUGLIESE, TRACY	YES	Instructional II Biology 7-12 (8405) Instructional II Chemistry 7-12 (8420) Instructional II General Science 7-12 (8450) Instructional II Mid-Level Citiz. Ed 6-9 (2870) Instructional II Mid-Level English 6-9 (2850)	9	Intro to Science Principles, Chemistry	885	100	0
84	RAPP, TERRI	YES	Instructional II Mathematics 7-12 (6800)	7-12	Content Developer	731	100	0
85	REGINA, CASEY	YES	Instructional I Mid-Level Science 6-9 (2880) Instructional I Mathematics 7-12 (6800) Emergency Permit: LT Sub with Educational Obligation Administrative I)	6-12	Assistant Principal	1950	100	0
86	REID, LINDSAY	YES	Instructional I Mathematics 7-12 (6800) Instructional I Special Education 7-12 (9227) Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Instructional I Grades PK-4 (2825) Instructional I Special Education PK-8 (9226) Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	9-12	Special Education, ISD Tech Developer	1688	100	0
87	RIEGER, JESSIE	YES	Instructional I English 7-12 (3230) Instructional I Social Studies 7-12 (8875)	8-12	Joinalism, Business Communications	953	100	0
88	REPKO, NANCY	YES	Instructional I Reading Specialist PK-12 (7650) Instructional I English 7-12 (3230) Instructional I French PK-12 (4410)	9-12	Adjunct Teacher	380	100	0
89	ROMERO, KERA	YES	Instructional II Elementary K-6 (2810) Instructional II English 7-12 (3230) Instructional II Mid-Level English 6-9 (2850) Instructional II Special Education PK-12 (9225)	12	Special Education, Transition to Post- Secondary Life, Progress Monitoring	1463	100	0
90	ROTH, AMBER	YES	Instructional I Special Education 7-12 (9227), Social Studies 7-12 (8875)	9-12	HS Seminar, American Heritage, Fundamentals of Government, American History II, HS Seminar	1463	100	0
91	SHANK, EMILY	YES	Instructional II Mathematics 7-12 (6800)	6-12	Content Developer	1950	100	0
92	SHOOKSTER, ANGELA	YES	Instructional I Special Education PK-12 (9225), Elementary K-6 (2810)	7-8	Special Education, General Science, Progress Monitoring	1463	100	0
93	SIMPSON, ALICIA	YES	Instructional II Bus-Computer-Info Tech PK-12 (1603) Instructional II Music PK-12 (7205)	6-12	ISD Tech Developer	315	100	0
94	SMITH, MATTHEW S	YES	Instructional I Health & Physical Educ PK-12 (4805) Instructional I Safety Ed/Driver Ed 7-12 (5215)	9-12	Health & PE	1463	100	0
95	STANLEY, STEPHANIE	YES	Instructional I Health & Physical Educ PK-12 (4805)	9-12	Health	1463	100	0
96	STUMP, MELISSA	YES	Instructional II English 7-12 (3230), Special Education PK-12 (9225), Art PK-12 (1405)	9-12	Adjunct Teacher	80	100	0
97	TALLEY, DANIEL	YES	Instructional I Social Studies 7-12 (8875) Instructional I Special Education PK-12 (9225) Instructional I Mid-Level Mathematics 6-9 (2860) Instructional I Elementary K-6 (2810)	9-12	Special Education, Progress Monitoring, General Math	1463	100	0
98	TARR, MEGAN	YES	Educational Specialist I School Nurse PK-12 (1890)	6-12	School Nurse	15	100	0
99	THORNE, ALLISON	YES	Educational Specialist I Secondary School Counselor, InstSructional I Communications 7-12	6-8	School Counselor	720	100	0
100	TOBIN, PATRICK	YES	Instructional I Social Studies 7-12 (8875)	6-8	World Cultures	1463	100	0

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101	TROTTER, BRITTANY	YES	Instructional I Social Studies 7-12 (8875)	7-12	Ap Micro Economics, US Govt & Econ., US Govt, Economics, Content Developer	1613	100	0
102	VALENTINI, KELLY	YES	Instructional I Grades 5-6 (2826) Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Instructional I Grades PK-4 (2825)	8	Math 8	743	100	0
103	VANDERLAAG, LISA	YES	Instructional II Elementary K-6 (2810) Instructional II English 7-12 (3230) Instructional II Special Education PK-12 (9225)	6-12	Special Education, General English	743	100	0
104	WEAVER, KELLY	YES	Instructional I English 7-12 (3230)	6-8	Language Arts	1463	100	0
105	WELLER, ABIGAIL	YES	Instructional II English 7-12 (3230)	9-12	British Literature, Ao English Literature & Composition, Business Communications	1463	100	0
106	WILSON JR, JOHN	YES	Instructional II Bus-Computer-Info Tech PK-12 (1603) Instructional II Mathematics 7-12 (6800) Instructional II Physics 7-12 (8470) Program Specialist English as a Second Language (ESL) PK-12 (4499) Instructional II English 7-12 (3230)	6-12	Consumer Math, Personal Finance, Intro to Accounting, Physics, Fundamentals of Math, EL Monitor Yr 1, EL Intensive Support I-II	1463	100	0
107	ZAAYENGA, DIANNE	YES	Instructional I Chemistry 7-12 (8420) Instructional I Biology 7-12 (8405)	9-12	Ap Biology, Chemistry, Intro to Forensic Science, Physical Science	1463	100	0

Preliminary Statement of Revenues, Expenditures & Fund Balances
 Include ALL Funds
 as of June 30, 2022

Name of School _____ 21st Century Cyber Charter School _____

Address of School _____ 1245 Wrights Lane West Chester, PA 19380 _____

CEO Signature  8/3/22

REVENUES

6000		REVENUE FROM LOCAL SOURCES		
6500		EARNINGS ON INVESTMENTS		
	6510	Interest on Investments and Interest-Bearing Checking Accounts	\$	2,528.89
	6520	Dividends on Investments	\$	6,913.68
	6530	Gains or Losses on Sale of Investments		
	6540	Earnings on Investments in Real Property		
	6590	Other Earnings or Investments		
6600		FOOD SERVICE REVENUE		
	6610	Daily Sales - Reimbursable Programs		
	6620	Daily Sales - Non-Reimbursable Programs		
	6630	Special Functions		
	6640	Non-Cash Contributions		
	6650	Price Reduction for Reduced Price and Free Meals (Debit)		
	6690	Other Food Service Revenues		
6700		REVENUES FROM STUDENT ACTIVITIES		
	6710	Admissions		
	6720	Bookstore Sales		
	6730	Student Organization Membership Dues and Fees		
	6740	Fees	\$	42,046.98
	6750	Student Activity - Special Events		
	6790	Other Student Activity Income		
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH		
	6810	Revenue from Local Governmental Units		
	6820	Revenue from Intermediary Sources - Commonwealth Funds		
	6830	Revenues from Intermediary Sources - Federal Funds		
	6890	Other Revenues from Intermediary Sources		
6900		OTHER REVENUE FROM LOCAL SOURCES		
	6910	Rentals		
	6920	Contributions & Donations from Private Sources / Capital Contributions		
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)		
	6940	Tuition from Patrons		
	6941	Regular Day School Tuition		
	6942	Summer School Tuition		
	6943	Adult Education Tuition		
	6944	Receipts From Other LEAs in Pennsylvania - Education	\$	25,790,208.07
	6945	Receipts from Out-of-State LEAs		

6946	Receipts from Member Districts - AVTS / Special Program Jointure only			
6947	Receipts from Members of Intermediate Units for Education by Withholding			
6948	Receipts from Members of Intermediate Units for Direct Contributions			
6949	Other Tuition from Patrons			
6950	Unassigned			
6960	Services Provide Other Local Governmental Units / LEAs			
6961	Transportation Services Provided Other Pennsylvania LEAs			
6969	All Other Services Provided Other Governments and LEAs Not Specified Above			
6970	Services Provided Other Funds			
6980	Revenue from Community Service Activities			
6980	Revenue from Community Service Activities			
6990	Refunds and Other Miscellaneous Revenue			
6991	Refunds of a Prior Year Expenditure			
6999	Other Revenues Not Specified Above	\$	2,959.97	
7000	REVENUE FROM STATE SOURCES			
7100	BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES			
7150	Unassigned			
7160	Tuition for Orphans and Children Placed in Private Homes			
7180	Staff and Program Development			
7200	REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS			
7210	Homebound Instruction			
7220	Vocational Education			
7230	Alternative Education			
7240	Driver Education - Student			
7250	Migratory Children			
7260	Workforce Investment Act (WIA)			
7270	Specialized Education of Exceptional Pupils			
7280	Adult Literacy			
7290	Additional Educational Program Revenues			
7300	REVENUES FOR NON-EDUCATIONAL PROGRAMS			
7310	Transportation (Regular and Additional)			
7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy			
7330	Health Services (Medical, Dental, Nurse, Act 25)	\$	43,810.20	
7340	Unassigned			
7350	Sewage Treatment Operations / Environmental Subsidies			
7360	Safe Schools			
7400	VOCATIONAL TRAINING OF THE UNEMPLOYED			
7500	STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	\$	25,746.00	
7502	Dual Enrollment Grants			
7503	Project 720/High School Reform			
7599	Other State Revenue Not Listed Elsewhere in the 7000 Series			
7600	REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS			
7800	REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS			
7810	State Share of Social Security and Medicare Taxes			
7820	State Share of Retirement Contributions			
7900	REVENUE FOR TECHNOLOGY			

	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	

Preliminary Statement of Revenues, Expenditures & Fund Balances
 Include ALL Funds
 as of June 30, 2022

Name of School 21st Century Cyber Charter School

Address of School 1245 Wrights Lane West Chester, PA 19380

CEO Signature  8/3/22

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

EXPENDITURES

1000	INSTRUCTION		
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$	9,745,913.18
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$	2,548,617.05
1300	VOCATIONAL EDUCATION	\$	41,927.28
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	\$	221,756.49
1600	ADULT EDUCATION PROGRAMS	\$	-
1700	HIGHER EDUCATION PROGRAMS	\$	1,704.32
1800	PRE-KINDERGARTEN	\$	-
2000	SUPPORT SERVICES		
2100	SUPPORT SERVICES - PUPIL PERSONNEL		
2110	Supervision of Pupil Personnel Services		
2120	Guidance Services	\$	677,745.43
2130	Attendance Services	\$	73,726.55
2140	Psychological Services	\$	-
2150	Speech Pathology and Audiology Services	\$	-
2160	Social Work Services	\$	-
2170	Student Accounting Services	\$	482,922.76
2190	Other Pupil Personnel Services	\$	-
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF		
2210	Supervision of Educational Media Services	\$	-
2220	Technology Support Services	\$	642,088.64
2230	Educational Television Services	\$	-
2240	Computer-Assisted Instruction Support Services	\$	58,092.77
2250	School Library Services	\$	-
2260	Instruction and Curriculum Development Services	\$	1,043,560.36
2270	Instructional Staff Professional Development Services	\$	76,331.90
2280	Nonpublic Support Services	\$	-
2300	SUPPORT SERVICES - ADMINISTRATION		
2310	Board Services	\$	146,471.51
2320	Board Treasurer Services	\$	119.00
2340	Staff Relations and Negotiations Services	\$	172,417.14
2350	Legal Services	\$	111,325.88

2360	Office of the Superintendent (Executive Director) Services	\$	439,024.03
2370	Community Relations Services	\$	-
2380	Office of the Principal Services	\$	813,483.67
2390	Other Administration Services	\$	667,940.82
2400	SUPPORT SERVICES - PUPIL HEALTH	\$	234,936.95
2500	SUPPORT SERVICES - BUSINESS	\$	668,642.98
2510	Fiscal Services	\$	-
2520	Purchasing Services	\$	186,899.52
2530	Warehousing and Distributing Services	\$	-
2540	Printing, Publishing and Duplicating Services	\$	-
2590	Other Support Services - Business	\$	-
2600	OPERATION AND MAINTENANCE OF PLANT SERVICES	\$	1,230,218.35
2610	Supervision of Operation and Maintenance of Plant Services	\$	-
2620	Operation of Buildings Services	\$	-
2630	Care and Upkeep of Grounds Services	\$	-
2640	Care and Upkeep of Equipment Services	\$	-
2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	\$	-
2660	Security Services	\$	-
2690	Other Operation and Maintenance of Plant Services	\$	-
2700	STUDENT TRANSPORTATION SERVICES	\$	-
2710	Supervision of Student Transportation Services	\$	-
2720	Vehicle Operation Services	\$	1,966.66
2730	Monitoring Services	\$	-
2740	Vehicle Servicing and Maintenance Services	\$	-
2750	Nonpublic Transportation	\$	-
2790	Other Student Transportation Services	\$	-
2800	SUPPORT SERVICES - CENTRAL	\$	1,174,017.30
2810	Planning, Research, Development and Evaluation Services	\$	-
2820	Information Services	\$	-
2830	Staff Services	\$	13,821.00
2840	Data Processing Services	\$	252,070.97
2850	State and Federal Agency Liaison Services	\$	-
2860	Management Services	\$	-
2890	Other Support Services Central	\$	-
2900	OTHER SUPPORT SERVICES - CENTRAL	\$	-
2990	Pass-Thru Funds	\$	-
3000	OPERATION OF NON-INSTRUCTIONAL SERVICES	\$	-
3100	FOOD SERVICES	\$	-
3200	STUDENT ACTIVITIES	\$	71,162.70
3210	School Sponsored Student Activities	\$	1,488.00
3250	School Sponsored Athletics	\$	-
3300	COMMUNITY SERVICES	\$	-
3310	Community Recreation	\$	-
3320	Civic Services	\$	-
3330	Public Library Services	\$	-

Consolidated Review – N/A



Executive Summary BSE Compliance Monitoring Review of the 21st Century Cyber CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of December 12, 2016, the 21st Century Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

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

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

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

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

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

The status of compliance of the 21st Century Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	80	7	73
Evaluation/Reevaluation: Process and Content	268	6	506
Individualized Education Program: Process and Content	538	18	244
Procedural Safeguards: Process and Content	115	4	1
TOTALS	1001	35	824

3. TEACHER AND PARENT INTERVIEWS

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

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	224	17	99
Program Implementation: Special Ed Teacher Interviews	307	22	125
Program Implementation: Parent Interviews	65	4	43
TOTALS	596	43	267

4. STUDENT INTERVIEWS

Results of the student interviews are reflected on the Charter School Corrective Action Verification/Compliance and Improvement Planning document.

5. CLASSROOM OBSERVATIONS

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

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	0	0	0

6. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review		X

PART II CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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

Book
Policy Manual
Section
1000 Programs
Title
Special Education
Code
1013
Status
Active
Adopted
September 11, 2018
Last Revised
January 12, 2021

Purpose

The Charter School shall offer each enrolled student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, transitional and related services. A student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the Charter School's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with nondisabled peers. The Charter School shall provide a continuum of placement options to appropriately meet the needs of students with disabilities.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

Definitions

Students with disabilities - school-aged children enrolled in the Charter School who have been evaluated and found to have one or more disabilities as defined by law and regulations, and who require, because of such disabilities, special education and related services. School-aged children who have identified disabilities but do not require special education may be entitled to accommodations or services or to enroll in courses of study which serve students with disabilities pursuant to other law or Board of Trustees ("Board") policy.[\[8\]](#)[\[9\]](#)[\[10\]](#)

Individualized Education Program ("IEP") - the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations.[\[5\]\[9\]\[11\]](#)

Parent/Guardian - for purposes of this policy and Board policies related to special education, parent/guardian shall have the definition of parent in IDEA statute and regulations, which includes:

- a) a biological or adoptive parent of a child;
- b) a foster parent, unless prohibited by state law or regulations;
- c) a guardian authorized to act as the child's parent, in accordance with law or regulations;
- d) an individual acting in the place of a parent, including a grandparent or other relative, with whom the child lives or
an individual legally responsible for the child's welfare; or
- e) an appointed surrogate parent, in accordance with law and regulations.[\[8\]\[12\]](#)

Authority

The Board directs that all students with disabilities who are enrolled in the Charter School and who are in need of special education and related services, or thought to be in need of special education and related services, shall be identified, located and evaluated. Students with disabilities who are determined to be in need of special education and related services shall be provided with appropriate educational programs and services, in accordance with federal and state laws and regulations.[\[1\]\[13\]\[14\]\[15\]\[16\]\[17\]\[18\]](#)

The Charter School prohibits discrimination based on disability. Students with disabilities are entitled to enroll in the Charter School and receive services and accommodations, which will permit them to participate in Charter School programs, services and activities as required by law.[\[19\]\[20\]](#)

The Charter School shall establish and implement a system of procedural safeguards and parent/guardian notifications, in accordance with federal and state laws and regulations.[\[21\]\[22\]\[23\]](#)

The Charter School shall include required information on students with disabilities served by the Charter School, and the services, programs, and resources provided for students with disabilities, in its Annual Report, in accordance with law and regulations.[\[24\]](#)

Delegation of Responsibility

The Chief Executive Officer or designee is directed to annually recommend to the Board the employment and retention of necessary, qualified staff and provision of required facilities, programs, and services to provide for the needs of students with disabilities.[\[27\]](#)[\[28\]](#)

Fiscal and Program Compliance

The Chief Executive Officer or designee shall establish procedures to ensure that the Charter School complies with all federal and state laws and regulations, and program requirements for special education-related funding and reimbursement.

The Charter School shall notify a student's school district of residence when:[\[29\]](#)

1. A student with an IEP begins attending the Charter School.
2. The Charter School has identified an enrolled student as a student with a disability and has developed an IEP for the student.
3. A student with a disability enrolled in the Charter School subsequently enrolls in another public or private school entity.

Such notification should occur within ten days of enrollment, identification of a disability or disenrollment.

Guidelines

Individualized Education Programs ("IEP"s)

Each student with a disability shall be educated pursuant to an IEP, which shall provide an appropriate education in the least restrictive environment, in accordance with federal and state laws and regulations.[\[5\]\[30\]\[31\]](#)

When a student with an IEP transfers into the Charter School, the Charter School shall, upon enrollment, ensure that the student receives special education and related services in conformity with the IEP, either by adopting the existing IEP or by developing a new IEP, in accordance with the requirements of federal and state laws and regulations.

For students who are fourteen (14) years of age or older, the Charter School shall include a transition plan in the IEP, which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

Child Find

The Charter School shall take appropriate steps to ensure that all students with disabilities who are enrolled in the Charter School and are in need of special education and related services are identified, located and evaluated.[\[15\]\[32\]\[33\]](#)

Public Awareness and Outreach Activities –

The Chief Executive Officer or designee shall establish procedures and public awareness and outreach activities sufficient to inform parents/guardians of children applying to or enrolled in the Charter School of child identification activities, available special education services and programs, the manner in which to request those services and programs, and the procedures to be followed to ensure confidentiality of information pertaining to students with disabilities in accordance with federal and state laws and regulations. Public awareness and outreach activities shall include, but not be limited to:[\[15\]\[32\]\[33\]](#)

1. Written information regarding the Charter School's special education services and programs shall be published in school handbooks and on the Charter School's website.
2. Directly, or through the Intermediate Unit, the Charter School shall publish an annual written notice in newspaper(s) or other media.
3. The Charter School shall offer parent/guardian and family training and informational activities regarding the Charter School's special education programs and services. Activities shall be publicized to all parents/guardians with enrolled students.

4. Directly, or through the Intermediate Unit, the Charter School shall provide periodic training to Charter School staff on the Charter School's special education programs and services, and established procedures for screening and evaluation of students.

Public awareness and outreach activities shall include methods for reaching homeless students, students who are wards of the state, highly mobile students (such as migrant students), individuals with disabilities and individuals with limited English proficiency. The Charter School's child identification activities shall include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.

Screening

The Charter School shall establish a system of screening activities, which may include pre-referral intervention services, to accomplish the following:[\[34\]](#)[\[35\]](#)

1. Identify and provide initial screening for students prior to referral for a special education evaluation, including pre-referral intervention services.
2. Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.
3. Identify students who may need special education services and programs.

The screening process must include:[\[34\]](#)[\[36\]](#)[\[37\]](#)

1. Hearing and vision screening in accordance with law and regulations, for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.
2. Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

Screening activities are conducted on an ongoing basis throughout the school year. Parents/Guardians may request screening in writing for their children by contacting the Charter School.

When screening indicates that a student may be a student with a disability who is eligible for special education, the Charter School shall seek parental consent to conduct an evaluation.

The Charter School may develop a program of pre-referral intervention services that meets the requirements of applicable law and regulations.[\[34\]](#)

Screening or pre-referral intervention activities shall not block the rights of a parent/guardian to request, at any time, including prior to or during the screening or instructional support activities, an evaluation for the purpose of determining if the child is a student with a disability and eligible for special education and related services.[\[34\]](#)

Confidentiality

In accordance with the Family Educational Rights and Privacy Act ("FERPA"), the Charter School shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, storing, disclosing and destroying student records.[\[38\]](#)[\[39\]](#)[\[40\]](#)[\[41\]](#)

Charter School staff shall maintain the confidentiality of student records and personally identifiable information, as required by law, regulations and Board policy.

Recording of Meetings

Except as specifically provided for within this policy, the Charter School prohibits audio, video and electronic recording of meetings involving parents/guardians and Charter School teachers, paraprofessionals, program specialists, consultants, or administrators.

An attempt to record a meeting by a parent/guardian after a verbal prohibition by Charter School staff shall result in immediate termination of the meeting and may result in ejection from Charter School property and possible prosecution.

The Charter School shall permit audio recording of a meeting when a participant submits, at least five (5) days prior to the meeting, documentation that substantiates:

1. Participant has a disability or limited English proficiency that significantly limits the participant's ability to meaningfully understand or participate in the meeting's intended decision-making and the creating of an audio recording is the only feasible means of accommodating the limitation.
2. Individual has a legitimate interest in attending the meeting but for good cause is unable to do so, and recording is the only feasible means by which the individual can meaningfully understand and participate in the decision-making.

TO THE EXTENT THAT ANYTHING IN THIS POLICY CONFLICTS WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Legal

- [1. 22 PA Code 12.1](#)
- [2. 22 PA Code 12.4](#)
- [3. 22 PA Code 711.2](#)
- [4. 22 PA Code 711.3](#)
- [5. 22 PA Code 711.41](#)
- [6. 34 CFR 300.1](#)
- [7. 34 CFR 300.114-300.117](#)
- [8. 20 U.S.C. 1401](#)
- [9. 22 PA Code 711.1](#)
- [10. 34 CFR 300.8](#)
- [11. 34 CFR 300.320-300.324](#)
- [12. 34 CFR 300.30](#)
- [13. 20 U.S.C. 1400 et seq](#)
- [14. 22 PA Code 12.41](#)
- [15. 22 PA Code 711.21](#)
- [16. 29 U.S.C. 794](#)
- [17. 34 CFR Part 300](#)
- [18. 42 U.S.C. 12101 et seq](#)
- [19. 22 PA Code 711.7](#)
- [20. 24 P.S. 1723-A](#)
- [21. 20 U.S.C. 1415](#)
- [22. 22 PA Code 711.62](#)
- [23. 34 CFR 300.500-300.518](#)
- [24. 22 PA Code 711.6](#)
- [25. 24 P.S. 1725-A](#)
- [26. 24 P.S. 1744-A](#)
- [27. 22 PA Code 711.5](#)
- [28. 34 CFR 300.207](#)
- [29. 22 PA Code 711.9](#)
- [30. 20 U.S.C. 1414](#)
- [31. 34 CFR 300.320-300.327](#)
- [32. 20 U.S.C. 1412](#)
- [33. 34 CFR 300.111](#)
- [34. 22 PA Code 711.23](#)
- [35. 34 CFR 300.226](#)

[36. 24 P.S. 1402](#)

[37. 28 PA Code 23.1 et seq](#)

[38. 20 U.S.C. 1232g](#)

[39. 22 PA Code 711.8](#)

[40. 34 CFR 300.611-300.627](#)

[41. 34 CFR Part 99](#)

[24 P.S. 1372](#)

[24 P.S. 1715-A](#)

[24 P.S. 1732-A](#)

[24 P.S. 1749-A](#)

[22 PA Code 711.1 et seq](#)

[Pennsylvania Training and Technical Assistance Network \(PaTTAN\)](#)

AUTISM AWARENESS

*Halley
Scarpignato*

Special
Education
Teacher

March 2022

OVERVIEW OF PRESENTATION

- Common Myths
- What is Autism?
 - Symptoms, Causes, Diagnosis, Treatment
- What Is It Like to Have Autism?
 - Video simulations of sensory overload.
- The Importance of Socialization
- Options for Socialization at 21CCCS
 - Noting other important pieces about the cyber setting.
- The “Hidden” Curriculum
 - What is it and how can we teach it?

WHAT IS AUTISM?

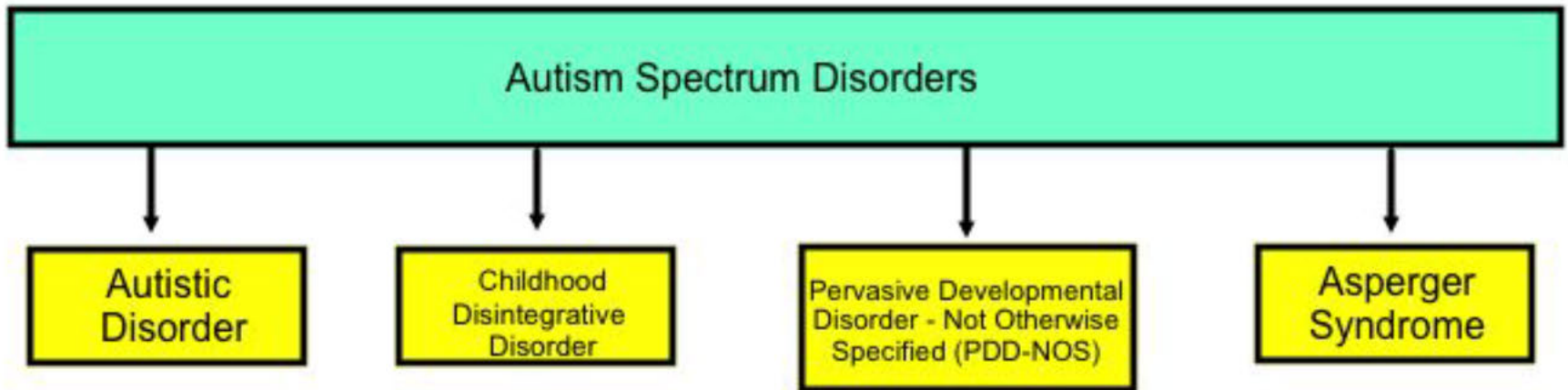
- Autism Spectrum Disorder (ASD) and autism are both general terms for a group of complex disorders of brain development.
- Both disorders are characterized by difficulties in social interaction, verbal and nonverbal communication and self-regulation.
- Individuals on the spectrum experience the aforementioned difficulties in varying degrees.
- Those diagnosed with Autism may also struggle with an intellectual disability, motor coordination, attention and physical health concerns.

MYTHS ABOUT AUTISM

- People diagnosed with autism are all geniuses.
- Those with autism have intellectual disabilities.
- Individuals with autism do not feel emotions.
- **People who display qualities that may be typical of a person with autism are just odd and will grow out of it.**

CHANGE IN DIAGNOSIS TITLE

- Prior to May 2013, Autism was broken down into five subtypes.



- However, when the new edition of the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5), all subtypes were merged under the single “umbrella” of Autism Spectrum Disorders (ASDs).

SIGNS OF AUTISM

All symptoms may be experienced and varying levels of severity.

Common early signs include:

- Delayed speech or difficulty communicating
- Poor eye contact
- Little or no imaginative play
- No joint attention – not looking in the same direction as others
- Showing limited interest in other people
- Highly emotional responses to changes in routine

CAUSES

- There is no one, single cause for autism.
- It is widely accepted, though, that autism is caused by an abnormality in the brain.
- Heredity and genetic predisposition are factors.
- Other non-genetic and environmental factors have been noted to influence a child's risk, such as: parental age at time of conception (both mom and dad), maternal illness during pregnancy, extreme prematurity, difficulties during birth (especially lack of oxygen), mothers exposed to high levels of pollution and pesticides during pregnancy.
- *It is crucial to remember that these factors alone do not cause autism. However, in combination with genetic risks, appear to have increased risk for autism.*

DIAGNOSIS

- Currently there is no medical test to specifically diagnose autism.
- Autism is instead diagnosed by trained physicians and psychologists who administer autism-specific behavior evaluations.
- **“A brief observation in a single setting cannot present a true picture of someone’s abilities and behaviors.** The person’s developmental history and input from parents, caregivers and/or teachers are important components of an accurate diagnosis.”
[\(http://www.autism-society.org/what-is/diagnosis/\)](http://www.autism-society.org/what-is/diagnosis/)
- Early detection is key! The earlier services can be provided, it is more likely individuals will be able to integrate strategies into their lives.

TREATMENT OPTIONS

- Highly structured schedules and routines
 - Some individuals benefit from the use of social stories.
- Therapies
 - Practicing art and music, as well as working with animals has proved to increase communication skills, provide a sense of accomplishment and develop socialization skills.
- Behavioral intervention
 - Should be put into place as early as possible to yield best results.
 - Usually also involves the family.
- Medical intervention
 - Medication may be needed to address the conditions that accompany Autism.
 - While every individual and family is different, some individuals may benefit from medication to address mood and anxiety.

WHAT IS IT LIKE TO HAVE AUTISM?

- Many individuals diagnosed with autism experience sensory overload. This means that they could be extremely sensitive to light, sounds, taste, smell, textures, among various other things.
- Have you ever wondered what it might be like to have autism? Some people diagnosed with autism wanted to share their experiences to help other understand what it is like to live in their shoes.
- Video: Sitting in a Coffee Shop
(<https://www.youtube.com/watch?v=KmDGvquzn2k>)

WHAT CAN FAMILIES AND TEACHERS DO TO HELP?

- While we want to help those who are diagnosed with autism experience every day things, we need to remember that those activities may be very, very hard for them.
- At the same time, that does not mean people with autism do not want to go to a coffee shop, to a concert, for a walk in the park, etc.
- Before going on an outing, try to have a conversation about what will make him/her most comfortable, the things that need to be avoided, etc.
- Pay attention to body language and non-visual cues. If you know the person well, you will be able to sense that he/she is getting uncomfortable and when it is time to leave or take a break in an activity.

THE IMPORTANCE OF SOCIALIZATION

- Again, though those diagnosed with Autism may have experience sensory overload, it is still important to try and have them partake in social experiences.
- Individuals should participate in activities of their choosing, but should also be encouraged to do activities that would push them slightly out of their comfort zones.

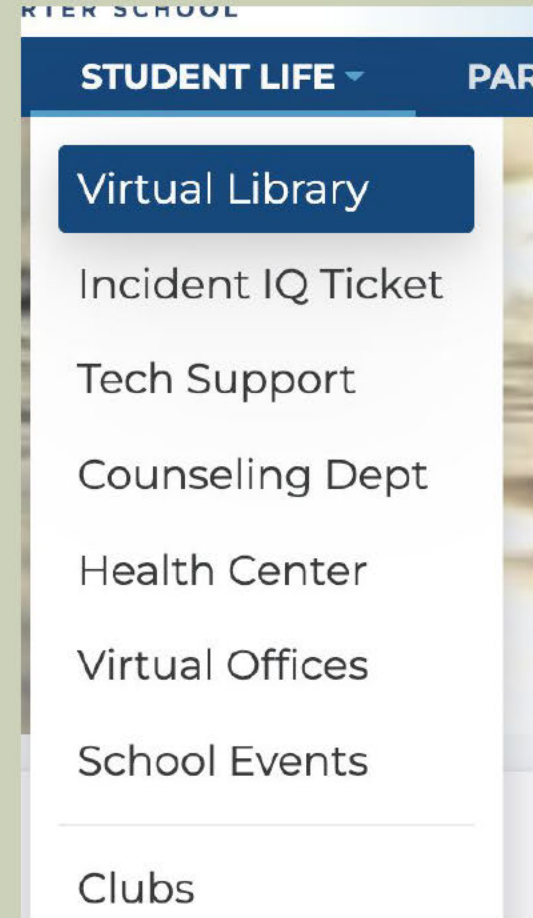


“If we only did things that were easy, we wouldn’t actually be learning anything. We’d just be practicing things we already knew.”

– David Dockterman

OPTIONS FOR SOCIALIZATION AT 21CCCS

- For students who have an identified need in their IEP, instruction in social skills is available.
- Participating in a club is also a great way to practice social skills and get to know other students with similar interests!
- In-person events are back! Some activities are outdoors with the Adventure Club and count for class credit, while others are less strenuous and laid back.



IN THE CYBER SETTING

- If a student chooses to do his/her work independently, it would be fairly easy to get through school in the cyber environment with little interaction with teachers and other students.
- Many students attend cyber school as it is easier for them to feel comfortable in this environment versus a brick-and-mortar setting.
- However, if students are not encouraged, rather required, to interact with peers and teachers, their social skills will not improve.
- Our best course of action is to have students communicating with their teachers and peers about questions they have whenever possible.

HOW CAN WE TEACH STUDENTS TO ASK QUESTIONS?

- If significant support at home has been given, students need to be weaned off of it.
- Students need to be taught how to ask for help and how to identify exactly where he or she is struggling.
- Modeling how the proper questions to ask, as well as how to ask for help is key.
- Providing students with a script may be helpful.

SAMPLE SCRIPT

Script for when you reach a teacher's voicemail . . .

After the beep, you can say:

Hi (teacher's name)! This is (student's name). I am calling because I have a question. I am having trouble with (state the name of the assignment or lesson. Be as specific as possible!) When you have a chance, could you please call me back at (leave your phone number). Thank you and I'll talk to you soon!

THE “HIDDEN CURRICULUM”

- “...the social information that is not directly taught but is assumed that everybody knows” (Myles, Trautman, & Schelvan, 2004).
- Based on the work of Brenda Smith Myles.
- Refers to socially accepted rules or customs that “everybody” knows.
- For someone with autism, rules that are assumed to be understood often need to be explicitly taught.
- Examples: Most women talk in the bathroom. Most men do not talk in the bathroom. People typically do not ask one another about their age and weight.

SUGGESTED RESOURCES

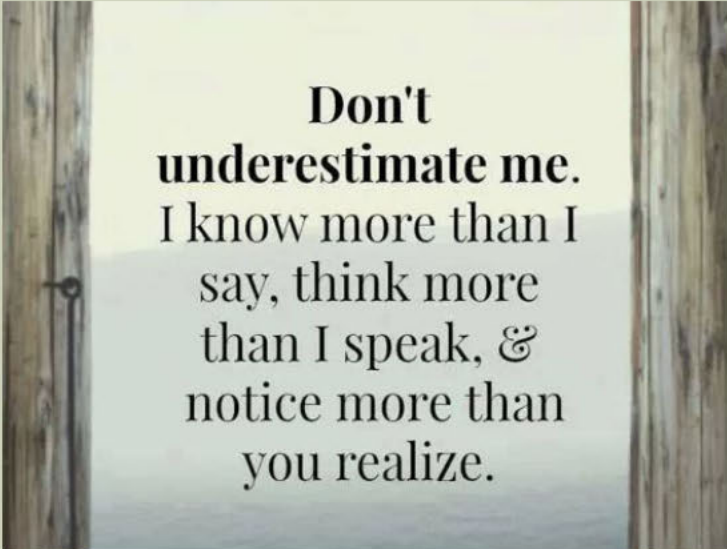
- **The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations**
 - **Written by Brenda Smith Myles**
 - <http://www.amazon.com/The-Hidden-Curriculum-Understanding-Situations/dp/1931282609>
- **Office of Vocational Rehabilitation (OVR)**
 - http://www.portal.state.pa.us/portal/server.pt/community/vocational_rehabilitation/10356
- **PA Autism Services, Education and Training (ASERT)**
 - <http://www.paautism.org/>
- **Special Olympics – Pennsylvania**
 - <http://specialolympicspa.org/>

***Special
Olympics
Pennsylvania***



IN CONCLUSION...

- Autism is a complicated disorder, however can be managed quite well.
- Those with autism are just like anyone else and have unique personality traits that should be embraced.
- With strong support networks, those with autism are able to lead happy and Fulfilling lives, often with a great deal of independence.



Don't underestimate me.
I know more than I say, think more than I speak, & notice more than you realize.

Works Cited

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"Home | Autism Society." *Autism Society Home Comments*. Autism Society, Jan. 2016. Web. 03 Jan. 2016. <<http://www.autism-society.org/>>.

"Home | Autism Speaks." *Autism Speaks*. Autism Speaks Inc., Jan. 2016. Web. 03 Jan. 2016. <<https://www.autismspeaks.org/>>.

Myles, B.S., & Duncan, M. (2008). 2009 Hidden Curriculum One-A-Day Calendar.

Shawnee Mission, Kan.: Autism Asperger Publishing Company.

Inclusive Practices Attendance

Autumn Nunemaker, Kelly and Peter MacLennan, and Amanda Jones

The background features a vibrant blue sky with a large, bright yellow sun in the upper right corner. Several light blue, stylized clouds are scattered across the sky. In the foreground, a blue pen nib is shown pointing downwards, with a dark blue, rounded rectangular shape positioned below it. The text is contained within these shapes.

Steps for Success

Dan Talley
Special Education Teacher



Set up a Routine

- **Wake up at the same time each day**
- **Eat breakfast before you begin working**
- **Have set work hours, a set lunch time, and set break times**
- **These are all things that you would do at a brick-and-mortar school.**



Set up a Workspace

- **Have a dedicated workspace (desk, kitchen table, etc.)**
- **Make sure the area is free from clutter and has a comfortable chair.**
- **Keep a notepad and pen handy so that you can jot down notes, ideas, questions, or reminders**



Avoid Distractions!!!

- Switch your phone to silent
- No cell phone on your work surface (Put your phone in another location. You can check it during your set break time)
- Leave the radio and television off



Stay Organized

- **Check your email every morning and afternoon (You don't want to miss important updates and reminders from your teachers)**
- **Check Moodle homepage daily for School Announcements and School News**
- **Check the weekly progress bars in your classes to help stay on pace**



Stay Organized

- **Make folders on the desktop for each subject**
- **Label and date things clearly**
- **Never delete or get rid of anything until the course is over and grades have been issued**



Stay Organized

- **Check-in with your academic advisor regularly**
- **Be sure to view all of the lessons in each class every week (required for attendance and truancy purposes) and try to complete all assignments for the week in order to stay on pace**
- **Read all teacher feedback and contact teachers with any questions or concerns**

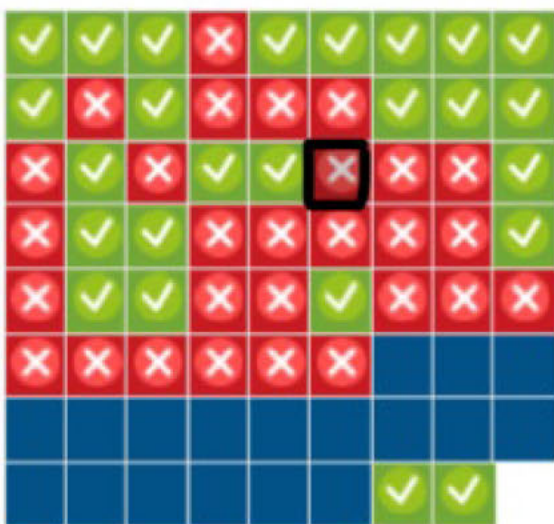


Stay Organized

- Create a daily schedule to help manage your time. Stick to it!!!
- Read all directions thoroughly
- Communicate questions clearly

Progress Bars

QUARTER 1 PROGRESS



Progress: 35%

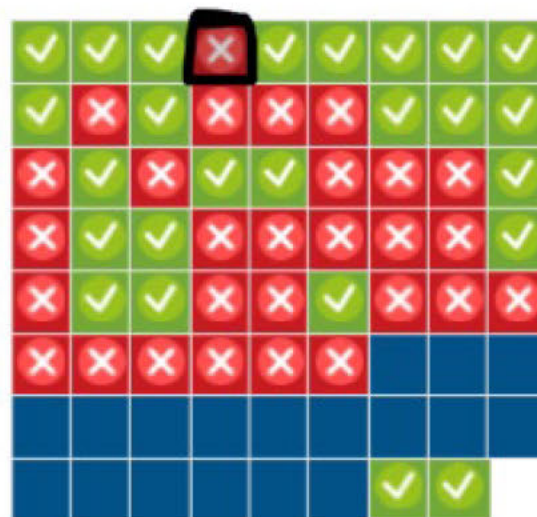


(3.4.a) ★ IXL Plots: Submission
Box

Not completed ✗

Expected: September 23, 2021

QUARTER 1 PROGRESS



Progress: 35%



(1.1.a) ★ Operations with
Fractions: Submission
Box

Completed (did not achieve pass
grade) ✗

Expected: September 3, 2021

Progress Bars

QUARTER 1 PROGRESS

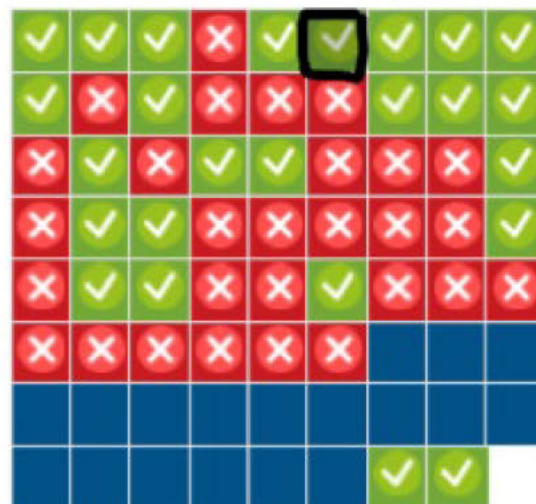


Progress: 35%

 (1.1) Operations With Fractions
Completed 

Expected: September 3, 2021

QUARTER 1 PROGRESS



Progress: 35%

 (1.1.b) ★ IXL Multiply Fractions:
Submission Box

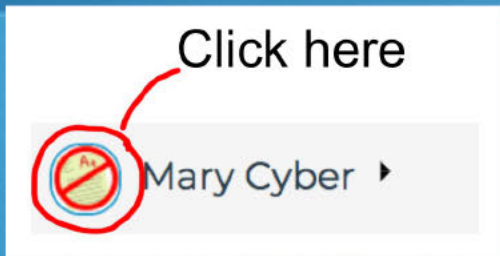
Completed (achieved pass grade)



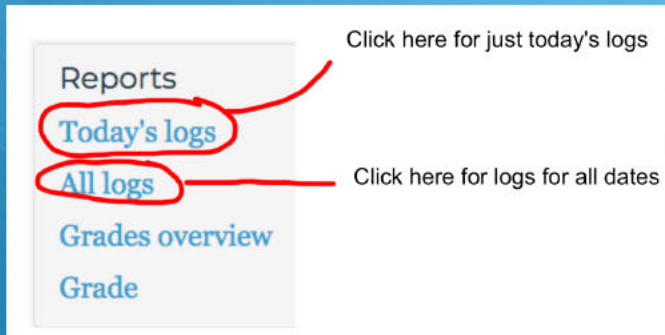
Expected: September 3, 2021

- **Checking student logs**


In the Parent Portal:



- **Then click here:**



March 25 2019, 11:34 AM	Mary Cyber	-	System	System	User has logged in
November 9 2018, 11:17 AM	Mary Cyber	-	System	System	User logged out
November 9 2018, 11:17 AM	Mary Cyber	-	Assignment: (5.3.b) You Got A Problem? Yo, I'll Solve It! - 20 pts ★	Assignment	The status of the submission has been viewed.
November 9 2018, 11:17 AM	Mary Cyber	-	Assignment: (5.3.b) You Got A Problem? Yo, I'll Solve It! - 20 pts ★	Assignment	A submission has been submitted.
November 9 2018, 10:02 AM	Mary Cyber	-	Front page	System	Course viewed
November 9 2018, 10:02 AM	Mary Cyber	-	Course: English Composition (9) - College Prep	System	Course viewed

- 
- **Progress Monitoring Classes**
 - **Each subject meets once per week, Math, Reading, Writing**
 - **1 assignment per week**
 - **3 probes per quarter**
 - **Very important that probes are completed within the given windows (The data is used to monitor progress on IEP goals)**

Preparing for Cyclical Monitoring: A Focus on Secondary Transition Planning and IEP Development

2021 - 2022

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's
Commitment
to Least
Restrictive
Environment
(LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Why is my LEA participating this year?



Pennsylvania SPP Indicator 13 for CMCI & Transition Best Practice
IEP File Review Checklist

District: _____ Teacher Last Name, First Name: _____
 Date: _____ Pre-Review Post-Review
 Name of Reviewer(s): _____
 Reviewer: IJ PaTTAN
 LEA Administrator Other _____
 Special Education Administrator Signature: _____

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B)(i))

NSTTAC Indicator 13 Checklist	PA CMCI File Review Question	Look At	Y			N			N/A		
INVITATION TO PARTICIPATE IN THE IEP MEETING											
1	Is there evidence that the student was invited to the IEP meeting?	247 Transition Planning and Services: Transition planning is checked (age 14 or younger if deemed	IEP invitation								



LEA
Requirement 1

Develop an administrative team to support the targeted training and technical assistance process

LEA
Requirement 2

Lead contact person to complete an interview/survey regarding effective practices for secondary transition

LEA Requirements 3-5

- Identify targeted staff to participate in IEP pre-reviews using the PA Indicator 13 checklist
- Complete Indicator 13: Effective Transition Practices Schoology course work and coaching feedback sessions as dictated by LEA action plan
- Complete IEP post-reviews

Process - Leader Services!

1. IEPs submitted to TAC (secure)

New This Year:

2. Checklists are entered by TaC

3. Reports generated by TaC

4. Historical data will be available to LEAs through TAC

Timeline

September

LEA/CTC Responsibility

- LEA designee participates in 9/15 webinar
- Meet with IU/PaTTAN to review staff required for participation in online course, discuss coaching process and complete survey/interview
- Begin *Indicator 13: Effective Transition Practices* Schoology course
- Submit one IEP/each staff who writes/contributes to the development of IEPs for students ages 14-21

IU/PaTTAN Responsibility

- Meet with LEA to review content of online course, discuss coaching process, administer survey/interview, discuss LEA training/action plan

Timeline October

LEA/CTC Responsibility

- Review data with IU/PaTTAN to identify coaching goals
- Continue Schoology Course

IU/PaTTAN Responsibility

- Complete Indicator 13 checklist and review with LEA and/or teachers
- Review IEP pre-review with LEA to identify an appropriate coaching goals

Timeline

November-
May

LEA/CTC Responsibility

- Complete any coaching sessions addition to Schoology course
- Schoology course completed by 3/31/2022
- Submit IEPs for post-review
- Meet with IU/PaTTAN to review pre and post results and discuss any additional training recommendations

IU/PaTTAN Responsibility

- TAC meet with assigned PaTTAN consultants to review Schoology progress
- Provide any needed additional coaching/training
- Submit LEA training plan by 12/17/21
- Enter pre-reviews into Leader website prior to meeting with LEA
- Coach LEA staff to consider internal processes for using indicator 13 checklist to review IEPs
- Score post reviews and review results with LEA; discuss additional needs

Timeline

June

LEA/CTC Responsibility

- All coaching completed and, if needed, follow-up training or technical assistance is scheduled

IU/PaTTAN Responsibility

- All trainings are completed and, if needed, follow-up coaching or technical assistance are scheduled
- Post reviews are completed and all data is entered into Leader website no later than June 1, 2022
- All training forms entered in Leader Services I-13 Database by June 2, 2022

Timeline *Additional Support*

LEA/CTC Responsibility

- Participate in any recommended follow-up training/coaching, if identified

IU/PaTTAN Responsibility

- Provide follow-up training/coaching if recommended. May include additional Indicator 13 IEP reviews



About the Schoolology Course

Accessing the Course

- Identified staff register for Schoology course
- Wisdomwhere announcement will send schoology code and will be provided at end of this webinar



A little more
about
Schoolology...

- Transition Planning Overview
- Aligned IEPs
- Step 1: Assessment
- Step 2: Present Education Levels
- Step 3: Measurable Post-School Goals
- Step 4: The Grid
- Step 5: Measurable Annual Goals and Progress Monitoring



Online Course Overview and Module

> Check Me First - Course Materials

- Watch about this course video (10 minutes)
- Download:
 - Indicator 13 Schoolology Course Activities – Fillable PDF (submitted at end of course)
 - Aligns with “Coffee Talks” and contain additional application activities (i.e., case studies)
- To receive Act 48 hours participants must:
 - Watch all videos
 - Respond to “Coffee Talks”
 - Submit fillable PDF activity sheet



Resources to
support your
work

>  Check Me First - Course Materials

- IEP Alignment Checklist
- Annotated IEP
- Indicator 13 Checklist
- FAQ for writing Postsecondary Goals

Online Course Overview:

Modules 1 & 2

- View a video
 - Transition Planning Overview video is 20 minutes
 - Aligned IEPs video is 11 minutes
- Respond in “Coffee Talk” in alignment with fillable PDF



Module 3-7 Layout

Module 3

Assessment

Video Content

Start here to learn about today's topic



Coffee Talk

After the video, join the conversation!



Online Course Overview:

Final Submission

- Users submit the Indicator 13 Schoology Course Activities Fillable PDF

REMINDER:
Course
Requirements

In order to receive Act 48 credit:

- watch all videos
- respond to all coffee talks
- submit the fillable PDF activity sheet

Next Steps Admin

- Identify who will be taking course and have them register for course
- Meet with your IU/TAC
 - Program Survey/Interview
 - Establish internal timelines for course completion
 - Discuss coaching options
- Submit IEP Pre-Reviews to TAC

Next Steps for Staff

- Register on PaTTAN Calendar – Preparing for Cyclical Monitoring: A Focus on Secondary Transition Planning and IEP Development
- Access Schoology Course:
 - Registration Code - **XM3K-C75J-FFHJ5**

Questions?

100%

i can



Kera Romero
Caroline Kerestes
Angela Shookster
Anne Daly
Estella Greco
Morgan Pugh

9/17- This Year We Are Breaking Barriers

(9/17/2021 11:30:00 AM - 9/17/2021 3:30:00 PM)

Meeting Dates: #1: 9/17/2021 11:30 am - 3:30 pm at 21CCCS/ Virtual

Presenter: Brian Cote, Matthew Flannery, Monica Frank, Nancy Giagnacova, Erika Laidlaw

Hours: 3 hr

Enrollment: 96 / 200

	Name	Signature	Building
1.	<u>4.00</u> Alexis, Maria	_____	MIDDLE SCHOOL
2.	<u>4.00</u> Algeo, Rebecca	_____	MIDDLE SCHOOL
3.	<u>4.00</u> Baxter, Kara	_____	Special Ed TA
4.	<u>4.00</u> Bittner, Penny	_____	Teaching Assistants
5.	<u>4.00</u> Booth, Tim	_____	Under Principal- Nora Wheele
6.	_____ Brown, Sossie	_____	Teaching Assistants
7.	<u>4.00</u> Bugay, John	_____	HIGH SCHOOL
8.	<u>4.00</u> Burpoe, Jennifer	_____	MIDDLE SCHOOL
9.	_____ Capets, Mariann	_____	Teaching Assistants
10.	<u>4.00</u> Chamberlain, Susan	_____	Under Principal- Nora Wheele
11.	<u>4.00</u> Chu, Peicheng	_____	HIGH SCHOOL
12.	<u>4.00</u> Cooke, Ashley	_____	HIGH SCHOOL
13.	<u>4.00</u> Copenhaver, Alex	_____	Under Principal- Nora Wheele
14.	<u>4.00</u> Copper, Paige	_____	Under Principal- Nora Wheele
15.	<u>4.00</u> Cronin, Robert	_____	HIGH SCHOOL
16.	<u>4.00</u> Daly, Anne	_____	Special Education Teachers
17.	<u>4.00</u> Delaney, Cathleen	_____	HIGH SCHOOL
18.	<u>4.00</u> DeLillo, Kalyn	_____	Under Principal- Nora Wheele
19.	<u>4.00</u> DeRita, Jacalyn	_____	MIDDLE SCHOOL
20.	_____ Devey, Jennifer	_____	Teaching Assistants
21.	<u>4.00</u> Dickinson, Mark	_____	HIGH SCHOOL
22.	<u>4.00</u> Donnelly, Brian	_____	Developers
23.	<u>4.00</u> Douglas, Lauren	_____	HIGH SCHOOL
24.	<u>4.00</u> Duffy, Victoria	_____	Under Principal- Nora Wheele
25.	<u>4.00</u> Elder, Laura	_____	HIGH SCHOOL
26.	<u>4.00</u> Ellsworth, Amy	_____	Under Principal- Nora Wheele

9/17- This Year We Are Breaking Barriers

(9/17/2021 11:30:00 AM - 9/17/2021 3:30:00 PM)

	Name	Signature	Building
27.	<u>4.00</u> Farrell, Kristi	_____	MIDDLE SCHOOL
28.	<u>4.00</u> Faust, Cory	_____	MS Principal- Erika Laidlaw
29.	<u>4.00</u> Finnerty, Erin	_____	Teaching Assistants
30.	<u>4.00</u> Fiolo-Miller, Jennifer	_____	Under Principal- Nora Wheele
31.	<u>4.00</u> Freeth, Jena	_____	MIDDLE SCHOOL
32.	<u>4.00</u> Furrer, Aubree	_____	MIDDLE SCHOOL
33.	<u>4.00</u> Galette, Steven	_____	MIDDLE SCHOOL
34.	_____ Galiczynski, Sean	_____	Under Principal- Nora Wheele
35.	<u>4.00</u> Geller, Kimberly	_____	MIDDLE SCHOOL
36.	<u>4.00</u> Giagnacova, Nancy	_____	Director of Special Educatio
37.	<u>4.00</u> Gibb, Darren	_____	MIDDLE SCHOOL
38.	<u>4.00</u> Gilliland, Amanda	_____	HIGH SCHOOL
39.	<u>4.00</u> Graham, Jane	_____	HIGH SCHOOL
40.	_____ Greco, Estella	_____	Special Education Teachers
41.	<u>4.00</u> Griffin, Katelyn	_____	MIDDLE SCHOOL
42.	<u>4.00</u> Grobman, Jodi	_____	Under Principal- Nora Wheele
43.	<u>4.00</u> Hammond, Jessica	_____	Under Principal- Nora Wheele
44.	<u>4.00</u> Hartshaw, Eileen	_____	Teaching Assistants
45.	<u>4.00</u> Heleniak, Dana	_____	Under Principal- Nora Wheele
46.	<u>4.00</u> Huggins, Michael	_____	Under Principal- Nora Wheele
47.	<u>4.00</u> Hughes, Lauren	_____	HIGH SCHOOL
48.	<u>4.00</u> Iovine, Heather	_____	Under Assistant Principal- C
49.	<u>4.00</u> Kemmerer, Sarah	_____	MIDDLE SCHOOL
50.	<u>4.00</u> Kerestes, Caroline	_____	Special Education Teachers
51.	<u>4.00</u> Kinsch, Matthew	_____	MIDDLE SCHOOL
52.	<u>4.00</u> Klucinec, Tricia	_____	Special Education Teachers
53.	<u>4.00</u> Kreiser, Galen	_____	HIGH SCHOOL
54.	<u>4.00</u> Laidlaw, Erika	_____	Principals
55.	<u>4.00</u> LeGendre, Annette	_____	HIGH SCHOOL

9/17- This Year We Are Breaking Barriers

(9/17/2021 11:30:00 AM - 9/17/2021 3:30:00 PM)

	Name	Signature	Building
56.	<u>4.00</u> Leskinen, Stephanie	_____	Developers
57.	<u>4.00</u> Lewis, Andrew	_____	MIDDLE SCHOOL
58.	<u>4.00</u> Lion, Judy	_____	HIGH SCHOOL
59.	<u>4.00</u> Livesey, Rachel	_____	Developers
60.	<u>4.00</u> Lydon, Megan	_____	Teaching Assistants
61.	<u>4.00</u> Maloney, Julie	_____	Under Principal- Nora Wheele
62.	<u>4.00</u> McCoy, Sanna	_____	Under Principal- Nora Wheele
63.	_____ Meslener, Marcus	_____	HIGH SCHOOL
64.	<u>4.00</u> Meyer, Michael	_____	MIDDLE SCHOOL
65.	_____ Michener, Joseph	_____	HIGH SCHOOL
66.	<u>4.00</u> Miller, Trisha	_____	MIDDLE SCHOOL
67.	<u>4.00</u> Monaco, Tanya	_____	Teaching Assistants
68.	<u>4.00</u> Moynihan, Lisa	_____	HIGH SCHOOL
69.	<u>4.00</u> Mullins, Colleen	_____	MIDDLE SCHOOL
70.	_____ Nagy, Lauren	_____	Special Education Teachers
71.	<u>4.00</u> Newsted, Nathaniel	_____	MIDDLE SCHOOL
72.	<u>4.00</u> Parker, Carly	_____	Supervisor of Special Educat
73.	<u>4.00</u> Parvin, Debbie	_____	HIGH SCHOOL
74.	<u>4.00</u> Pugh, Morgan	_____	Special Education Teachers
75.	<u>4.00</u> Pugliese, Tracy	_____	Under Assistant Principal (T
76.	_____ Regina, Casey	_____	Assistant Principal- Casey R
77.	<u>4.00</u> Reid, Lindsay	_____	ISD
78.	<u>4.00</u> Rieger, Jessie	_____	Under Principal- Nora Wheele
79.	<u>4.00</u> Romero, Kera	_____	Special Education Teachers
80.	<u>4.00</u> Roth, Amber	_____	HIGH SCHOOL
81.	<u>4.00</u> Shank, Emily	_____	Developers
82.	<u>4.00</u> Shookster, Angela	_____	Special Education Teachers
83.	<u>4.00</u> Smith, Matthew S	_____	Under Principal- Nora Wheele
84.	<u>4.00</u> Stanley, Stephanie	_____	Under Principal- Nora Wheele

9/17- This Year We Are Breaking Barriers

(9/17/2021 11:30:00 AM - 9/17/2021 3:30:00 PM)

Name	Signature	Building
85. <u>4.00</u> Staub, Chelsey	_____	Teaching Assistants
86. <u>4.00</u> Stiles, David	_____	Special Ed TA
87. <u>4.00</u> Talley, Daniel	_____	Special Education Teachers
88. <u>4.00</u> Thorne, Allison	_____	MIDDLE SCHOOL
89. <u>4.00</u> Tobin, Patrick	_____	MIDDLE SCHOOL
90. <u>4.00</u> Trotter, Brittany	_____	HIGH SCHOOL
91. <u>4.00</u> Valentini, Kelly	_____	MIDDLE SCHOOL
92. <u>4.00</u> Vanderlaag, Lisa	_____	Special Education Teachers
93. <u>4.00</u> Weaver, Kelly	_____	MIDDLE SCHOOL
94. <u>4.00</u> Weller-Hall, Abigail	_____	Under Principal- Nora Wheele
95. <u>4.00</u> Wilson, John	_____	Under Principal- Nora Wheele
96. <u>4.00</u> Zaayenga, Dianne	_____	HIGH SCHOOL
97. _____	_____	
98. _____	_____	
99. _____	_____	
100. _____	_____	
101. _____	_____	
102. _____	_____	
103. _____	_____	
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113. _____	_____	

9/17- This Year We Are Breaking Barriers

(9/17/2021 11:30:00 AM - 9/17/2021 3:30:00 PM)

Name	Signature	Building
114. _____	_____	
115. _____	_____	
116. _____	_____	
117. _____	_____	
118. _____	_____	
119. _____	_____	
120. _____	_____	
121. _____	_____	
122. _____	_____	
123. _____	_____	
124. _____	_____	
125. _____	_____	
126. _____	_____	
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138. _____	_____	
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141. _____	_____	
142. _____	_____	

9/17- This Year We Are Breaking Barriers

(9/17/2021 11:30:00 AM - 9/17/2021 3:30:00 PM)

Name	Signature	Building
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144. _____	_____	
145. _____	_____	
146. _____	_____	
147. _____	_____	
148. _____	_____	
149. _____	_____	
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167. _____	_____	
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169. _____	_____	
170. _____	_____	
171. _____	_____	

9/17- This Year We Are Breaking Barriers

(9/17/2021 11:30:00 AM - 9/17/2021 3:30:00 PM)

Name	Signature	Building
172. _____	_____	
173. _____	_____	
174. _____	_____	
175. _____	_____	
176. _____	_____	
177. _____	_____	
178. _____	_____	
179. _____	_____	
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184. _____	_____	
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189. _____	_____	
190. _____	_____	
191. _____	_____	
192. _____	_____	
193. _____	_____	
194. _____	_____	
195. _____	_____	
196. _____	_____	
197. _____	_____	
198. _____	_____	
199. _____	_____	
200. _____	_____	

Parent Tools for Success

AM: Sandy Kopp (reg ed)

PM: Angelique Davis-Scott, Carolyn Beck (sp?), Janelle Selva, Tanisha Holley, and Cara May



pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Doungtown Police Department
(Law Enforcement Authority)

and

21st Century Cyber Charter School
(School Entity)

July 1, 2021 - June 30, 2023
(Date)

I. Introduction

A. Parties

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

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

- 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 Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

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

F. Priorities of the School Entity

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

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

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

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

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

B. Discretionary Notification

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

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

C. Law Enforcement Response to Notification

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

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

1. If a child with a disability commits 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)]

See 21st Century Cyber Charter School's Policy #6005.

- 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]

See 21st Century Cyber Charter School's Policy #6005.

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.

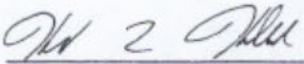
21st Century Cyber Charter School
1245 Wrights Lane
West Chester, PA 19380



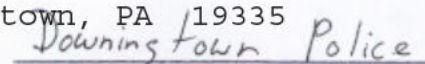
Chief School Administrator
Dr. Matthew Flannery, CEO

School Entity

Downingtown Police Department
10 W. Lancaster Avenue
Downingtown, PA 19335



Chief Law Enforcement Authority



Law Enforcement Authority

21st Century Cyber Charter School
126 Wallace Avenue
Downingtown, PA 19335


Barry Johnson (Sep 2, 2021 12:52 EDT)

~~XXXXXXXXXXXX~~

Barry Johnson,
Facilities Manager

School Building



Book	Policy Manual
Section	6000 Operations
Title	Relations With Law Enforcement Agencies
Code	6005
Status	Active
Adopted	March 22, 2006
Prior Revised Dates	November 5, 2019

Purpose

The Board of Trustees (Board) recognizes that cooperation with law enforcement agencies is considered essential for protecting students and staff, maintaining a safe environment, and safeguarding Charter School property.

Authority

It shall be the policy of the Board to establish and maintain a cooperative relationship between the Charter School and local police department(s) in maintaining school safety and security in responding to school safety and security reports, and in the reporting and resolution of incidents that occur on Charter School property, at any school-sponsored activity, or on any conveyance providing transportation to or from the Charter School or a school-sponsored activity.[1]
[2]

The Board directs the Chief Executive Officer to execute and update, on a biennial basis, a memorandum of understanding with each local police department that has jurisdiction over Charter School property, in accordance with state law and regulations.[2][3]

Definition

Incident - an instance involving an act of violence; the possession of a weapon by any person; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco by any person on Charter School property; or conduct that constitutes an offense listed under the Safe Schools Act.[2][4][5]

Guidelines

Memorandum of Understanding

In accordance with state law and regulations, the Chief Executive Officer shall execute and update, every two (2) years, a memorandum of understanding with each local police department that has jurisdiction over Charter School property. The memorandum of understanding shall be signed by the Chief Executive Officer, police chief and each building principal, and be filed with the Office for Safe Schools.[\[2\]](#)[\[3\]](#)

In developing and updating the memorandum of understanding, the Charter School shall consult and consider the State Board of Education model memorandum of understanding. If the Charter School's memorandum of understanding with local law enforcement contains substantive differences from the State Board of Education model memorandum of understanding, the Chief Executive Officer shall provide a written statement which identifies the differences and the reasons for the differences as part of the biennial filing with the Office for Safe Schools.[\[2\]](#)[\[3\]](#)

The memorandum of understanding shall comply with state law and regulations and set forth procedures to be followed regarding incidents that include, but are not limited to, acts of violence, weapons, terroristic threats, controlled substances, alcohol and tobacco.

The memorandum of understanding may specify other matters related to crime prevention which have been mutually agreed upon by the Chief Executive Officer and the

local police department that has jurisdiction over the Charter School property.[2]

Training

The Charter School shall invite representatives of each local police department that has jurisdiction over Charter School property to participate in training related to subjects that enhance understanding of and build positive relationships with students, which may include but not be limited to training on trauma-informed approaches, restorative practices, suicide awareness and prevention, child abuse recognition and reporting, maintaining confidentiality of students' personally identifiable information and maintaining professional adult/student boundaries.

Students With Disabilities

The Charter School shall provide a copy of its administrative procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over Charter School property. Updated copies shall be provided each time the administrative procedures for behavior support are revised by the Charter School.[6][7]

The Charter School shall invite representatives of each local police department that has jurisdiction over Charter School property to participate in training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention,

as included in the Charter School's Special Education Plan and positive behavior support program.[\[6\]](#)[\[7\]](#)

Referral to Law Enforcement

The Chief Executive Officer or designee shall immediately report required incidents and may report discretionary incidents committed on Charter School property, at any school-sponsored activity or on a conveyance providing transportation to or from the Charter School or a school-sponsored activity, to the local police department that has jurisdiction over the Charter School's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[2\]](#)[\[4\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

Safe Schools Report

Annually, by July 31, the Chief Executive Officer shall report on the designated form, to the Office for Safe Schools, regarding all new incidents as required by state law.[\[2\]](#)

Prior to submitting the Safe Schools report, the Chief Executive Officer and each police department having jurisdiction over Charter School property shall do all of the following:

1. No later than thirty (30) days prior to the deadline for submitting the Safe Schools report to the Office for Safe Schools, the Chief Executive Officer shall submit the report to the police department that has jurisdiction over the relevant Charter School property.

The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine whether the report accurately reflects police incident data.

2. No later than fifteen (15) days prior to the deadline for the Chief Executive Officer to submit the report to the Office for Safe Schools, the police department shall notify the Chief Executive Officer, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.
3. Where a police department fails to take action as required above, the Chief Executive Officer shall submit the report to the Office for Safe Schools and indicate that the police department failed to take above referenced action.

TO THE EXTENT THAT ANYTHING IN THIS POLICY
CONFLICTS WITH THE SCHOOL'S CHARTER OR APPLICABLE
STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE
AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Legal

1. 24 P.S. 1303-A
2. 22 PA Code 10.1
5. 22 PA Code 10.11
6. 22 PA Code 10.2
7. 35 P.S. 780-102
13. 22 PA Code 10.23
14. 22 PA Code 711.46
23. 24 P.S. 1302.1-A
24. 22 PA Code 10.21
25. 22 PA Code 10.22
- 24 P.S. 1732-A
- 22 PA Code 10.24



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Murrysville Police Department
(Law Enforcement Authority)

and

21st Century Cyber Charter School
(School Entity)

July 1, 2021 - June 30, 2023
(Date)

I. Introduction

A. Parties

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

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

- 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 Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

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

F. Priorities of the School Entity

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

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

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file 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)]

See 21st Century Cyber Charter School's Policy #6005.

- 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 II A and II B. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:


- a. No later than thirty 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]

See 21st Century Cyber Charter School's Policy #6005.

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.

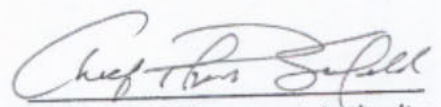


 Chief School Administrator
 Dr. Matthew Flannery, CEO

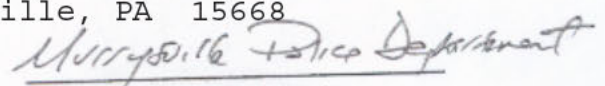
21st Century Cyber Charter School
 1245 Wrights Lane
 West Chester, PA 19380

 School Entity


Murrysville Police Department
 4120 Sardis Road
 Murrysville, PA 15668



 Chief Law Enforcement Authority



 Law Enforcement Authority



 XXXXXXXXXXXXX
 Barry Johnson,
 Facilities Manager

21st Century Cyber Charter School
 221 Blue Spruce Way
 Murrysville, PA 15668

 School Building



Book	Policy Manual
Section	6000 Operations
Title	Relations With Law Enforcement Agencies
Code	6005
Status	Active
Adopted	March 22, 2006
Prior Revised Dates	November 5, 2019

Purpose

The Board of Trustees (Board) recognizes that cooperation with law enforcement agencies is considered essential for protecting students and staff, maintaining a safe environment, and safeguarding Charter School property.

Authority

It shall be the policy of the Board to establish and maintain a cooperative relationship between the Charter School and local police department(s) in maintaining school safety and security in responding to school safety and security reports, and in the reporting and resolution of incidents that occur on Charter School property, at any school-sponsored activity, or on any conveyance providing transportation to or from the Charter School or a school-sponsored activity.[1]
[2]

The Board directs the Chief Executive Officer to execute and update, on a biennial basis, a memorandum of understanding with each local police department that has jurisdiction over Charter School property, in accordance with state law and regulations.[2][3]

Definition

Incident - an instance involving an act of violence; the possession of a weapon by any person; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco by any person on Charter School property; or conduct that constitutes an offense listed under the Safe Schools Act.[2][4][5]

Guidelines

Memorandum of Understanding

In accordance with state law and regulations, the Chief Executive Officer shall execute and update, every two (2) years, a memorandum of understanding with each local police department that has jurisdiction over Charter School property. The memorandum of understanding shall be signed by the Chief Executive Officer, police chief and each building principal, and be filed with the Office for Safe Schools.[\[2\]](#)[\[3\]](#)

In developing and updating the memorandum of understanding, the Charter School shall consult and consider the State Board of Education model memorandum of understanding. If the Charter School's memorandum of understanding with local law enforcement contains substantive differences from the State Board of Education model memorandum of understanding, the Chief Executive Officer shall provide a written statement which identifies the differences and the reasons for the differences as part of the biennial filing with the Office for Safe Schools.[\[2\]](#)[\[3\]](#)

The memorandum of understanding shall comply with state law and regulations and set forth procedures to be followed regarding incidents that include, but are not limited to, acts of violence, weapons, terroristic threats, controlled substances, alcohol and tobacco.

The memorandum of understanding may specify other matters related to crime prevention which have been mutually agreed upon by the Chief Executive Officer and the

local police department that has jurisdiction over the Charter School property.[2]

Training

The Charter School shall invite representatives of each local police department that has jurisdiction over Charter School property to participate in training related to subjects that enhance understanding of and build positive relationships with students, which may include but not be limited to training on trauma-informed approaches, restorative practices, suicide awareness and prevention, child abuse recognition and reporting, maintaining confidentiality of students' personally identifiable information and maintaining professional adult/student boundaries.

Students With Disabilities

The Charter School shall provide a copy of its administrative procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over Charter School property. Updated copies shall be provided each time the administrative procedures for behavior support are revised by the Charter School.[6][7]

The Charter School shall invite representatives of each local police department that has jurisdiction over Charter School property to participate in training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention,

as included in the Charter School's Special Education Plan and positive behavior support program.[\[6\]](#)[\[7\]](#)

Referral to Law Enforcement

The Chief Executive Officer or designee shall immediately report required incidents and may report discretionary incidents committed on Charter School property, at any school-sponsored activity or on a conveyance providing transportation to or from the Charter School or a school-sponsored activity, to the local police department that has jurisdiction over the Charter School's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[2\]](#)[\[4\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

Safe Schools Report

Annually, by July 31, the Chief Executive Officer shall report on the designated form, to the Office for Safe Schools, regarding all new incidents as required by state law.[\[2\]](#)

Prior to submitting the Safe Schools report, the Chief Executive Officer and each police department having jurisdiction over Charter School property shall do all of the following:

1. No later than thirty (30) days prior to the deadline for submitting the Safe Schools report to the Office for Safe Schools, the Chief Executive Officer shall submit the report to the police department that has jurisdiction over the relevant Charter School property.

The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine whether the report accurately reflects police incident data.

2. No later than fifteen (15) days prior to the deadline for the Chief Executive Officer to submit the report to the Office for Safe Schools, the police department shall notify the Chief Executive Officer, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.
3. Where a police department fails to take action as required above, the Chief Executive Officer shall submit the report to the Office for Safe Schools and indicate that the police department failed to take above referenced action.

TO THE EXTENT THAT ANYTHING IN THIS POLICY
CONFLICTS WITH THE SCHOOL'S CHARTER OR APPLICABLE
STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE
AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Legal

1. 24 P.S. 1303-A
2. 22 PA Code 10.1
5. 22 PA Code 10.11
6. 22 PA Code 10.2
7. 35 P.S. 780-102
13. 22 PA Code 10.23
14. 22 PA Code 711.46
23. 24 P.S. 1302.1-A
24. 22 PA Code 10.21
25. 22 PA Code 10.22
- 24 P.S. 1732-A
- 22 PA Code 10.24



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

West Goshen Police Department
(Law Enforcement Authority)

and

21st Century Cyber Charter School
(School Entity)

July 1, 2021 - June 30, 2023
(Date)

I. Introduction

A. Parties

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

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

- 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 Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

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

F. Priorities of the School Entity

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

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

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file 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)]

See 21st Century Cyber Charter School's Policy #6005.

- 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]

See 21st Century Cyber Charter School's Policy #6005.

V. General Provisions

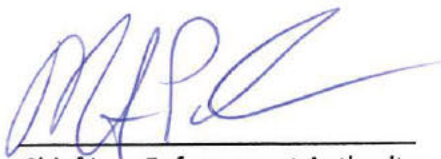
- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, 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
Dr. Matthew Flannery, CEO

21st Century Cyber Charter School
1245 Wrights Lane
West Chester, PA 19380

School Entity



Chief Law Enforcement Authority

West Goshen Police Department
1025 Paoli Pike
West Chester, PA 19380

Law Enforcement Authority



Barry Johnson (Sep 2, 2021 12:40 EDT)

~~Building Principal~~
Barry Johnson,
Facilities Manager

21st Century Cyber Charter School
1245 Wrights Lane
West Chester, PA 19380

School Building

Updated, February 1, 2019



Book	Policy Manual
Section	6000 Operations
Title	Relations With Law Enforcement Agencies
Code	6005
Status	Active
Adopted	March 22, 2006
Prior Revised Dates	November 5, 2019

Purpose

The Board of Trustees (Board) recognizes that cooperation with law enforcement agencies is considered essential for protecting students and staff, maintaining a safe environment, and safeguarding Charter School property.

Authority

It shall be the policy of the Board to establish and maintain a cooperative relationship between the Charter School and local police department(s) in maintaining school safety and security in responding to school safety and security reports, and in the reporting and resolution of incidents that occur on Charter School property, at any school-sponsored activity, or on any conveyance providing transportation to or from the Charter School or a school-sponsored activity.[\[1\]](#)
[\[2\]](#)

The Board directs the Chief Executive Officer to execute and update, on a biennial basis, a memorandum of understanding with each local police department that has jurisdiction over Charter School property, in accordance with state law and regulations.[\[2\]](#)[\[3\]](#)

Definition

Incident - an instance involving an act of violence; the possession of a weapon by any person; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco by any person on Charter School property; or conduct that constitutes an offense listed under the Safe Schools Act.[\[2\]](#)[\[4\]](#)[\[5\]](#)

Guidelines

Memorandum of Understanding

In accordance with state law and regulations, the Chief Executive Officer shall execute and update, every two (2) years, a memorandum of understanding with each local police department that has jurisdiction over Charter School property. The memorandum of understanding shall be signed by the Chief Executive Officer, police chief and each building principal, and be filed with the Office for Safe Schools.[\[2\]](#)[\[3\]](#)

In developing and updating the memorandum of understanding, the Charter School shall consult and consider the State Board of Education model memorandum of understanding. If the Charter School's memorandum of understanding with local law enforcement contains substantive differences from the State Board of Education model memorandum of understanding, the Chief Executive Officer shall provide a written statement which identifies the differences and the reasons for the differences as part of the biennial filing with the Office for Safe Schools.[\[2\]](#)[\[3\]](#)

The memorandum of understanding shall comply with state law and regulations and set forth procedures to be followed regarding incidents that include, but are not limited to, acts of violence, weapons, terroristic threats, controlled substances, alcohol and tobacco.

The memorandum of understanding may specify other matters related to crime prevention which have been mutually agreed upon by the Chief Executive Officer and the

local police department that has jurisdiction over the Charter School property.[\[2\]](#)

Training

The Charter School shall invite representatives of each local police department that has jurisdiction over Charter School property to participate in training related to subjects that enhance understanding of and build positive relationships with students, which may include but not be limited to training on trauma-informed approaches, restorative practices, suicide awareness and prevention, child abuse recognition and reporting, maintaining confidentiality of students' personally identifiable information and maintaining professional adult/student boundaries.

Students With Disabilities

The Charter School shall provide a copy of its administrative procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over Charter School property. Updated copies shall be provided each time the administrative procedures for behavior support are revised by the Charter School.[\[6\]](#)[\[7\]](#)

The Charter School shall invite representatives of each local police department that has jurisdiction over Charter School property to participate in training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention,

as included in the Charter School's Special Education Plan and positive behavior support program.[\[6\]](#)[\[7\]](#)

Referral to Law Enforcement

The Chief Executive Officer or designee shall immediately report required incidents and may report discretionary incidents committed on Charter School property, at any school-sponsored activity or on a conveyance providing transportation to or from the Charter School or a school-sponsored activity, to the local police department that has jurisdiction over the Charter School's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[2\]](#)[\[4\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

Safe Schools Report

Annually, by July 31, the Chief Executive Officer shall report on the designated form, to the Office for Safe Schools, regarding all new incidents as required by state law.[\[2\]](#)

Prior to submitting the Safe Schools report, the Chief Executive Officer and each police department having jurisdiction over Charter School property shall do all of the following:

1. No later than thirty (30) days prior to the deadline for submitting the Safe Schools report to the Office for Safe Schools, the Chief Executive Officer shall submit the report to the police department that has jurisdiction over the relevant Charter School property.

The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine whether the report accurately reflects police incident data.

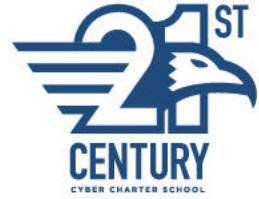
2. No later than fifteen (15) days prior to the deadline for the Chief Executive Officer to submit the report to the Office for Safe Schools, the police department shall notify the Chief Executive Officer, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.
3. Where a police department fails to take action as required above, the Chief Executive Officer shall submit the report to the Office for Safe Schools and indicate that the police department failed to take above referenced action.

TO THE EXTENT THAT ANYTHING IN THIS POLICY
CONFLICTS WITH THE SCHOOL'S CHARTER OR APPLICABLE
STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE
AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Legal

1. 24 P.S. 1303-A
2. 22 PA Code 10.1
5. 22 PA Code 10.11
6. 22 PA Code 10.2
7. 35 P.S. 780-102
13. 22 PA Code 10.23
14. 22 PA Code 711.46
23. 24 P.S. 1302.1-A
24. 22 PA Code 10.21
25. 22 PA Code 10.22
- 24 P.S. 1732-A
- 22 PA Code 10.24

Board Affirmation Statement



21st Century Cyber Charter School

1245 Wrights Lane, West Chester, PA 19380

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 13th day of September 2022

By:  (Signature of Board President)

Mr. Peter Mango (Print Name)

Chairperson 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 13th day of September 2022

By:  _____ (Signature of Board President)
Peter J Mango (Sep 13, 2022 14:33 EDT)

Mr. Peter Mango (Print Name)

Chairperson Board of Trustees

Ethics Act Affirmation

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

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

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

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

Affirmed on this 13th day of September 2022

By:  (Signature of Board President)

Mr. Peter Mango (Print Name)

Chairperson Board of Trustees

Charter Annual Background Check Affirmation

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

Affirmed on this 13th day of September 2022

By:  (Signature of Board President)

Mr. Peter Mango (Print Name)

Chairperson 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 13th day of September 2022

By:  (Signature of Board President)
Peter J Mango (Sep 13, 2022 14:33 EDT)

Mr. Peter Mango (Print Name)

Chairperson Board of Trustees

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

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

Affirmed on this 13th day of September 2022

By:  (Signature of Board President)
Peter J Mango (Sep 13, 2022 14:33 EDT)

Mr. Peter Mango (Print Name)

Chairperson 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.